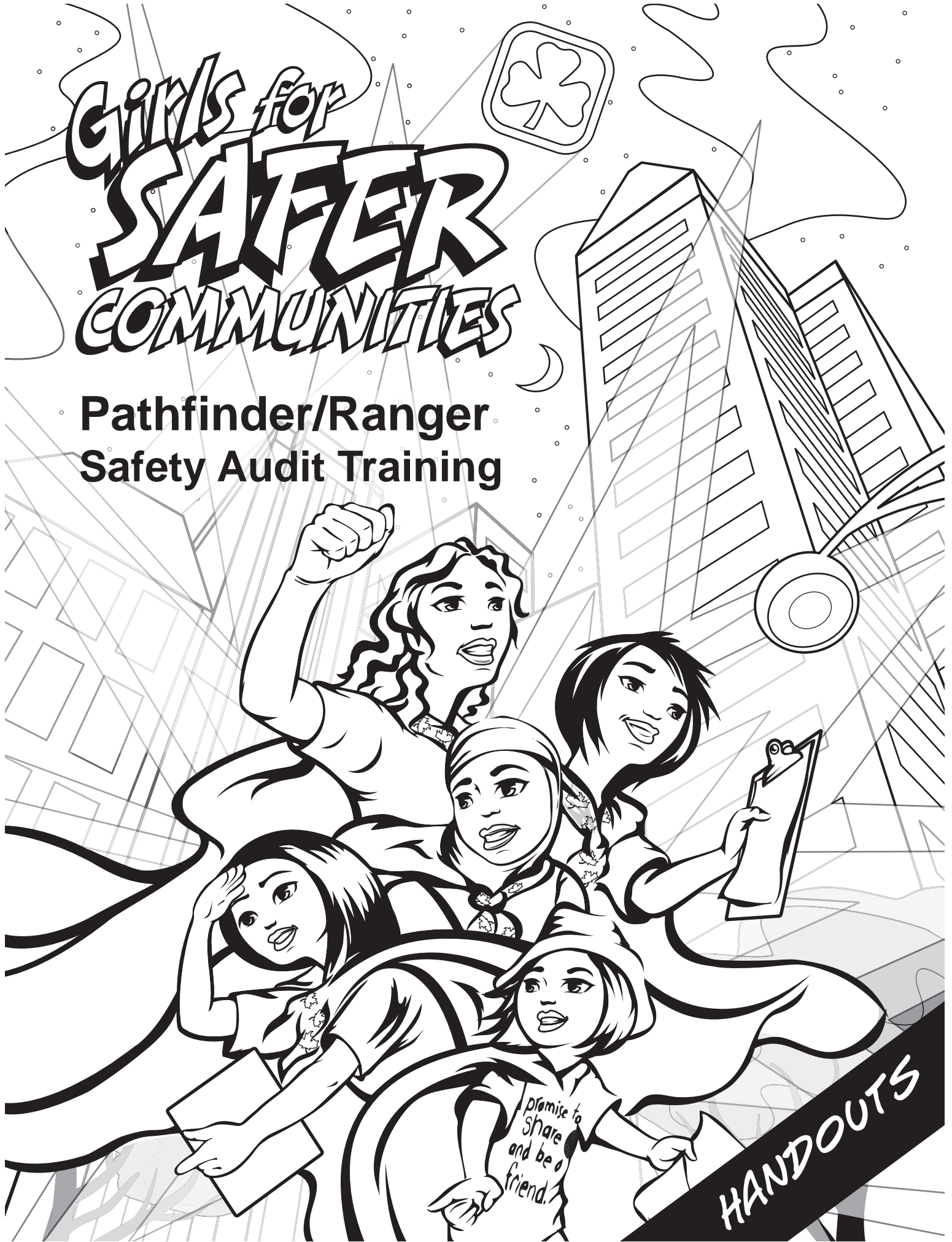


Girls for **SAFER** COMMUNITIES

**Pathfinder/Ranger
Safety Audit Training**



HANDOUTS

ABOUT GIRLS FOR SAFER COMMUNITIES

handout

What is Girls for Safer Communities?

Girls for Safer Communities (GFSC) provides girls with leadership and safety audit skills to make communities safer for everyone.

The main components to a safety audit are:

1. Walking through an area to evaluate its physical features.
2. Identification of safety concerns.
3. Creation of an action plan to improve safety.

