



Ranger Transition Guide

Guiding is about learning through doing and Rangers is no different!

The Ranger program is designed to offer young women choice and flexibility in both challenge topic and challenge format. Not everyone is going to want to do the same activity in the same way. The key to success is helping Rangers to create the experience they want – doing the activities they want in the way they want.

Ranger Program Overview

What's the Same?

- The focus is still on learning through doing.
- Rangers still work to develop their leadership skills by working with peers or younger girls.
- The final award as a girl Member, the Chief Commissioner's Gold Award, is still available.
- The Commonwealth Award and the Duke of Edinburgh Award will still be available to Rangers.
- Rangers will still be able to get together to celebrate the sisterhood of Guiding.

What's Different?

- There is more emphasis on service, with the new Ranger Service Project.
- The program is designed for all girl Members 15-17+ and can be adapted to individual interests.
- There are new awards and recognition that Rangers can choose to work towards.
- Completion of challenges encourages activity – through learning, sharing or participating.
- There has been a rethinking of what program means: It is the activities Rangers want to do and the topics Rangers want to explore.

Program Materials Available to Support You and Your Unit

- *The Ranger Program: You Lead the Way* provides all the information for working on the program.
- Online program resources for use by Rangers and their Guiders to support and enhance the program activities. These can be found at www.girlguides.ca Click on Rangers!

The Youth Leadership Approach

Girl Guides of Canada emphasizes giving girls and young women responsibilities and decision-making opportunities throughout their Guiding experience. So, by the time a young woman enters Rangers, she is an active participant in both her personal and the unit's goal setting. This is the youth leadership approach.



This approach allows each Ranger to take an active role in her personal leadership development. This includes

- Deciding what skills, attitudes and behaviours she wants to develop
- Taking responsibility for personal, peer and community life
- Defining and developing her core competencies
- Identifying, understanding and claiming her own power

The youth leadership approach requires that all participants recognize and respect youth voice and youth-driven activities.

Youth Voice = the different ways youth are able to participate in the decisions that shape their lives

Youth-Driven Activities = the control youth have over their daily activities

Most importantly, the youth leadership approach recognizes youth for the impact they have today, not just at developing them to become the “leaders of tomorrow.”

As many young women need help assuming a leadership role, none of this can be achieved without the support of adults who can guide young women and connect them to their community. It is a myth that Rangers need very little adult involvement. Rangers need skilled Guiders who can act as coach, mentor and facilitator.

Role of Guider

The Ranger Guider is both a mentor and adviser to the young women in her unit. She focuses on creating a supportive relationship and providing support.

When working with Rangers, it is important that Guiders are aware of the particular interests of the Ranger(s) in her unit. By recognizing these interests, the Guider can offer any support, expertise or advice necessary to enable the Rangers to organize their own activities and take on leadership roles.

It is also important that Guiders recognize the skills and abilities of the Ranger(s) they work with and see the Rangers as resources and subject-matter experts, too. The Guiders should foster an environment that not only allows Rangers to lead all activities but also promotes youth-initiated activities, with decisions being shared with Guiders. The ultimate goal should be developing young women who feel confident to take on leadership roles *outside of the unit*.

Here are some of the things a Guider can do to support the Ranger(s) she works with:

- Provide a positive connection to the adult roles within Guiding and the community
- Act as a role model
- Advocate for Rangers
- Practice shared leadership



- Model group consensus for all decisions
- Work with Rangers to develop recognition systems that work for them
- Refer Rangers to outside help/resources as necessary
- Take the training that is available to Guiders through the TEAM program

Youth-Adult Partnerships

Young people clearly say that they want adults involved in their lives in a meaningful way. They want strong, positive role models who can act as a source of guidance. They want a dynamic relationship that changes as they change, allowing them to “try on” leadership when they feel comfortable taking on that role.

This may very well be the most challenging part of sustaining a meaningful relationship with youth: the adult needs to be able to balance, negotiate and adapt her role to the needs of the youth.

