

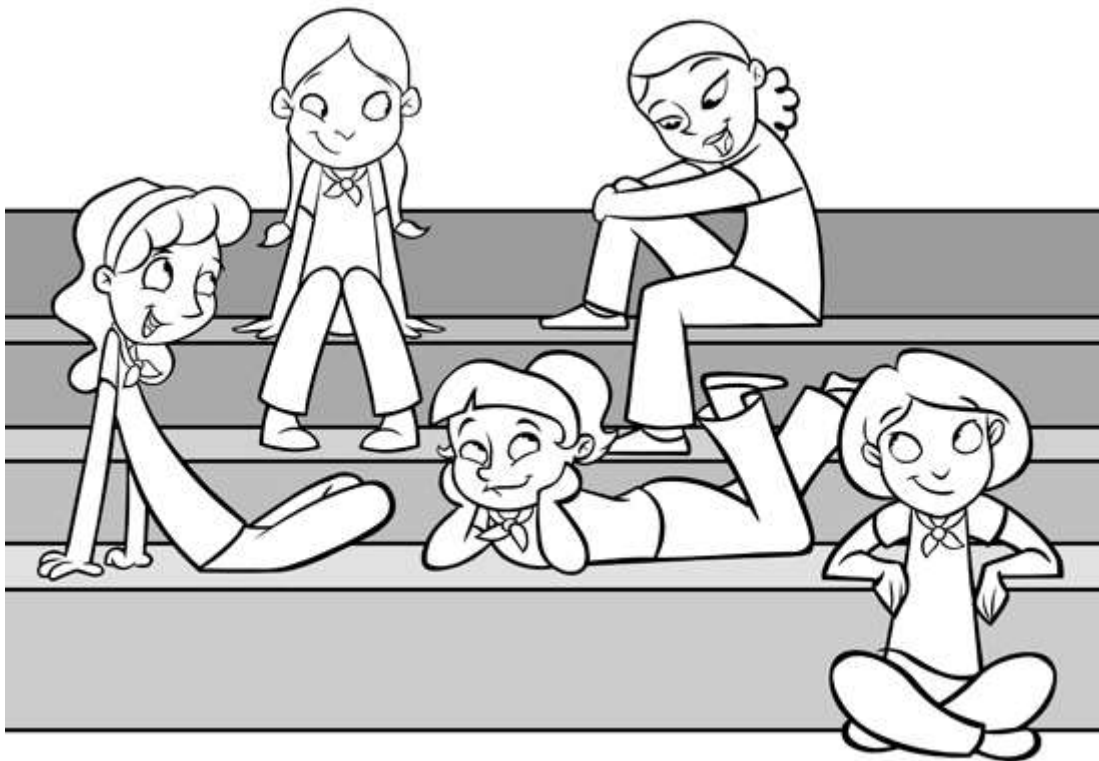


Girl Guides
of Canada
Guides
du Canada

Saskatchewan
Council

January 2009

Special Project Credit



Handbook

Girl Guides of Canada-Guides du Canada Information

Provincial Office

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Information on the Special Credit Project

This handbook has been developed for Members of Girl Guides of Canada-Guides du Canada (GGC) who wish to earn a high school credit through their participation in Girl Guides. It is open to any Member in grades 10 – 12. Saskatchewan Council of Girl Guides of Canada has developed this handbook under Saskatchewan Learning's guidelines. As per their specifications, one out-of-school initiative may be used to fulfill an elective requirement. This credit must be earned within one school year and hold a minimum of 100 hours. Students are expected to plan, predict, complete and evaluate their work. Completion of each of the five sections (Leadership Project, Meet New Challenges, Community Service, Fundraisers, Journal) must be evaluated by the Guider plus a teacher or supervisor from the school. A final mark will be awarded based on the evaluation forms. It will appear on the student's transcript as Special Project Credit 10, 20 or 30, depending on the grade level at which the project was completed. Please note: this project must be proposed and approved by the Member's school prior to beginning the project. (*Core Curriculum: Principles, Time Allocations, and Credit Policy*, Saskatchewan Learning, August 2007).

Role of Guider

The Ranger's Guider or lones adviser is required to monitor the project on a regular basis and evaluate program challenges, service projects and fundraisers in conjunction with the teacher or supervisor. She is also responsible for ensuring adherence to Girl Guides of Canada's *Guiding Essentials: Standards at a Glance* and *Safe Guide*. Rangers may need to be encouraged to maintain program quality.