What is my role in the Girls for Safer Communities (GFSC) safety audit?

A Pathfinder or Ranger who completes the GFSC trainings can be a **Safety Audit Leader** and lead a group through a safety audit. You can choose to do the audit with Girl Guide Units or other people in the community.

As a Safety Audit Leader, you are responsible for:

1. Setting up a safety meeting with your group.
2. Working with the Unit Guider to ensure that the activity meets Safe Guide requirements.
3. Choosing an area or building to look at.
4. Leading your group in a warm-up safety activity.
5. Leading your group on the safety audit walk.
6. Completing the Safety Audit Checklist and Safety Audit Report Card.
7. Creating an action plan for improving safety in the area.

The GFSC trainings as well as help from your Unit Guider(s) will ensure that you are equipped with the knowledge and skills to lead the safety activities and audit and be empowered to deliver a successful Unit meeting. Be sure to connect with your Guider(s) throughout your preparation and planning. Talk to her about your ideas and ask for her advice. Your Unit Guider(s) is (are) there to help you every step of the way. You can also recruit other Safety Audit Leaders (trained Pathfinders or Rangers) to help you.

How long will the safety audit take to complete?

With Sparks, Brownies and Guides: one Unit meeting (no longer than one hour).

With Pathfinders, Rangers or community members: one to two hours, depending on the amount of discussion.


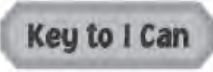


How do I use the Safety Audit Checklist and Safety Audit Report Card?

Use the checklist and report card to get your voice heard about safety issues. The checklist helps you to assess the safety factors and identify the safety concerns in your community. The report card is a tool you can use to organize and present your findings. Send it to a local politician or decision-maker to address the safety issues. Use it to explain your safety concerns to a local paper. It can also be used to start a discussion with community members.

Check out the Girl Guides of Canada website at www.girlguides.ca for additional GFSC resources and to share the results of your audit.



What core program areas or badges can be completed through the GFSC?

<i>SPARKS</i>	 In My Community keeper
<i>BROWNIES</i>	 Key to I Can
<i>GUIDES</i>	 Street Wise Interest Badge
<i>PATHFINDERS</i>	 Find Your Inner Leader module (leadership training) Safe at Home and/or Out and About module (participating in a safety audit or safety audit training) Community Service Award - Supporting your Community section (leading a safety audit)
<i>RANGERS</i>	Leadership and Management (leadership training) Community Connections (leading a safety audit) Healthy Living challenge (participating in a safety audit or safety audit training)

You can also consider leading the Safety Audit activities as part of the National Day of Remembrance and Action on Violence Against Women (December 6) or Global Youth Service Day (Spring).

WARM-UP SAFETY ACTIVITIES

handout

Prior to the safety audit walk, lead the group through your choice of one of the following warm-up activities. Feel free to add your own creative twist to the activities or create a safety activity of your own. The key is to help girls to start thinking about safety and prepare them for the walk. Your chosen activity should take approximately 10 minutes to complete.

SAFETY INSPECTOR:

Good for: Sparks, Brownies, Guides.

Purpose: To identify things that affect safety.

Materials: Nametags, paper, markers or crayons.

Advance preparation: Create fun looking sticker nametags that say "Safety Inspector" on them. Make enough for each girl in the Unit.



Instructions:

Give each girl her "Safety Inspector" nametag and proudly inform her that she is now a safety inspector. As a Unit, walk through your meeting space and survey your site. Encourage girls to look at and investigate anything that may be unsafe. Ask the Inspectors: Is there enough lighting? Are there any dark places? Can we all move around safely? How do you feel here? Are you comfortable? Is anything broken? What can we do to make things safer? Identify solutions and if possible, improve any safety issues with girls and the Unit Guider. End the activity by reminding girls that we can all help keep each other safe.

SAFETY FLOWER:

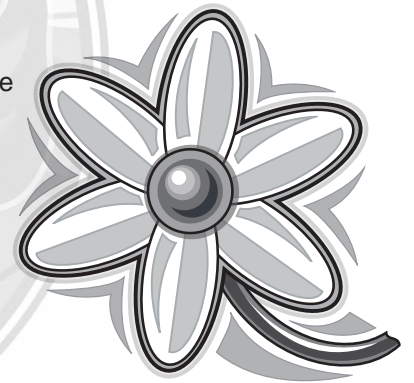
Good for: Sparks, Brownies, Guides.

