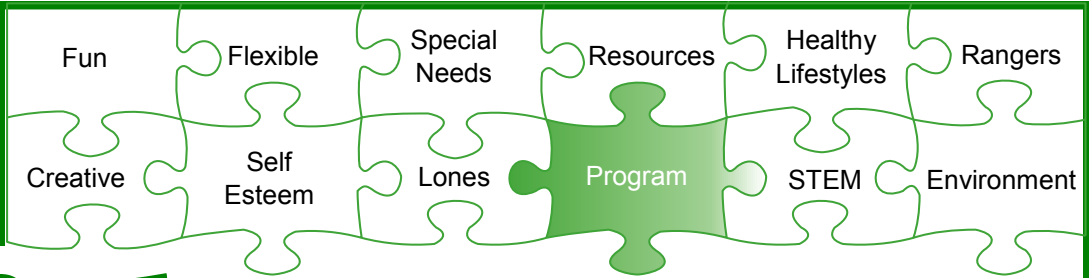




Girl Guides of Canada
Guides du Canada

BC PROGRAM COMMITTEE



FunFinder

March 2016

Thank you to the area program advisers who brainstormed many of the ideas in this FunFinder when they were at the Composite Conference in November. Thank you also to those who gave additional ideas after the conference!!

Turning Discussions into Fun Activities

As Guiders, we know some of the toughest program activities to do involve sitting down and discussing the topics at hand. The youngest girls will not sit still long enough to have any serious and meaningful talks, but

would much rather do activities that help them learn the same thing. The program for the older girls has even more program based around discussion. Although they enjoy discussions, they often prefer conversation starters or hands on

activities. We have addressed many of these “discussion” program requirements in a way that is fun, but still covers the program. For each activity we have listed the program from the book, then alternative ideas on how to cover the material.

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SPARKS

Being Healthy: Healthy Snack Relay #1



Talk about the different healthy food choices available for delicious snacks and why including foods for the four food groups in your daily diet is important for growing and maintaining a healthy body. As you discuss good nutrition, the girls can make their nutritious snacks by visiting different food stations in a relay.

- ♦ **Stone Soup.** Read the book to the unit. Have everyone bring a vegetable to put in a pot. Leaders provide broth.

Cook the soup during the meeting and serve it at the end of a meeting. Great activity for camp!

- ♦ **Grocery store tour.** Take your unit on a grocery store tour. Have the girls find some of the food they’ve eaten in the last week and determine if they are healthy. Some dietitians will do grocery store tours and talk about how to shop (i.e. shopping around the outside first for pure products.)
- ♦ **Food Bank Drive.** Have girls bring food items from home to donate to a food bank. Make sure that you explain why they are doing this and the importance of bringing good healthy

- ♦ **Four Corners.** Label the four corners of a room with food groups from the Canada Food Guide (fruit and vegetables; grain products; milk products; meat and alternatives). Use either plastic food from a child’s kitchen or laminated food pictures. Have the girls pick a piece of food and put it in the corner they think it belongs in. You can add a challenge by having them form groups that make healthy snacks or meals using the food they’ve picked.
- ♦ Use activities from **Colour Me Healthy Challenge.**



The BC Program Committee is a busy and rewarding committee to be a part of. We create challenges, produce the FunFinder, provide trainings for Guiders and host Girl Events. We work as a team for many of our activities, but also have individual responsibilities based on our positions.

We are currently looking to fill a few positions on our team with dedicated Guiders who are passionate about the program. Check out page 14 for more details!

In My Community Keeper: Clean Water #2

Ask the girls what they can do when they visit lakes, rivers, streams or other natural bodies of water to keep it clean.