Role of Teacher/Supervisor

A teacher or supervisor is required to monitor the project on a regular basis and evaluate challenges, the journal and progress in conjunction with the Ranger's Guider or lones adviser. S/he is responsible for ensuring the student adheres to the school board's requirements for a Special Project Credit. Students may need to be encouraged to maintain project quality. (Please refer to your school division or institution's policy on the administration of Special Projects for further direction on project development, evaluation, and reporting procedures.)

Requirements of the Special Project Credit

Leadership Project

The leadership project should be done in a younger branch within Girl Guides of Canada, if one (or more) exists in the community (a Practice Unit). If no Guiding Unit is available, leadership situations in other groups in the community may be used, if approved by the teacher/supervisor.

A minimum of 30 hours of planning, organization and time-management are to be demonstrated through the planning, presentation, and evaluation of at least one project (e.g., day camp, Unit meetings).

Rangers are to use their journals to plan, predict, and evaluate their meetings (see **Journal** on page 3 of this handbook).

Meet New Challenges

Rangers are to complete nine challenges from at least four areas of the Ranger program in order to demonstrate interest and ability in a variety of activities. (Guiders, please note that this is equivalent to the Chief Commissioner's Bronze award.)

A minimum of 30 hours of planning, organization and time-management are to be demonstrated through the planning, presentation, and evaluation of the challenges.

Rangers are to use their journals to plan, predict, and evaluate their challenges (see **Journal** on page 3 of this handbook). Be sure to state your expectations, plans and evaluations. How did the challenge affect you and your community? Did you learn anything? Do you feel you have grown through your experiences?

Community Service

Community service is work done for others with no remuneration. This may be done for an agency or an individual, as the local situation dictates.

A minimum of 20 hours of service must be given to an agency or individual, of the student's choosing through a minimum of one project. (Guiders, please note that if only one project is used to complete the 20 hours, the student also completes the Ranger service project.)

Rangers are to use their journals to plan, predict, and evaluate their service (see **Journal** on page 3 of this handbook).

Fundraisers

Fundraisers must follow GGC and Saskatchewan Council's Fund Development Guidelines, under the approval of a commissioner. (If you are unsure who your commissioner is, please contact the provincial office.) Please note that one fundraiser **must** be a cookie campaign.

Funds must be raised for a specific purpose:

- for your Unit (e.g., a trip or camp)
- other areas of Guiding (e.g., another Unit or Canadian World Friendship Fund)
- any other appropriate cause.

Ensure your fundraisers adhere to *Safe Guide* regulations, follow *Guiding Essentials: Standards at a Glance* (see section 8.2 "Fund Development" & 11.0 "Cookies"), and are approved by your commissioner. (See also pages 131 – 136 of *The Ranger Program: You Lead the Way* and "Fund Raising Guidelines" on Member Zone on the GGC website, www.girlguides.ca, which you may obtain from your Guider or commissioner).

Rangers must show their ability to budget, set goals, and plan financially through a minimum of 20 hours in at least two fundraisers. Set a financial goal, brainstorm ideas, plan, fundraise and evaluate each fundraiser. Rangers are to use their journals to plan, predict, and evaluate their service (see **Journal** section below).

Journal

Keep track of each challenge activity in your journal, answering the following:

1. Your expectations or what you hope to achieve
2. The planning
3. What happened or what you did
4. Who else was involved
5. How you impacted your community
6. Whether you met your expectations
7. Your evaluation of the task – What did you achieve? Would you do it again? What would you change?
8. What you learned from the experience

Keep track of your progress weekly. Be sure to include the number of your hours!

Your Responsibility to Girl Guides of Canada

Upon completing this challenge, please fill out the last page of this handbook and send it to the provincial office so that we may recognize your achievement.

Evaluation of Leadership Project

Form to be completed by *each* "Practice Unit" Guider or Leadership Supervisor and discussed with the Special Project Credit teacher/supervisor.

Name of Guider/Leadership Supervisor: _____

Contact Info: _____

For each question, rate the participant on the following scale:

4	Superior
3	Very Good
2	Fair
1	Minimal Effort

1. Was the participant well prepared for her task? _____

2. Could she communicate ideas clearly? _____

3. Did she take direction appropriately? _____

4. Did she display evidence of being a team player? _____

5. Did her appearance and manner reflect her role? _____

Total (out of 20) _____

Remarks: _____

Guider/Leadership Supervisor Signature

Date

Teacher/Supervisor Signature

Date

This form may be photocopied.



Meet New Challenges
30 hours
20%



Objective: To demonstrate interest and ability in a variety of activities.

Description: Complete nine challenges from at least four areas of the Ranger program.

Area and Challenge Chosen	Date Started	Date Completed	Time Spent


 Signature of Participant

 Date

Evaluation of Challenges

(Page 1 of 2)

Form to be completed by the teacher/supervisor, following review of the journal and a discussion with the participant. Rate each response with a yes or no.

