

## President Guide Award

### Overview

Last revised in 2010 with small changes along the years

Revised in 2019 with partial implementation in 2020 and full implementation in 2021.

### Objective

The PGA is the highest level of achievement for a Girl Guide to work towards. It recognises the strong leadership qualities of the Guide and one who has demonstrated the following:

- strength of character and moral integrity;
- civic consciousness and service oriented;
- commitment to the Guide Promise, the Guide Motto and the Guide Laws;
- and proficiency in Guiding skills and the 5-Point Programme.

It is a Level 5 Achievement under the Ministry of Education's Co-curricular LEAPS system. LEAPS represent the Leadership, Enrichment, Achievement, Participation, Service.

A PGA Guide is envisioned to:

- be proactive in what she thinks, says and does
- take the lead and inspire to be changemakers of society
- have a strong Guiding passion and works towards contributing to the Guiding community and the society.
- commit to uphold the Guide Promise, the Laws and the Guiding skills (5 point programme)

### Target Group

The Guide, at the point of application, must fulfill the following requirements. She

- is not more than 18 years of age by the 31<sup>st</sup> December of the year of test;
- is a member of a Guide unit;
- must be approved by the Captain

The candidate must also have satisfied the following pre-requisite:

1. attained the Baden Powell Award<sup>1</sup> and Guide Gold Award
2. obtained the following Proficiency Badges<sup>2</sup>:

	<b>Name of Proficiency Badge</b>	<b>Tester</b>
(a)	Emergency Helper or Adult First Aid Certificate by St John's/ Elementary First Aid Certificate by Red Cross/ Bronze Cross by Singapore Council of Social Services	Qualified Tester
(b)	Homemaker Badge	Qualified Guider/Volunteer
(c)	Friends to the World Badge	Qualified Guider/Volunteer
(d)	National Heritage Badge	Guider/Volunteer
(e)	Pioneer Badge	GGs Headquarters

The candidate will need to submit a portfolio of Badges (b) to (d). Should the portfolio be insufficient, the candidate will be called in for an interview to ascertain the validity of the work. The badges are recommended to be taken over a period of at least 6 months. Refer to Annex 1 for the requirements of the Proficiency Badges.

<sup>1</sup> The Baden Powell Award focuses on the Guide's leadership ability to plan tasks at the Unit level, which is expected of a PGA candidate. This allows the PGA candidate to focus on completing tasks that affect the greater community.

3. completed either of the projects listed below:
  - plan and execute a self-initiated community service project with a non-profit organisation
  - advocate for a cause that the girl is passionate about where the Guide is expected to plan and execute activities

The project should span at least 10 hours of execution over a period of 6 months. The project can be completed individually or in a group of maximum 4 people. The candidate will need to submit a portfolio regarding the project. The portfolio will describe what they have done and learnt through their journey.

4. organised a 3D2N Guide Camp where participants sleep under tent

For 2020, qualification of PGA candidates are based on criteria set in 2019. Candidates are only allowed to take the PGA test once.

### Implementation

4 January 2020 (First Saturday)	Registration Deadline for PGA
18 January 2020 (For selected candidates)	Round 0 – Checking of Qualification of PGA Candidates
1 February 2020 16 March to 18 March 2020	Round 1 – Planning & Organisation Planning & Organisation Test
April 2020	Round 2 – Be Prepared Test
	Round 3 – Dialogue Session
December 2020	PGA Ceremony (at Istana)

The Combined PGA and PSA Awards Ceremony is held in December at the Istana.

Guiders who send their girls for PGA will need to participate in the journey either as resource personnel/tester, etc in the ratio of 1 Guider to 3 Girls.

### Test

#### **Round 0 – Checking of Qualification of PGA Candidates**

Candidates are expected to submit their Intent for PGA along with their portfolio. The PGA Committee will look through the submission and recall any candidate if there are further questions.

The coverage of the portfolio is such that the PGA committee would be able to understand the context of what the PGA Candidate did as well as how she has attained the various badges/pre-requisite. The portfolio should be customised and no plagiarism is allowed. Any direct copying of material must be acknowledged.