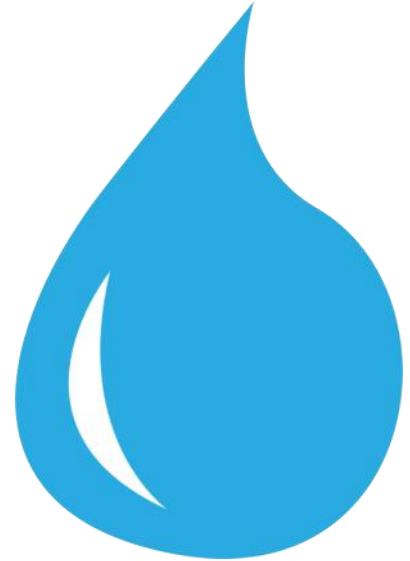


- ♦ Show them water pictures. Ask how they think water gets from the lake, river or reservoir into their taps.
- ♦ Substitute the “Water Cycle Shakeout” from the [Ocean Aware Challenge](#)
- ♦ Build an aqueduct using straws, pipe cleaners, blue paper (for lake), small boxes for town, etc.
- ♦ Box for cleaning the water – water with additives (food colouring, beads, glitter)
 - Physical: Use a sieve
 - Chemical: Use a pH indicator from Aquarium / hot tub to change the colour of the water

- ♦ Ask how they can help conserve water at home. Act out methods, such as not leaving water running when they brush their teeth or do the dishes, and take shorter showers.
- ♦ Play a game of Charades where girls guess what the person is doing that involves water, then ask what they can do to make sure they don't waste the water
- ♦ Download the Holly Heron Activity Book and use some of the activity or colouring sheets to teach Sparks about conserving water and keeping it clean. http://www.girlguides.ca/WEB/NB/Programs/Challenges_Activities/Activities/Holly_Heron_Activity_Book/NB/Programs/Challenges_and_Activities/Activities/Holly_Heron_Activity_Book.aspx



- ♦ Go to the Discover Water website and download some education activities, or set up some of the short video clips to watch and then play a game about the themes after watching the video. <http://www.discoverwater.org/>



Brownies and Beyond Keeper: Happy Thinking Day everyone! Hooray for girls!

1. Tell the girls that Girl Guides started over 100 years ago.

2. Ask the girls to imagine they are in the first ever Girl Guide group in Canada. What would they tell Olave Baden-Powell they want their unit to do?

3. Ask the girls what they think their own group does today that is different from what the first group did.

- ♦ Hold a meeting as if it were 1910. Have a Guider dress as Lady B.P.
- ♦ Do a craft, activity or game that is done now, but might have been done using different technology or resources then, e.g. make a puppet using foamy and a low melt glue gun vs a puppet that is sewn out of fabric, a game that uses music (sing



- a song vs play it on a stereo), etc.
- ♦ Explain that when Guiding first started, being presentable and having good hygiene was extremely important. Do an inspection including uniform, neat hair and clean fingernails.
- 4. Explain Thinking Day Pennies and the Canadian World Friendship Fund. (Note that in Canada we no longer have pennies, but the girls can collect coins for CWFF).
- ♦ Have the Sparks each bring a small wrapped present such as a storybook and bring their CWFF money in as many small coins as they can collect. They can pool the coins and see if they can create a big trefoil design with their coins. Take a picture of the trefoils for their Guiding scrapbooks. The Sparks each get a present that is wrapped from the pile (in Secret Santa Style) to celebrate Thinking Day.

- ♦ Print out a CWFF fundraising calendar for the girls to follow for a week or two. They donate coins for whatever that day's activity is. There is a calendar available to print in the Program section of www.bc-girlguides.org, under International Resources. Or personalize for your unit.
- ♦ Put a meeting together using one of the Twinning Challenges. There is a Brownie instant meeting for the Peru Twinning challenge that could be adapted for Sparks. See the Instant Meetings page on the BC Girl Guides website www.bc-girlguides.org.



BROWNIES

Key to Me: Who Am I?

Talk about things you do well now and four new things you'd like to try.

Talent Evening

Encourage the girls to showcase things they are good at. The evening should be comfortable for all girls to participate in. There are various ways to present a talent both in front of an audience and not. Be open and sensitive to the needs of all girls in your unit. You could set up an art gallery for girls who wish to share their artistic talents (e.g. paintings, crafts, jewelry, drawing, clothing design, baking, etc.). Girls will enjoy walking through the displays looking at each other's talents. Have opportunities for girls to present dance routines, musical performances, singing, magic tricks, and public speaking talents in front of the whole group or small groups, if they choose to do so. Finally create a list as a unit of things girls would like to try and plan at least four of them in your unit's activities for the year.