Purpose: To identify the things and people that make participants feel safe.

Materials: Paper, crayons or markers. Cut out six flower petals and one stem for each girl in the Unit.

Instructions:

Provide each girl with six flower petals. Ask girls to place their name on the stem. (Sparks may need you to write their name for them). Then, ask girls to identify safe people they can turn to if their parent/guardian is not available. Draw or write the answer on two petals. Ask girls to think of what makes them feel safe and place answers on two petals. Ask girls to think of two things that make their neighbourhood safe and place answers on two petals.



RACE FOR SAFETY:

Good for: Brownies, Guides, Pathfinders, Rangers, other community members.

Purpose: To identify the things that affect safety and to list safety strategies.

Materials: Paper, pens or pencils or markers (optional: prize).

Instructions:

Organize participants into small groups. As a game, have each group spend two minutes identifying things that make their community safe. Whichever group comes up with the longest list wins. In the same small groups have the participants repeat the game, but this time listing what they do personally to keep safe. Motivate them to come up with as many strategies as possible.

INTRODUCTIONS:

Good for: Guides, Pathfinders, Rangers, and other community members.

Purpose: To identify the things that affect community safety.

Instructions:

Have participants introduce themselves and name one thing that makes their community safe. Next, ask them to name one thing that should be done to make their community safer.



COMMUNITY MAPPING:

Good for: Sparks, Brownies, Guides, Pathfinders, Rangers, other community members.

Purpose: To illustrate participants' ideas of community.

Materials: Paper, markers or crayons (optional: stickers, other craft supplies).

Instructions:

Ask participants to work in small groups to draw a map of their community. They can include anything that matters to them including places (e.g. homes, schools, places of worship, parks, community centres, businesses, etc.) and people.

You can simplify the activity for younger girls by asking them to draw a place in their community such as a park, school, store, fire station, etc. You could also make a large map to put on the floor and ask girls to build the area using toy building blocks or bricks. You also have the option of printing a large map of the area using Google Maps. Ask participants to mark their favourite and least favourite spaces.

Ask them to describe what they drew or constructed. What are some of the things that make their community safe? End the activity by asking the participants to draw themselves on the map since they are an important part of the community.



PHOTO REVIEW

handout

Public space: indoor



Public Space: alleyway



Residential: urban



Residential: suburban



Public space: rural



Seasonal: Winter



SAFETY AUDIT WALK INSTRUCTIONS

handout

Preparing for the safety audit walk

After the warm-up activities, prepare the participants for a walk in the neighbourhood or inside a building or facility. If you're going outside for the walk, ensure that everyone is dressed for the weather. Give each participant a pen or pencil and copies of the Safety Audit Checklist and Safety Audit Report Card. (Sparks won't need their own pen and copies since you'll be discussing and completing the checklist and report card with them). Let them know that during this walk, you will all look at the different things that make the area safe or unsafe using the checklist. With the group, quickly review the questions on the checklist. This will help them become aware of what to look out for. Inform the group that at the end of the walk, you will all decide on the main thing that should be improved using the Safety Audit Report Card.

Remind everyone to stick together and apply the buddy system. Unit Guiders should be with you at all times to assist and ensure that the activity is safe for all. Here are some pedestrian safety tips that you should follow with your group:

- Cross streets safely. Cross at a corner, using traffic signals and crosswalks.
- Look left, right and left again when crossing, and keep looking as you cross.
- Walk. Do not run across the street.
- Walk on sidewalks or paths. If there are no sidewalks, walk facing traffic as far to the left as possible.
- Be a safe pedestrian around cars. Watch for cars that are turning or backing up.

Conducting the safety audit walk:

Lead the group on a short walk. Be mindful of traffic and be sure to take pictures as you go along. Pause at several safe areas on your route and ask participants to observe their surroundings. Encourage participants to point out the safety features in the area.

Find a safe space on your route to stop and answer the Safety Audit Checklist section by section. Read each question aloud. Then, discuss the answers as a group. Answers may vary within the group; this is okay. Different people may have differing reactions to the same place. On the checklist, participants also have the opportunity to write their own safety questions and responses regarding their area.