#### **Round 1 – Planning and Organisation (P&O) Test**

The PGA Candidate is required to complete either one of the following:

1. Plan and execute an outdoor learning experience for a group of Guides
2. Plan and execute a social action project for a group of Guides/Brownies

Guiders from PGA candidates' school and/or adult volunteers will form the pool of testers.

Coverage and Procedure:

- The P&O clause emphasises on meticulous planning, organisation and implementation, leadership and teamwork.
- The theme for the 2 options will be decided by the PGA candidates.
- Each PGA candidate will be assigned either Option 1 or 2. The specific time slots (Day 1 AM, Day 1 PM) will be balloted by the Guide. Half a day is set aside for them to kick-start their communication and collaboration.
- Each project group has a maximum of 6 PGA candidates per team.
- Each candidate will adopt a timeslot which she will plan individually. During the execution, she may be assisted by not more than two other candidates from other schools, as resource personnel (RP). The use of RP is optional.
- This will be executed on the Monday to Wednesday of the March Holidays. Candidates must be present throughout the entire duration.

The details of each task is as follows:

<b>Test Task:</b>	<b>Option 1</b>	<b>Option 2</b>
Title:	Outdoor Learning Experience	Social Action Project
Venue:	Camp Christine/ Schools that volunteer to have a camp conducted in March	GGs HQ/ school that is willing to open up their venue
Participants (no. of patrol)	Guides (not more than six patrols)	Brownies and/or guides (not more than six patrols)
Details	3D2N camp, where its objective is to promote outdoor learning. Candidates are required to share their passion for the outdoors through this camp in a creative manner.	A project lasting 3 days of *advocacy work, based on the theme (except outdoor learning experience) that the candidates desire. The advocacy should be a social action project for the brownies and/or guides. For participating guides, they can use the skills/knowledge learnt to implement as an initiative under Leading Relationships (PNA). At the end of the project, the PGA candidates must pitch their ideas to a key decision maker(s).

\*Social action is defined as taking practical action in the service of others to make a positive difference to the environment. (*modified from <https://www.girlguiding.org.uk/girls-making-change/ways-to-take-action/social-action-at-girlguiding/>*)

\*Advocacy is defined as any action that speaks in favour of or recommends for a cause.

*For candidates:* area of emphasis and guidelines (in accordance to the WAGGGS Leadership Mindsets) can be found in Annex 2.

### Round 2 – Be Prepared Test

The Girl Guides Motto is ‘Be Prepared’. The candidate will be given a task to complete on the spot. The task will focus on its execution and scenarios provided are real-life. The candidate is expected to deliver a high quality work to completion.

### **Round 3 – Dialogue Session**

The Dialogue Panel consists of the Chief Commissioner, Guide Branch Commissioner and one other Council/Exco Member. There will be three members in total.

PGA candidate would start this session with a 5-minute presentation on their PGA journey (e.g. slides, video, any other creative ways). The candidates are encouraged to use the 'I used to think...now I think' reflective structure to guide their presentation. They can also use their portfolio created at the start of their PGA journey as reference. After the presentation, the Dialogue Panel would continue this session with questions on candidates' presentation.

Candidates will be assessed on the following:

- Personal response: to give considered and developed personal responses
- Clarity of Expression: to express oneself clearly
- Interaction: to engage actively with the dialogue panel in a sustained discussion

## Clauses for Proficiency Badges required for President Guide Award

### Emergency Helper Proficiency Badge

1. Pack up a first aid case suitable for hiking
2. Demonstrate how to deal with the following injuries:
  - 2.1 bleeding from an external wound
  - 2.2 burns and scalds
  - 2.3 blisters
  - 2.4 insect Bites
  - 2.5 sunburn/Dehydration
  - 2.6 fractures
3. Know how to
  - 3.1 take temperature and pulse;
  - 3.2 clean and dress a wound;
  - 3.3 deal with fire and electrical accidents;
  - 3.4 deal with a person in shock;
  - 3.5 treat a patient unconscious from fit; and
  - 3.6 improvise a stretcher to carry a patient and demonstrate it to untrained helps
4. Understand the danger of moving and handling an unconscious person whose extent of injury is not known and know the steps taken to prevent further injury.
5. Use a manikin/mask, demonstrate the procedure for artificial respiration