Key to I Can: Listen to This

Discuss what being a good audience means. How should a good audience behave?



- ♦ Find a suitable YouTube video to watch where the audience is not being very well behaved, and contrast with one that is.
- ♦ Act it out. Give girls fun audience roles: the whisperer, the cell phone talker, a loud talker, and a person trying to present something. Make sure all the girls get a chance to be the presenter, so they can experience first-hand what it feels like when an audience is behaving politely or badly.

Key to My Community: Advertisements All Around Us

Look in a newspaper or magazine. Watch television and listen to the radio. Talk about three things you see or hear advertised.

Magazine Scavenger Hunt

Do a scavenger hunt with some fashion or other magazines. Give each circle some magazines and a set of pictures to find and check off. Include items like lipstick, hair colouring, TV stars, rock stars, shoes, clothing, furniture, shampoo, medications, vitamins, cars/trucks, jewelry, purses, etc. depending upon the magazines you use.

Brand Recognition Game

Supplies:

- ♦ Cards with brand logos printed on them (use the examples in the table below or create your own)
- ♦ 1 noisemaker per team (bells etc.)

Apple	McDonalds	Nike	Superman
Honda	Chevron	Safeway	Girl Guides
Lulu Lemon	Coke	Canucks	Disney
Dominos	KFC	Pepsi	Play Station
Shell	Sesame Street	Toys R Us "R"	Facebook
Batman	Adidas	X Box	Hello Kitty
World Wildlife Fund	Starbucks	Walmart	Monopoly

Good / Bad Behaviour Relay

- #### Supplies:
- ♦ set of good and bad behaviour pictures per team.
 - ♦ 1 happy face and 1 sad face per team

Instructions:

1. Line teams up at one end of the room.
2. First girl runs and picks up a picture. If it is a good behaviour, she puts it under the happy face. If it's a bad

Instructions:

1. Divide into teams at one end of the room. At the other end of the room is a leader standing behind a table with a noisemaker for each team.
2. The first person from each team runs up to the leader who shows them the top card in her pile. If the girls know the answer, they pick up their noisemaker and make noise, i.e. ring the bell.
3. The first person to ring the bell guesses the brand. If she's correct, she gets the point. If not, the second person who rang in can guess the brand and so on. Once the card has been guessed, the girls run to the back of their line.
4. The next person from each team goes up to the leader and stands behind their noisemaker while the leader shows them the next brand card. Play continues until all girls have had a chance to guess
5. When the game is finished ask the girls why companies use branding.

behaviour, she puts it under the sad face.

3. At the end, ask if there are any pictures that could be in a different category and why. Sometimes the girls will have a very good reason to have put something in that category.



Key to Camping: Lost and Found Outdoors?

Act out what you'd do if you were lost without your unit. Discuss what you should do in different situations.

- ♦ Make survival kits with the girls using a plastic Ziploc bag that can be put into their backpack. Include several Band-Aids in a small plastic zip bag, a large orange garbage bag that has been pre-slit with a face opening to be used as a poncho, a whistle, a high energy granola bar, a piece of brightly coloured surveyor's tape. Make a signal device/reflector from old CDs or DVDs and attach a list with pictures as a reminder of what to do when lost - leave the hole open:
 1. Stay warm & dry with a jacket & toque.
 2. Stay in one spot. DO NOT WANDER.
 3. Nearby, find a cozy waiting place, not a hiding place.
 4. Tie some bright tape on nearby branches.
 5. Be an angel – pretend to make angels in the snow so you can be seen by searchers in the air.
 6. The bare ground is cold – make a bed with evergreen tree branches.
 7. Don't eat anything you didn't bring with you.
 8. Stay away from lakes and rivers that are bigger than you.
- ♦ Have the girls stand next to the walls of your meeting room with their Survival kits. Walk them thru a lost scenario using the steps on

the CD so they get to practice doing it 'right'. The middle of the room would be the open area for when the searchers arrive. If you can make the room dark, have a Guider stand on a chair with a flashlight. Have another Guider hold up a piece of coloured paper which is a pretend search airplane or helicopter. Have the girls try to reflect the light from the flashlight to the airplane by looking thru the hole. Help them refold the orange garbage bags so they fit back into the Ziploc baggies.