Completing the Safety Audit Report Card:

With the group, grade each area of the checklist. Together, identify up to three safety issues. From that list, choose the main safety issue that the group would like to address. Lastly, ask the participants what should be done to address this safety issue. The participants can record their answers on their copy of the report card. Younger girls also have the option of drawing a picture to illustrate their idea. Collect their report cards and let them know that you will be showing their report cards to those who can help make the community safer. Ask the participants if they would like to be involved in the action planning and make a commitment to follow-up. End the meeting by thanking the participants for helping make their community safer for everyone.



SAFETY AUDIT CHECKLIST FOR SPARKS, BROWNIES, GUIDES

handout

Your name: _____

Unit: _____

How many are in your group? _____

Name of the community: _____

Area/Building: _____

How do you feel about this area? ☺ ☹ ☾

Describe the area:

Lighting: *Good lighting helps you see the area that you're in*

1. Are all the lights working in this area? Yes No

Vision: *Being able to see clearly makes people feel safe*

2. Can you see clearly what's around you? Yes No

Traffic and roads: *Good traffic signs and roads increase safety*

3. Is there a safe place to cross the road? Yes No
4. Are there sidewalks or a safe place for people to walk on? Yes No
5. Is there a safe place for people to ride their bikes? Yes No
6. Are the play areas away from the roads? Yes No

Cleanliness: *Areas that are clear of litter and graffiti feel safer*

7. Is the area clean and clear of litter/graffiti? Yes No
8. Are there enough trash bins in the area? Yes No

People: *Having people around makes an area feel safe*

9. Are there people around in this area? Yes No
10. If you need help are there people who can help you? Yes No
11. Who would you call for help?

Add your own safety questions and responses here.



SAFETY AUDIT REPORT CARD FOR SPARKS, BROWNIES, GUIDES

handout

Name of the community: _____

Area or Building: _____

Date and time of audit: _____

Number of Participants: _____

Grading: 😊 😐 ☹️

Draw how you feel about each issue in the Grade column below.

Safety Issue	Grade	Details or Comments
OVERALL		
Lighting		
Vision		
Traffic and roads		
Cleanliness		
People		
Your own safety questions		

Our top safety issue is: _____

What should be done to make the area safer?
You can use words or pictures to show your ideas.



SAFETY AUDIT CHECKLIST FOR PATHFINDERS, RANGERS AND ADULTS

handout

Please fill in the checklist below to review the safety issues in your community. Complete only the parts that are applicable to your community. Be sure to add additional questions that are relevant to your area. Take pictures to document your findings.

Date and time of audit: _____

Audited by: _____

Number of audit participants: _____

Name of Safety Audit Leader: _____

Name of community: _____

Area/building being audited: _____

Reason for auditing area: _____

What is your first impression of the area? _____

Which five words would you use to describe it?

Part 1: Lighting: Good lighting allows you to see the area that you're in.

Are all the lights working in this area? Yes No

If no, which lights need to be fixed? _____

Do any lights need to be added in this area? Yes No

If yes, where? _____

NOTES:

Part 2: Sightlines: Clear visibility allows you to see entrances, buildings and into corners.

Can you clearly see what's around you? Yes No

If no, what is blocking your vision/view? _____

Are there places where someone could be hiding? Yes No

If yes, where? _____

NOTES:



Part 3: Signs: Good signs let you know where you are and help you become familiar with the location.

Is there a sign telling you where you are? Yes No

Are there signs that show where to go for help in emergencies? Yes No

Are there maps that show where major facilities (like schools, police station, hospital, nearest payphone, etc.) are located? Yes No

Are there signs missing in the area (like street and building names)? Yes No

If yes, which ones? _____

If signs were added, what other language(s) should they be written in? _____

NOTES:

Part 4: Traffic and roads: Good traffic signs and roads ensure fewer accidents and improve road safety.

Is there a safe place to cross the road? Yes No

If no, where should a crosswalk or pedestrian traffic signal be added? _____

Are there sidewalks or a safe place for pedestrians to walk? Yes No

Is there a safe place for people to ride their bikes? Yes No

Are the roads/parking lots a safe distance from the play areas? Yes No

Are cars going at a safe speed? Yes No

Are the roads clearly lit? Yes No

Are the roads well maintained?
(i.e. snow is cleared during the winter, no potholes) Yes No

If no, what needs to be done? _____

NOTES:

Part 5: Public transit: Areas that provide public transit allow people to get to where they need to go safely. (Bus can be replaced by another method of transportation.)