The youth-adult partnership is at its most successful in Guiding when Rangers and their Guiders work together. The Rangers and their Guiders should:

- Clearly explain their own roles and understand what they can expect from each other
- Share in both learning and teaching
- Share equally in decision-making

A good youth-adult partnership is where young people are recognized for:

- Who they really are
- The positive changes they are capable of making as young people
- The levels of involvement they are willing to make
- The knowledge and resources they can share

The Ladder of Participation

Rung 8 – Activities are initiated by youth with decision-making shared with adults – Youth are seen as full partners

Rung 7 – Youth initiate and direct own activities

Rung 6 – Activities are initiated by adults with decision-making shared with youth

Rung 5 – Activities are initiated by adults who consult and inform youth

Rung 4 – Activities are initiated by adults who assign tasks to youth but do not keep them informed

Rung 3 – Youth are tokens – one young person may be asked to represent all *not participation

Rung 2 – Youth are used as decoration *not participation

Rung 1 – Youth are used to communicate the message of the adults *not participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.



Young Women and Leadership

Young women have a very different view of leadership compared to the typical viewpoint in our society. Young women believe in relational leadership — using their skills to get what they want and to have an impact on others and the world around them.

Young women define leadership as:

- having a vision
- taking a stand
- having a positive attitude
- being confident
- being able to speak well in front of groups
- being passionate
- willing to take risks
- speaking up for oneself

At the same time, young women recognize that a leader needs to:

- be a good listener
- be kind
- be a role model
- be a team player
- take care or advocate for others
- be honest, trustworthy and responsible
- know when to follow others
- know when not to follow others
- admit when one is wrong or doesn't know
- have humility and compassion
- be flexible
- motivate others

To young women, leadership looks like a Ranger who:

- expresses her own ideas and suggestions
- expresses her feelings clearly
- actively participates in discussions
- gives positive feedback
- suggests changes in program activities
- encourages others to participate
- supports others when doing something difficult
- pays attention when others are speaking
- shows respect
- uses positive and confident body language
- follows through on responsibilities
- volunteers to do something new or challenging
- asks for more responsibility when ready
- shows initiative



This form of leadership isn't so much about being the first, the strongest or the loudest. Rather, it is a process of give and take where one might be the leader today, but a follower tomorrow.

Rangers and Flexibility

As young women were consulted about the new program it was clear that Rangers have a wide range of interests, abilities and beliefs. No two Rangers want the same thing from their program. So, the program has been created with flexibility in mind and to meet the varied interests in Rangers.

Discovering the Program

There are eight program areas to explore in the new Ranger program. The program area objectives will help you create your own challenges that reflect your interests.

- **Celebrate Guiding** - To commit yourself and your skills to helping others in Guiding.
- **Community Connections** - To gain insight into your communities, how they work and what you can offer them.
- **Environment, Outdoors and Camping** - To develop your knowledge and appreciation of the natural environment and to participate in activities which develop your skills and leadership outdoors.
- **Explore Your Creativity** - To encourage self-expression and to explore the arts.
- **Global Awareness** - To explore the cultures and beliefs of people in other parts of the world and to identify global issues that concern us all and what we can do to help.
- **Healthy Living** - To enhance physical and emotional health and well-being by embracing positive lifestyle choices such as eating nutritiously, being physically active and making a commitment to a healthy lifestyle.
- **Leadership and Management** - To develop a greater understanding of leadership skills and use these skills to lead others.
- **Your Future** - To prepare you for the opportunities and challenges of living independently.

The new Ranger program, *You Lead the Way*, offers different options for completing challenges. Each Ranger can work on her program in a way that suits her interests, her time commitments and her abilities.

A Ranger can complete challenges:

- On her own
- With other Rangers
- With Sparks, Brownies, Guides or Pathfinders
- With people outside of Guiding



For example:

The Global Awareness program area offers the following suggested activity:

1. Food Awareness – Create a meal with food from a culture different from your own. Invite family, friends or your Guiding unit to share it with you. Prepare, serve and eat the meal following the customs of the people from that country or region. Over dinner talk about how the meal differs from the ones you normally eat and what role the environment plays in people’s diet.