If you have more time, or do this at camp

- ♦ Give the girls some cue cards describing different situations. With a buddy, prepare a campfire skit using their CD's as a resource.
 - a) You are with a friend or a pet – stay together for warmth and comfort.
 - b) You are near home when you realize you are lost – stop and stay where you are.
 - c) You hear noises in the bushes near you – yell and blow your whistle, do not run away.
 - d) You hear a helicopter/airplane – move into an opening so the searchers can see you and lie down with your arms & legs out wide. Use your reflector to attract their attention – look thru the hole to find the helicopter/airplane (it will reflect the sun to their direction).
 - e) You are thirsty – try to find some small bits of water near you which

is smaller than you. Look for water trapped on leaves. Stay away from rivers.

- f) You are starting to get cold – zip up your jacket, put on your hat and gloves. Find a spot out of the wind but not hidden from the paths.
- g) You are getting hungry – don't eat anything unless you know for sure that it is okay. It's better to be hungry than have a really bad stomach ache.
- h) You are getting sleepy – make a thick bed from sticks, twigs, mosses and leaves which are easy to find near you. Make a blanket from leaves.

Extra activity - Colouring pages are available here:

<http://bennyandboone.com/Do-not-get-Lost-in-woods.htm>

Key to Active Living: Feel the Pulse

Invite a coach, teacher, or athlete to visit your group and talk about exercise and breathing.

Plan an active meeting with stations. Include some running, stretching (yoga type exercise), jumping, etc.

At the beginning of the meeting, show the girls how to take their pulse and listen to their breathing. At the end of each station, have them check their pulse and listen to their breathing. Which station was the pulse fastest? Slowest?

For fun, (if possible) download the pulse app on leader's phones and have the girls check their pulse using that.

GUIDES

Travelling Interest Badge

3. *Demonstrate how to read a schedule for a bus or a train, or an airline ticket. Discuss why they are important.*



In small groups, plan local field trips. These can be to a different city or something as simple as to the local skating rink or swimming pool.

Supplies:

- ♦ Copies of public transit schedules for local transportation
- ♦ Map of the area
- ♦ Internet access to look up information or pamphlets on local points of interest.

Instructions:

Find out the following information

- ♦ The transportation route there and

back (include any transfers)

- ♦ Departure and arrival times for both going and coming (include travel time)
- ♦ Cost of the activity (eg. admissions, rentals, etc.)
- ♦ Cost of transportation (e.g. bus fare)
- ♦ Any additional costs (e.g. food)

Vote on two or three of the trips that the girls would like to do over the year and carry them out.

You in Guiding: Be involved in Your Community

1. Learn about a local community issue and **discuss** how you can make a difference with your Guide Unit or patrol.



Bring copies of local newspapers to the Guide meetings and ask the girls to work in pairs or small groups to find some community issues.

An alternative would be to go to the “**Do Something – Volunteer for Social Change**” website

www.dosomething.org and have the girls pick a cause that is of interest to them. Topics include:

- ♦ Animals
- ♦ Bullying and violence
- ♦ Disasters
- ♦ Discrimination
- ♦ Education
- ♦ Environment
- ♦ Health
- ♦ Homelessness and poverty

Or have the girls brainstorm different types of service projects that would make a difference. Vote as a group on one of the service projects that addresses community issues that they would be interested in doing and carry it out. Examples would be:

- ♦ Environment (Great Canadian Shoreline Cleanup, Yellow Fish Drain Storm Painting, Tree Planting, Pitch-In Garbage Pick-up, Bog Restoration)
- ♦ Meals on Wheels (making tray favours, cards or small gifts for special occasions)
- ♦ Food Bank, Hike for Hunger (Collecting food, helping sort food, adopt a family)
- ♦ Homelessness (Knit Toques/ scarves/Mitts, Care Packages)
- ♦ Battered Women (Birthday-in-a-Bag, Care Packages, Spa Kits)



High on Life Interest Badge

7. How does peer pressure influence the choices you make? Have a discussion with your Unit and talk about ways to avoid peer pressure.