Do the bus stops have bus shelters? Yes No

If not, where should they be added? _____

Do the bus stops have up-to-date time schedules? Yes No

If not, where should they be added? _____

Are there any bus routes that need to run later in the night? Yes No

If so, which ones _____

Does your area need additional routes or stops? Yes No

If so, where? _____

NOTES:

Part 6: Isolation: Areas that people regularly use decrease feelings of loneliness and increase feelings of safety.

If you need help are there people who can help you? Yes No

How far away is the nearest person that you can call for help? _____

How would you call for help? _____

How many people are likely to be around during the: day _____ evening _____

NOTES:

Part 7: Movement: Good movement allows you to move freely in spaces.

Is there an alternate route or path for you to use? Yes No

Is there a shortcut that is used often? Yes No

Do you feel safe using shortcuts during the day? Yes No

Do you feel safe using shortcuts at night? Yes No

If no to either above questions, what would make it safe? _____

Are there places where you can get trapped? Yes No

Can you find an escape route? Yes No

Is there more than one exit? Yes No

NOTES:

Part 8: Maintenance: Areas that are clear of litter and graffiti and that are regularly cleaned tend to feel safe.

Is the area clean and clear of litter? Yes No

Are there enough trash bins in the area? Yes No

Do community members care about this area? Yes No

If yes, why do you feel this way? _____

Is the area free of graffiti, vandalism and inappropriate messaging (such as sexist posters, racist comments)?

Yes No

If no, where are they located? _____

NOTES:

Part 9: Security and surveillance: Areas that have good working security features can make you feel safe.

Do the police patrol my area? Yes No Don't know

Do you feel comfortable speaking with police officers? Yes No

Why? _____

NOTES:

Part 10: Accessibility: Areas that are accessible and barrier-free make everyone feel safe and welcomed.

Is it easy to move around the area if you are using a wheelchair or stroller? Yes No

Are the emergency exits easy to use for persons with disabilities? Yes No

Are there people in the area with special needs whose needs are not being met?
 Yes No Don't know

If yes, please describe: _____

NOTES:

Part 11: Water safety: Barriers and safety equipment can help prevent drowning.

Are there fences or barriers to prevent people from accidentally falling into bodies of water?

(could be a deep ditch, pond, stream, river, lake or any other body of water)

 Yes No

Is there rescue equipment available?

 Yes No

Do young people swim unsupervised?

 Yes No Don't know

NOTES:

Part 12: Youth services: Areas that provide services for youth make youth feel welcomed.

Is there a community centre located in my area?

 Yes No

If yes, do you use and feel safe in the community centres located in your area?

 Yes No

If yes, check off the community services you use the most:

 Recreation centre Employment centre After-school programs Walk-in clinic/health centre Library Girl Guide Units Other, please specify: _____

What is one change you would like to see in any of the services you use?

NOTES:

Part 13: Sense of safety: Areas where people feel comfortable or where persons are free from harassment promote feeling safe.

Do you feel comfortable entering public/community spaces in your neighbourhood?

 Yes No

Have there been incidents of violence, assault, or harassment in the area?

 Yes No Don't know

NOTES:

SAFETY AUDIT REPORT CARD FOR PATHFINDERS, RANGERS AND ADULTS

handout

Name of community: _____

Area or building being audited: _____

Date and time of audit: _____

Number of participants: _____

Grading: **A** – Excellent **B** – Good **C** – Okay **D** – Bad **F** - Awful

Safety issue	Grade	Details or comments
OVERALL		
1. Lighting		
2. Sightlines		
3. Signs		
4. Traffic and roads		
5. Public transit		
6. Isolation		
7. Movement		
8. Maintenance		
9. Security and surveillance		
10. Accessibility		
11. Water safety		
12. Youth services		
13. Sense of safety		
14. Other issues		



Good features	Comments
1.	
2.	
3.	

Needs improvement		
Issue or concern	Location	Recommendation and details
1.		
2.		
3.		