### Homemaker Badge Proficiency Badge

1. Bring a statement signed by her parent/guardian showing that she has been thorough and helpful at home and she has carried out the following household chores for 7 consecutive days or 4 consecutive weekends. Examples of household chores include:
  - 1.1.tidy and make bed satisfactorily,
  - 1.2. carry out weekly cleaning and sweeping/vacuuming and mopping of a room as well as to know how to empty dusty from the vacuum cleaner
  - 1.3. clean a cooker (gas or electric), microwave oven, stand fan or fridge
  - 1.4. know how to use and clean a dustbin
  - 1.5. know how to dispose kitchen waste
2. Be able to explain or demonstrate how to:
  - 2.1. do household shopping, choose fresh food and how to store it at home;
  - 2.2. prepare a balanced meal for the family; and
  - 2.3. lay a table for a meal for a family, clear away and wash up afterwards.
3. Know the precautions to take to prevent accidents in the home
4. Demonstrate at least one method of simple repair eg. fixing the button/the hook of the skirt, shortening the skirt, etc.
5. Know how to do at least 3 of the following:
  - 5.1. Replace an electric bulb
  - 5.2. Sharpen a knife
  - 5.3. Unblock a sink waste pipe
  - 5.4. Use a vacuum cleaner (including the disposal of collected rubbish)
  - 5.5. Clean the toilet

*A Guide who has obtained the Cook Badge can be exempted from Clause 2.*

*A Guide who has obtained the Accident Prevention Badge can be exempted from Clause 3.*

## **Friends to the World Proficiency Badge**

1. Know the basic facts of WAGGGS<sup>3</sup> and share to your company a current event/program of WAGGGS and how it has inspired them
2. Talk in an interesting way about her own country's Guiding, to a visitor from abroad. (The tester may impersonate the visitor, if necessary).
3. Complete one of the following activity:
  - 3.1. Organise a two hour World Thinking Day activity that focuses on the current theme
  - 3.2. Prepare and organise a two hour activity to stimulate Company/Patrol's interest in Guiding in other countries
  - 3.3. Participate in an overseas International Camp/local WAGGGS conference and interact with overseas Guides

<sup>3</sup> As that covered in the online handbook

## **National Heritage Badge**

*The following clauses are national guidelines.*

The implementation of the Badge is suggested to follow that of a three part series – Part 1: Introduction to Heritage and National Heritage Badge, Part 2: Execution of Project and Part 3: Post-Project Sharing Session and Reflection.

A Guide will then choose from a list of projects to embark on. They may choose to embark on either individual, pair-work, group or level-wide project as listed on the National Heritage booklet. A PGA candidate must have shown to play a large role in the project. The project must be completed within six months, or earlier. UGs are strongly encouraged to organise a mini exhibition/sharing session afterwards to showcase students' work.

The Guider-in-charge will verify completion of the project using the Project Verification Checklist which is based on the following components: Research, Learning, Creativity, Pride in National Identity and Teamwork. Each Guide must complete the Reflection Form and submit it at the end of her project. A PGA candidate must submit a copy of this Reflection Form with her PGA application.

### Part 2: Execution of Project

A Guide must complete one of the following tasks:

Task 1	<b><u>Heritage Guide</u></b> Be a Heritage Superstar Guide and pit your public speaking skills against your teacher's as well as bring your peers on a guided tour! Attempt this challenge and help your peers learn more about heritage.	<b><u>Individual</u></b> To begin, choose your tour. This can be based on either on your school's Heritage Corner or Heritage Trail. Next, identify five interesting points to share with your audience. After which, write a script and rehearse. Finally set a date and invite your peers or members of the public on a guided tour.
Task 2	<b><u>Editorial Champions</u></b> Have a topic on heritage that is close to your heart or know of hidden treasures in your community? Be an Editorial	<b><u>Individual/Pair</u></b> Using NHB's Heritage Portal, roots.sg, choose one of the topics below or research on a heritage topic of your choice:

	Champion and share them through art or design, on a blog or even a video.	<ol style="list-style-type: none"> <li>5. Heritage sites, trails or monuments</li> <li>6. Playgrounds in Singapore. Then and Now.</li> <li>7. Vanishing trades</li> <li>8. Hidden treasures in your community (eg place of heritage)</li> <li>9. Museums in Singapore</li> <li>10. Artefacts from the National Collection</li> </ol>
Task 3	<p style="text-align: center;"><u>Trail Warriors</u></p> <p>How well do you know your own neighbourhood? Be a Trail Warrior. Stretch your creativity and choose one of the following themes or create a theme of your choice. Next, create a walking trail to raise awareness of the community/national heritage. Themes include: architecture, war, towns, nature, community, food)</p>	<p style="text-align: center;"><u>Group (Three to 5 people)</u></p> <p>Based on the chosen theme, identify at least four sites of interest and create a trail using a free mobile app or a video. Set a date and invite your peers or members of the public on a guided group tour.</p>
Task 4	<p style="text-align: center;"><u>Games Experts</u></p> <p>Be a Game Expert and explore your fun-o-meter by creating a Heritage Game to promote and raise awareness of community/national heritage. You may choose one of the following themes or select a theme of your choice:</p> <ul style="list-style-type: none"> <li>● Heritage Sites</li> <li>● Famous Historical Personalities</li> <li>● Founding Fathers of Singapore</li> <li>● Singapore's History</li> </ul>	<p style="text-align: center;"><u>Group (Three to 5 people)</u></p> <p>Combining the fun elements and nuggets of information you wish to share in the game. Create your own version of the Heritage Game and get our friends to play it.</p>
Task 5	<p style="text-align: center;"><u>HeritageCares</u></p> <p>Ever wanted to experience what it's like to work in a heritage environment, and at the same time, give back to society? Be a HeritageCares Superstar volunteer and grab this exciting opportunity to score some working experience within this vibrant industry. You will get the opportunity to learn alongside and interact with Voluntary Welfare Organisations through the heritage programmes.</p> <p>For more information, please visit: <a href="http://www.nhb.gov.sg/what-we-do/our-work/community-engagement/public-programmes/heritageCares">www.nhb.gov.sg/what-we-do/our-work/community-engagement/public-programmes/heritageCares</a></p>	<p style="text-align: center;"><u>Group</u></p> <p>If you are interested to volunteer, please email the completed Volunteer Information table below to <a href="mailto:NHB_HeritageTrails@nhb.gov.sg">NHB_HeritageTrails@nhb.gov.sg</a>. As most HeritageCares programmes run on an ad-hoc basis, with programme dates and times determined by the participating Voluntary Welfare Organisations, all interested volunteers will be included in the volunteer mailing list to be informed of upcoming volunteering opportunities. Once selected, you will need to commit at least 6 hours of volunteering.</p>

Task 6	<p style="text-align: center;"><u>Amazing Heritage Race</u></p> <p>Be a Project Superstar in this highly challenging team effort of creating an amazing heritage race. In this project, you and your team will take game-play to the next level as you research, ideate, plan and execute the race for your junior cadets.</p> <p>Trail choice:</p> <ul style="list-style-type: none"> <li>● Any of the NHB trails</li> <li>● Significant sites of heritage relevance in your community</li> </ul>	<p style="text-align: center;"><u>Level-Wide Project (maximum of ten people)</u></p> <p>As a cohort, identify at least four sites that best represent your community and design activities/games to be conducted at each site. Do consider the traffic, space, environment and also the possible challenges you may face while playing the games You would need to consider the equipment you may need for both the games and possible first-aid scenarios.</p>
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Do refer to the National Heritage Badge Guide for the project requirements and format of the task.