Teach the girls about the different types of peer pressure using a great resource by the Cool Spot Website called “The Peer Pressure Bag of Tricks – Role Playing Lesson”.

<http://www.thecoolspot.gov/documents/2peerpressurebagoftricks%20final%20edits%2010-31-07mg.pdf>

This peer pressure resource:

- ♦ teaches the difference between spoken pressure and unspoken pressure

- ♦ explains the different types of spoken pressure – rejection, put down, and reasoning
- ♦ describes the different types of unspoken pressure – the huddle, the look, and the example
- ♦ provides role playing scenarios for girls to act out:
 - ♦ Team Fans (to demonstrate “Rejection”)
 - ♦ Substitute Teacher (to illustrate “The Put Down”)
 - ♦ The Math Test (to elaborate on “Reasoning”)
 - ♦ The Party (to show “The Huddle”)
 - ♦ The Dance (to portray “The Look”)
 - ♦ The MP3 Player (to show “The Example”)



Outdoor Adventures Interest Badge

1. With your Guider, make plans and go for a fun and safe hike where you will cook one simple meal. Your plans should include how to carry, cook and care for the food you have chosen. **Discuss** the kind of clothing you should wear on the hike.



Supplies:

- ♦ Outer layer: waterproof jacket, sweater, fleece hoodie, snow pants, etc.
- ♦ Tops: tank top, short and long sleeved T-shirts, long sleeve T-shirt, etc.
- ♦ Bottoms: shorts, pants, long underwear, jeans, etc.
- ♦ Accessories: mitts, gloves, socks, etc.
- ♦ Footwear: runners, hiking boots, rain boots, flip flops, sandals, etc.
- ♦ Hats: bucket hat, baseball cap, toque, etc.

Instructions:

1. Place the articles of clothing in a pile at one end.
2. Divide the girls up into teams. Then line them up in their teams at the other end.
3. Have a relay game where the girls have to dress one member of their team appropriately for a hike for different scenarios:
 - a. hiking on a rainy day
 - b. hiking in the snow
 - c. hiking on a hot, sunny day
4. Each girl takes turn running down to the other end to pick up an article of clothing to dress their one hiker. The first team to appropriately dress their hiker from head to toe wins.



Becoming a Teen Interest Badge



7. *Discuss the emotional changes and needs of teens. How can you become emotionally independent?*

Have the girls create a collage of pictures that elicit certain emotions.

Supplies:

- ♦ A variety of magazines (fashion, food, nature, sports etc.)
- ♦ Scissors and glue sticks

Instructions:

1. Have the girls cut out pictures that bring out certain emotions and paste them all onto a piece of paper.
2. Divide the collage into two halves: the left side with pictures that provoke negative emotions and the right side with pictures that bring out positive emotions. For example, the girls might cut out some pictures of a sport that they play to display excitement, while

pictures of junk food to illustrate depression.

3. After the girls are done, have them share their collage and explain to the rest of the unit why they have included certain pictures. It might be helpful for leaders to go over what each emotion means first or use cue cards with the emotion word and an emoticon to help get the girls thinking about what brings about that emotion.

Examples of Negative Emotions

Angry	Afraid
Ashamed	Confused
Depressed	Embarrassed
Jealous	Lonely
Stressed	Unhappy
Worried	

Examples of Positive Emotions

Confident	Energetic
Excited	Glad
Happy	Proud
Relaxed	Loved
Empowered	Playful
Silly	

Once the girls have shared with the rest of the unit, have them “Count

Your Blessings” by focusing on the “positive things” in their life. This will increase their awareness of the “positives” (e.g. thoughts that are good and enjoyable).