Report Card Prepared by: _____

SAFETY GUIDELINES

handout

Lighting

- There is enough light to see a person's face from at least 15 metres away. Lighting should be uniform to avoid areas/pockets of darkness.
- All outdoor paths, signs, sidewalks, walkways, parking lots, bicycle racks, backs and sides of buildings, exits/entrances and emergency doorways should be lit when it's dark.
- Lighting along a path should enable a person to see their way and to be seen by others.
- All lights found to be burned-out or broken should be fixed or replaced immediately.

Signage

- Outdoor signs should identify all public buildings.
- Indoor signs should describe the layout of each floor of a building, operating hours for the building and floor, and location of washrooms.
- Safety feature signs should indicate where the emergency phones, intercoms, alarms, exits, safety protocols, and other safety features are located.
- Clear signage should indicate the direction/location of accessible areas.

Sightlines

- Trees, bushes and shrubs should be trimmed so that people can read signs clearly and so that they do not create hiding places.
- Trees, bushes and shrubs should be trimmed down to a minimum height and the bottom of trees cleared so that a person using a wheelchair can see clearly around an outdoor area at eye level, that is, 75 to 135 cm from the ground (Canadian Standards Association, *Barrier-Free Design: A National Standard of Canada*).
- Safety or convex mirrors should be used for safety, security and traffic purposes.

Isolation and entrapment

- Emergency exits should be clear and visible.
- Pathways or walkways should be paved, well lit and with sufficient signage.
- The use of public areas should be advertised and encouraged to reduce feelings of isolation.

Maintenance

- Broken windows and other signs of vandalism should be replaced quickly.
- There must be fast clean-up of garbage and waste.
- There should be quick removal of graffiti (within 24 hours for hate graffiti).

Accessibility

- Paths, sidewalks, ramps, and parking lots should be paved.
- Snow and ice must be quickly removed from outdoor spaces.
- All buildings, washrooms, building floors, classrooms, and offices must have wheelchair access.
- All parking lots should provide wheelchair accessible parking spaces.
- There should be indoor signage inside elevators that include Braille. Signs should reflect the first language of those who may commonly use location.
- There should be indoor access to TTYs/TDDs (Tele Type writers or Telecommunication Devices for the Deaf) for those who are deaf or hard of hearing.



Security services

- Outdoor paths and walkways (including indoor tunnels and hallways) should include a way to access emergency assistance. This should be available every 35 metres (e.g. emergency phones, payphones, security intercoms, security personnel, or monitored security cameras).
- Emergency phones or security intercoms with a direct connection to security services should be available inside public elevators and washrooms.
- Where necessary and within a reasonable time frame, security cameras should be installed in areas identified by community members.

NOTES:



ACTION PLANNING GUIDE

handout

Use the results of your safety audit walk to create your plan of action. Choose an issue and devise a plan to address it. You can go through with your plan individually or you can choose to create a team to assist you. Follow these Seven Steps to Social Action to organize and track your progress on your safety audit project.

Seven steps to social action

Step 1: Issue: Identify the safety issue you'd like to focus on. (What's the top safety issue that came out of your audit?)

Step 2: Research: Find out more about your issue. (What's the main cause of your safety concern? Whose responsibility is it to fix this issue?)

Step 3: Build a team: Identify people who can help you with your safety project. (Who can help you make positive safety changes in your community?)

Step 4: Have a meeting: Meet with your team to discuss group goals and planning. (What would you like to accomplish as a group? What are your goals?)



Step 5: Make a plan of action: Use the following chart to keep organized while planning. (What needs to be done to achieve your goals?)

Roles: What needs to get done?	
Responsibilities: Who is going to do it?	
Timeline: When do things need to be completed?	
Allies: Who can help you?	
Resources: What is available to you?	
Challenges	
Solutions	

Step 6: Take action: Conduct your plan and take action. Be sure to take pictures to share and keep the memories. (What happened because of your group's actions? How did your community benefit?)

Step 7: Have FUN! Celebrate your victories, big and small. Be sure to let GGC know about your safety activities. (What did you do to celebrate your efforts? How did you let your community know about the results?)

SAMPLE ACTION PLAN

handout

Step 1: Issue: Identify the safety issue you'd like to focus on. (What's the top safety issue that came out of your audit?)

There is a burnt out streetlight on a residential street. It makes the area really dark.