A Ranger could complete this activity:

- On her own by finding recipes, cooking the food and sharing it with her family.
- With other Rangers, working together to investigate a country, choose recipes and share shopping, cooking, serving and cleaning tasks.
- With Sparks, Brownies, Guides or Pathfinders, facilitating a potluck dinner at a meeting or helping the girls to plan an international menu for camp.
- With people outside of Guiding, organizing an international meal with a community organization or group such as a teen drop-in centre, a senior’s centre or a social group she belongs to.

Creating Challenges

As you look through the new Ranger program book, *You Lead the Way*, it is important to remember that each program area starts with an objective. This objective explains the purpose of the program area and will also help you create a challenge that works for you and your unit.

Following each objective are about 30 suggested activities that can be turned into a challenge. These are suggestions only – a Ranger can choose to explore a different topic from those listed.

Following the suggested activities are three examples of how an activity can be further developed into a well-planned challenge. While these examples come from Rangers across Canada, they are only suggestions and are by no means the only way to do a challenge. The attempt has been made to use a variety of challenges that could inspire Rangers to create their own challenges that fit into their lives and communities.

Making the Most of Your Time in Rangers

There are so many exciting and new options for young women that Rangers sometimes find it hard to fit in school, a job, friends, a social life, after-school activities and Rangers. Meetings might conflict with a necessary shift at work or with a concert that just can’t be missed. The new program will make it easier for young women to fit Rangers into their dynamic lifestyles. Rangers now have many options for how they want to participate in the program.



Here are some of the many options available to a Ranger:

- All three years working with other Rangers
- All three years working as a Junior Leader
- One year working as a Junior Leader and the next year working with other Rangers
- A year (or all three even) working both with other Rangers and as a Junior Leader
- Working as a Lone, connecting with Ranger units and units of younger girls as possible

The choice is really up to the individual Ranger to explore the situations that interest her the most!

Recognition

Rangers is a fun and flexible way for young women to learn new things and have new experiences. The main focus is to build strong, confident young women who willingly take on a leadership role in Guiding, in their lives and in their communities. It is important that Girl Guides of Canada demonstrate the respect it has for the work the young women in Rangers do. That's why there are now more awards available for Rangers to choose to earn and there is more recognition for Guiders to show their appreciation of the Rangers they work with.

The new awards and recognition available to Rangers are:

- Chief Commissioner's Bronze Award: complete 9 challenges
- Chief Commissioner's Silver Award: earn Bronze Award and complete 9 additional challenges
- Chief Commissioner's Gold Award: earn Bronze and Silver (18 challenges) with at least one challenge from each program area; complete Ranger Service Project; complete Cookie Campaign Challenge
- Ranger Service Project: complete one major service project of at least 20 hours including planning. This can be done individually or in groups, must be developed and managed by Rangers and is separate from a program challenge – even one that includes service.
- Cookie Campaign Challenge: actively participate in four cookie campaigns over the three years in Rangers.
- Junior Leader Certificate of Appreciation: attend approximately fifty percent of the practice unit's meetings and activities and actively assist Unit Guiders with leading and planning.
- Ranger Certificate: actively participate in your Rangers unit.



What adjustments can be made for Rangers transitioning to the new program in their second or third year?

Use the guidelines listed below in the section on Program Credit to determine where the challenges the Ranger has already earned fit into the new program. Since they are only guidelines, a Ranger must determine for herself whether the activity she did to complete the challenge in the old program really fits best into that category or whether it would fit best into another category.

Second Year:

Ranger Service Project: complete one major service project of at least 15 hours including planning.

Cookie Campaign Challenge: actively participate in two cookie campaigns over the two remaining years in Rangers.

Third Year:

Ranger Service Project: complete one major service project of at least 10 hours including planning.

Cookie Campaign Challenge: actively participate in one cookie campaign over the one remaining year in Rangers.

Making the Transition

In transitioning to the program, each Ranger should work with her Guider to see what will work best for her. It is important to take into consideration the different circumstances within your unit to make the transition as smooth and easy as possible.

Some Rangers and their Guiders may feel anxious about the changes. They may go through a time of frustration and annoyance while they learn about the program. These feelings are natural and are often felt by people going through a change. It will become easier as they become more confident and familiar with the Ranger program.