**Pioneer Badge**

1. Show that she can use an axe safely; know how to look after them.
2. Be prepared to make and use two of the following:
  - a. Emergency Shelter;
  - b. A ladder;
  - c. A means of crossing a stream.
3. Follow a map<sup>4</sup> through an area unknown to her and make three discoveries to be indicated by the tester.
4. Light a fire outdoors and boil 250 ml of water in twenty minutes.

<sup>4</sup>Map can be of a non-topo in nature.

*A Guide who has obtained the Map Reader Badge can be exempted from Clause 3.*



For candidates: PGA Round 2's area of emphasis and guidelines (in accordance to the WAGGGS Leadership Mindsets):

Area of emphasis	Task	Guidelines
Leading for Impact – Responsible Action Mindset	Proposal	<ul style="list-style-type: none"> <li>● Practicality of plan for the task/programme</li> <li>● A programme that challenges old habits and propose changes (if any) that is aligned to the theme and focus of the project</li> <li>● Contingency management (e.g. wet/haze weather programme, back-up plan, etc)</li> <li>● Submission of proposal which includes a time schedule and logistics list, to the PGA committee 2 weeks from point of dissemination of the project.</li> <li>● Feedback may be provided by the PGA Committee through the candidate's Guider 2 weeks before the start of the camp/project.</li> <li>● Candidate are to bring along 2 copies of the improvised proposal to the camp/project. The proposal should not exceed 10 pages (excluding cover, content and acknowledgement pages).</li> </ul>
	Execution	<ul style="list-style-type: none"> <li>● Well-prepared for her roles and responsibilities</li> <li>● Able to delineate appropriate learning objectives</li> <li>● Able to adhere to the time schedule plan</li> </ul>
Leading for Innovation – Creative & Critical Thinking Mindset	Proposal	<ul style="list-style-type: none"> <li>● Able to select appropriate content and sequence.</li> <li>● Able to use different ways to represent ideas and processes visually</li> </ul>
	Execution	<ul style="list-style-type: none"> <li>● Has sufficient knowledge and appropriate skills to conduct the activity creatively and safely.</li> <li>● Give clear explanations and demonstrations to the participants</li> <li>● A pre- and/or post-task conversations with the tester for developmental purpose. Tester may use the 'five whys' or other thinking strategies to recognise the candidate's thinking process</li> <li>● Able to explain the relevance and appropriateness of the plan to the tester, with clarity and conviction</li> </ul>
Leading In Context – Worldly Mindset	Execution	<ul style="list-style-type: none"> <li>● Able to play the role of main facilitator of the activity with clarity, confidence and passion</li> <li>● Able to empathise with the participants to create closer relationship</li> <li>● Able to encourages active participation and sustain interest from the participants</li> </ul>
Leading for Girls' Empowerment – Gender Equality Mindset	Execution	<ul style="list-style-type: none"> <li>● Able to challenge gender stereotypes through the planned activity</li> <li>● Able to reflect on the inequalities of their own lives</li> </ul>
Leading Yourself – Reflective Mindset	Execution	<ul style="list-style-type: none"> <li>● Display decision-making capabilities, i.e. the ability to make the right decision at the right time.</li> <li>● Able to react to different situations</li> </ul>

Area of emphasis	Task	Guidelines
		<ul style="list-style-type: none"> <li>● Able to conduct debrief session at the end of the activity such that the goals and objectives are met.</li> <li>● Able to conduct debrief session to effectively facilitate the discussion among the participants</li> </ul>
Leading Relationships – Collaborative Mindset**	Proposal	<ul style="list-style-type: none"> <li>● To collaborate with team members to come up with a general proposal for the entire project. This would include overall logistics, grouping of participants, etc.</li> </ul>
	Execution	<ul style="list-style-type: none"> <li>● Ability to work as a team player as a junior staff/resource personnel</li> <li>● Ability to share positive energy throughout</li> <li>● Be supportive of the group throughout.</li> <li>● Ability to solve challenges effectively as a team member/leader</li> </ul>

\*\* Collaborative Mindset will be based on the overall contribution and performance of the candidate throughout the whole project.