Step 2: Research: Find out more about your issue. (What's the main cause of your safety concern? Whose responsibility is it to fix this issue?)

Streetlights are important because it makes people feel safer walking at night. It also gives drivers more visibility. It is the responsibility of the municipality to make sure that the streetlights are working.

Step 3: Build a team: Identify people who can help you with your safety project. (Who can help you make positive safety changes in your community?)

Pathfinders and Rangers in my multi-branch Unit are interested in helping out. Our Unit Guider and parents are also interested in helping if needed.

Step 4: Have a meeting: Meet with your team to discuss group goals and planning. (What would you like to accomplish as a group? What are your goals?)

For the meeting agenda, we are going to discuss the issue and our goal of making sure that the streetlights in our neighbourhood are lit up.

Step 5: Make a plan of action: Create a plan listing what needs to be done, by whom and by what date. (What needs to be done to achieve your goals?)

Jenny is going to gather information about the streetlight and take pictures. (Nearest address, any identifying numbers on the streetlamp, condition of the streetlight, and if possible, how long the streetlight has been out for.)

Sunita is going to find out the information on who to contact to report the streetlight. Amy is going to write the letter and ask others to proofread it.

Step 6: Take action: Conduct your plan and take action. Be sure to take pictures to share and keep the memories. (What happened because of your group's actions? How did your community benefit?)

Sunita contacted the municipal public works office to report the burnt out streetlight. Jenny checked on the streetlight daily. After a week, it still hasn't been fixed. Sunita followed-up by phone and e-mail. The streetlight was fixed in the following week.

Step 7: Have FUN! Celebrate your victories, big and small. (What did you do to celebrate your efforts? How did you let your community know about the results?)

Took pictures of the fixed streetlight and sent them to the public works office to show them what a difference the streetlight makes. Shared the success story with friends and family. Encouraged them to check out the streetlights in their neighbourhoods and report other burnt out lights. Excited about this success. Planning another safety audit. Asked Guider to share story and photos with other units and GGC national office.



GENERAL CONTACTS FOR SAFETY ISSUES

handout

ISSUE	WHO TO CONTACT
Traffic signals or traffic signs are missing or broken	Municipal office: transportation, public works or police department
Street lights are out or broken	Municipal office: Public works department or local hydro agency
Plants, trees or shrubs are blocking sightlines	If at public place - Municipal office: Public works or parks and recreation department If on private property - Property manager or owner
Damage to a bus shelter	Municipal office: Transportation department
Sidewalk and walkways need repairs	Municipal office: Public works or by-law enforcement department
Leaking or broken fire hydrant	Municipal office: Fire department
Graffiti	Municipal office (some may have a graffiti hotline), police department or property owner
Broken parking meter	Municipal office
Broken or damaged newspaper boxes	Newspaper company
Litter on street/sidewalk or overflowing garbage or recycle bin	Municipal office: Waste management department
Request new bike rack, report damaged racks or abandoned bikes	If at public place: Municipal office If on private property: Property manager or owner
Water main breaks	Local water agency or utility company
School damage	School principal, superintendent or trustee
Property damage	Property manager or owner
Park maintenance	Municipal office: parks and recreation department
Road maintenance	Municipal office or Ministry of Transportation
Safety and people	Police department, hospital or local mediator



SAMPLE MESSAGE TEMPLATE

handout

Your Name
Your Address
Telephone
e-mail

Date

Name of recipient and title
Organization
Address

Dear (name of recipient and title),

Introduce yourself. State your name, grade, school and community. State your reason for writing. Briefly describe your issue and what you want to happen.

Express your thoughts and feelings. Describe the issue in detail. Express how you discovered it. Tell them how this issue affects you and the community.