To help ease these feelings, Rangers and Guiders can discuss:

- Other changes you have experienced in your lives. Perhaps you can remember a situation where you adapted to a change and became more comfortable with the new circumstances.
- The challenge transition chart to see how challenges earned before still count.
- The reasons for the change (problems with the old program and the way these have been addressed in the new program)



- What you enjoyed about Senior Branches and how you can continue to do these things in Rangers.
- A plan for making the transition to the new program

Use the following chart to credit challenges done in the old program to the new Ranger program.

Old Program Challenge	New Program Equivalent (credit for one challenge from:)
Core	
#1	Celebrate Guiding
#2	n/a
#3	Enrolment Challenge
#4	n/a
#5	Environment, Outdoors and Camping
#6	Your Future
#7	Healthy Living
#8	Environment, Outdoors and Camping
#9	Environment, Outdoors and Camping
#10	Leadership and Management
#11	Celebrate Guiding
#12	Your Future
#13	Celebrate Guiding
#14	Celebrate Guiding
#15	Celebrate Guiding
#16	Leadership and Management
#17	Leadership and Management
#18	Healthy Living
#19	Your Future
#20	Your Future
#21	Your Future
#22	Community Connections (though it depends on the topic investigated)
#23	Service Project
Cadet/Junior Leader	
#1	Leadership and Management
#2	Celebrate Guiding
#3	Leadership and Management
#4	Explore Your Creativity
#5	Explore Your Creativity
#6	Celebrate Guiding



#7	Environment, Outdoors and Camping
#8	Environment, Outdoors and Camping
#9	Leadership and Management
#10	Celebrate Guiding
#11	Healthy Living
#12	Celebrate Guiding
#13	Celebrate Guiding
#14	Depends on service done
#15	Depends on challenge chosen; see Commonwealth Award section in program book for program credit
Ranger	
<i>Active Living</i>	
#1	Healthy Living
#2	Healthy Living
#3	Healthy Living
#4	Healthy Living
<i>Camping</i>	
#1	Environment, Outdoors and Camping
#2	Environment, Outdoors and Camping
#3	Environment, Outdoors and Camping
#4	Environment, Outdoors and Camping (or Leadership and Management)
<i>Canadiana</i>	
#1	Community Connections
#2	Your Future
#3	Community Connections
#4	Community Connections
<i>The Creative Arts</i>	
#1	Explore Your Creativity
#2	Explore Your Creativity
#3	Explore Your Creativity
#4	Explore Your Creativity
#5	Explore Your Creativity
<i>Cultural Diversity</i>	
#1	Explore Your Creativity
#2	Community Connections (or Global Awareness)
#3	Global Awareness
#4	Global Awareness
#5	Community Connections (or Global Awareness)
<i>Future</i>	
#1	Your Future
#2	Your Future
#3	Your Future
#4	Your Future
<i>Global Awareness</i>	



#1	Global Awareness
#2	Global Awareness
#3	Global Awareness
#4	Global Awareness
<i>Guiding Service</i>	
Service Project	Celebrate Guiding
<i>Independent Living</i>	
#1	Your Future
#2	Your Future
#3	Your Future
#4	Your Future
#5	Community Connections
<i>Leadership</i>	
#1	Leadership and Management
#2	Leadership and Management (or the appropriate program area related to the topic of the presentation)
#3	Leadership and Management
#4	Environment, Outdoors and Camping or Leadership and Management
<i>Outdoors</i>	
#1	Environment, Outdoors and Camping
#2	Environment, Outdoors and Camping
#3	Explore Your Creativity or Environment, Outdoors and Camping
#4	Environment, Outdoors and Camping
<i>Science and Technology</i>	
#1	Your Future
#2	Explore Your Creativity
#3	Community Connections
#4	Your Future
#5	Environment, Outdoors and Camping
<i>Service</i>	
#1	Environment, Outdoors and Camping
#2	Community Connections
#3	Environment, Outdoors and Camping
#4	Community Connections
<i>Women's Concerns</i>	
#1	Your Future
#2	Healthy Living
#3	Healthy Living
#4	Healthy Living