 Name of Challenge	Were expectations clear?	Did the challenge have impact on the individual or community?	Did the participant learn anything?	Is there evidence of growth in understanding self?	Is there evidence of growth in understanding others?	Total of row (out of five)

Evaluation of Challenges
(Page 2 of 2)

Form to be completed by the teacher/supervisor, following review of the journal and a discussion with the participant. Rate each response with a yes or no.

Name of Challenge	Score out of Five (one mark for each question on chart on page 7)
--------------------------	--

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |

10. Were at least four areas of the Ranger program explored? _____ (Yes = 5; No = 0)

Score out of 50 _____(divide by 2.5)

Total score out of 20 _____

Teacher/Supervisor Signature

Date



Community Service
20 hours
20%



Objective: To provide service to the community through a minimum of one project.
Description: Twenty hours of service to an agency or individual, of the student's choosing, must be completed.

Type of Service	Location/Name of Agency	Date	Hours
Total Hours	---	---	

 Signature of Participant

 Date

This form may be photocopied.

Evaluation of Community Service

Form to be completed by the supervisor of *each* location where service is provided.

Name of the agency or location: _____

Address: _____

Type of service: _____

Name of supervisor: _____

Telephone: _____

For each question, rate the participant on the following scale:

4	Superior
3	Very Good
2	Fair
1	Minimal Effort

1. Was the student effective in planning her part? _____

2. Was the student effective in completing her task? _____

3. Did she do the task efficiently and enthusiastically? _____

4. Did the student's appearance reflect her role? _____

5. Was the service adequate for the assignment? _____

Total (out of 20) _____

Remarks: _____

Community Service Supervisor Signature

Date

Teacher/Supervisor Signature

Date

This form may be photocopied.



Fundraising Challenge
20 hours
20%



Objective: To show the student's ability to budget, set goals, and plan financially through a minimum of two fundraisers (one *must* be a cookie campaign).

Description: Set a financial goal, brainstorm ideas, plan, fundraise and evaluate (using your journal). Funds must be raised for a specific purpose.

Total Goal: _____

Fundraiser: _____ Number of Hours: _____

Goal: _____ Amount Raised: _____

Fundraiser: _____ Number of Hours: _____

Goal: _____ Amount Raised: _____

Fundraiser: _____ Number of Hours: _____

Goal: _____ Amount Raised: _____

Fundraiser: _____ Number of Hours: _____

Goal: _____ Amount Raised: _____

Fundraiser: _____ Number of Hours: _____

Goal: _____ Amount Raised: _____

Total Raised: _____

Total Hours: _____

Student's Comments (see journal as well): _____

This form may be photocopied.

Evaluation of Fundraising

Form to be completed by the supervisor or Contact Guider of *each* fundraising project.

Name of Guider/Fundraiser Supervisor: _____

Contact Info: _____

For each question, rate the participant on the following scale:

4	Superior
3	Very Good
2	Fair
1	Minimal Effort

1. Were the student's goals realistic? _____

2. Was there evidence of thorough planning? _____

3. Were her manner and appearance appropriate? _____

4. Was the fundraising activity appropriate? _____

5. Is there evidence of growth in understanding? _____

Total (out of 20) _____

Remarks: _____

Guider/Fundraiser Supervisor Signature

Date

Teacher/Adviser Signature

Date

This form may be photocopied.

Final Evaluation

Congratulations!

1. Leadership Project
(average of all projects) 20

2. Challenges 20

3. Community Service
(average of all projects) 20

4. Fundraising 20

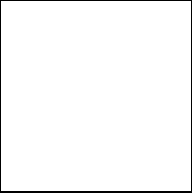
5. Journal 20

Final Grade _____ %

Teacher/Supervisor's Comments to Student: _____

Teacher/Supervisor Signature _____

Date _____



Participant Information

Name of Participant: _____

Address: _____

Telephone Number: _____ Final Mark: _____

Fax Number: _____ E-mail Address: _____

Student's Comments: _____

Teacher/Supervisor Information

Name of Teacher/Supervisor: _____

Address: _____

Telephone Number: _____ May we contact you? _____

Fax Number: _____ E-mail Address: _____

Recommendations for Printing the Next Handbook: _____

Other Comments: _____

**Send this page back to High School Credit Committee,
c/o Girl Guides of Canada-Guides du Canada, Saskatchewan Council,
200 – 1530 Broadway Avenue, Regina, SK, S4P 1E2,
so that we may recognize this student's achievement.
A completion certificate is available for presentation.**