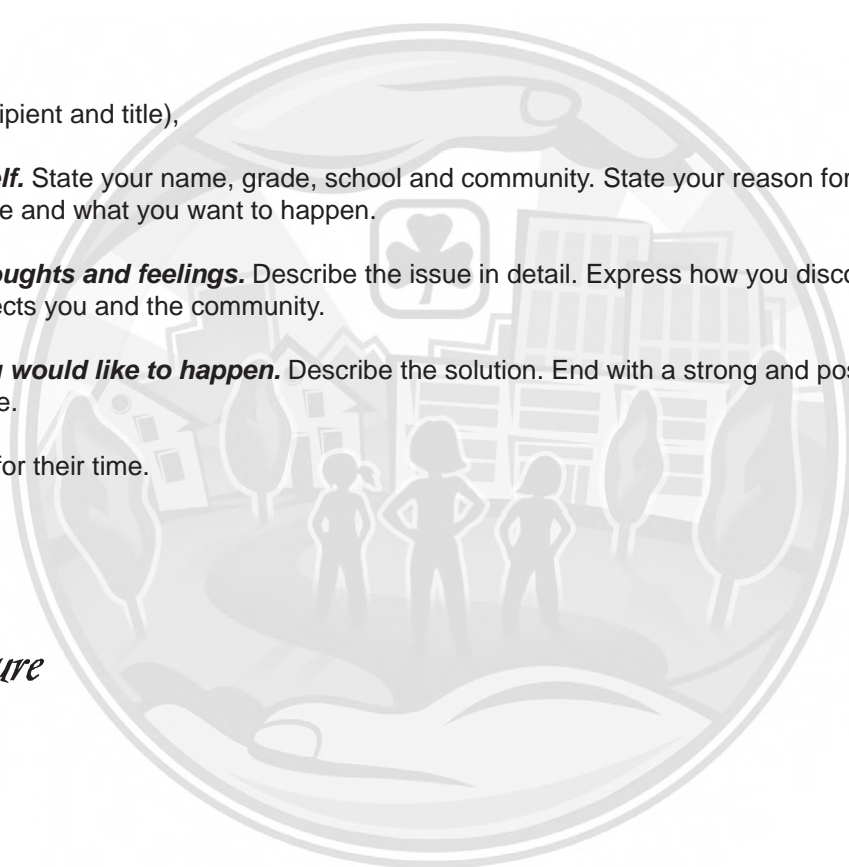
Explain what you would like to happen. Describe the solution. End with a strong and positive statement to support your cause.

Thank the reader for their time.

Sincerely,

Your signature

Your name



PREPARING FOR A SAFETY AUDIT

handout

How do I prepare for facilitating a safety audit with a group?

1. Identify people who can help you with your project (e.g. parent/guardians, Guiders, girls in your Unit, other community members). Talk to your Unit Guider and fellow Pathfinders or Rangers about your ideas and your plan on how to proceed.
2. Inform others of your safety audit project and invite them to participate.
3. a) If your participants are girl Members:
 - Contact another Unit near you.
 - Your own Unit Guider can help you with connecting with a younger Unit by helping you find the contact information.
 - Let the Unit Guider know about the project and invite the Unit to be involved.
 - With the Guider, agree on a suitable meeting time and date. Note down the location of the Unit, the number of girls and Guiders in the Unit, and any other information.
 - You may also want to ask if the Unit has art supplies that you can use.
3. b) If you'd like your safety audit participants to be members of the community (other adults or, girls who aren't Members i.e. your non-Guiding friends):
 - Start by brainstorming a list of groups that may be interested in this project. (e.g. community association, children or youth groups, women's centre, seniors group, running club, local business owners, parents group, etc.)
 - Then, identify a group you're interested in working with, contact them and introduce them to your project.
 - Once they've expressed interest in participating, identify a meeting time and date that works for everyone
 - Please note, your Unit Guider or your parent/guardian must to be there at all times.
4. Work with the Unit Guider to ensure that the activity meets Safe Guide requirements. Review your plans with the Unit Guider and discuss the time required.
5. Become familiar with the neighbourhood where the Unit or group meets. Identify a suitable area for a safety audit walk. Discuss your choice with the Unit Guiders or your parent/guardian you'll be working with.
6. Prepare copies of the Safety Audit Checklist and Report Card for your group.
7. Choose your warm-up activity and prepare any materials that you need.



HEAD, HEART, HANDS AND FEET REFLECTION

handout



Head:

Touch your head. Think about what happened today.
What did you learn today from participating in the training?



Heart:

Touch your heart. Think about what it meant to you. How does this experience make you feel?
Does it change any of your values – what you believed in?



Hands:

Feel your hands. Think about the activities you did today.
What skills did you gain or improve?



Feet:

Touch your feet. Think about what you can do with all the new knowledge and skills. What are you going to do with your new knowledge or skills? How is your life going to be different?