Have the girls list on the back-side of their collage the following things:

- ♦ the best thing that has ever happened to them
- ♦ a favourite place to be
- ♦ a place they want to go
- ♦ hobbies and favourite activities
- ♦ favourite funny movie or show
- ♦ favourite song that brings out happy thoughts
- ♦ favourite person in their life
- ♦ activity that makes them happy (e.g. dancing, drawing, exercising, playing sports, singing, swimming, writing, painting, etc.)
- ♦ the thing they like most about themselves
- ♦ achievements in life (at school or outside of school)
- ♦ their talents
- ♦ some things that they are thankful for

Promote the positive and nice things that the other girls in the unit do for each other.

You and Others: Build Skills in Communication



1. *Act out a humorous skit about miscommunication. Discuss possible solutions that would have prevented the miscommunication.*

- ♦ If you have Wi-Fi or DVDs available from your local library, watch an episode of I Love Lucy, who was the queen of miscommunication.

- ♦ Read or send some e-mail communications, or write some.
- ♦ Take the Telephone game one step further by texting. Perhaps girls have smartphone or tablets available to bring to a meeting, or you could have groups of girls use leaders' phones to text. To make it more challenging, start a text conversation between a group then take away phones from a couple of people and see how difficult it is for

them to communicate or stay part of the conversation without them.

- ♦ Play charades or an action game and allow the girls to make noise, but no talking. Gibberish is OK. It teaches them body language and tone.
- ♦ Back-to-back drawing exercise where one girl gets the marker and paper, and the other girl has to give her verbal directions on how to draw something, without being able to see what the other girl is drawing.

Endangered Species Interest Badge



3. *Provide two reasons why plants and animals become endangered. Discuss this with a group of Guides and offer practical suggestions for correcting the problem.*

- ♦ Visit the aquarium, Nature School, wildlife preserve, etc. Find out first-hand about endangered species. Or, bring in an animal expert to talk.
- ♦ Play an Amazing Race Endangered Species game outside to find out why plants and animals are endangered. Laminate pictures of endangered animals so they can be used outside. Note: If there is no access to a laminating machine, Office stores may have laminating

services or use clear MacTac or packing tape.

- ♦ Find a predator/ prey game to play, either in a gymnasium or outdoors. Games can be found in the Eco-Pak, Alien Invaders and Ocean Aware challenges. Here is one from Girl Guides in Alberta: <http://www.girlguides.ca/WEB/Documents/AB/Program/AB-Twin-Rainforest-Animal-Game.pdf>

Name: _____

COUNT YOUR BLESSINGS

Focus on the positive things in your life. Think of some things in your life that fit the descriptions below.

- A. The best thing that has ever happened to you _____
- B. A favourite place to be _____
- C. A place you want to go _____
- D. Hobbies and favourite activities _____
- E. Favourite funny movie or show _____
- F. Favourite song that brings out happy thoughts _____
- G. Favourite person in your life _____
- H. Activity that makes you happy (e.g. dancing, drawing, exercising, playing sports, singing, swimming, writing, painting, etc.) _____
- I. The thing you like most about yourself _____
- J. Achievements in life (at school or outside of school) _____
- K. Your talents _____
- L. Some things that you are thankful for _____



PATHFINDERS

Finding the Path: Broaden your Horizons



9. Using the internet and the WAGGGS website

(www.wagggsworld.org), compare your Promise, Law, and Motto with those of Member Organizations from 6 other countries. Discuss the similarities and the differences. What do you think Girl Guides/Girl Scouts throughout the world and have in common?

Prior to the Meeting:

Print out the Promise, Law and Motto for at least 6 countries. Find them at: <https://www.waggggs.org/en/our-world/>

Instructions:

1. Divide into small groups and give each group a full set of the printout.
2. Have the girls go through each one and pick out which lines resonate the most with them.
3. What are the similarities? What are the differences?
4. After all have been dissected, the

girls can create a new "world"

promise/law/motto based on pieces that resonated the most with them. They need to use parts from at least 3 different countries

5. When all have finished, they present their "World" Promise, Law and Motto to the remainder of the group. They must be able to defend the reasoning for their choices.



Let's Take It Outside: Survivor Girl – Prepared for the Outdoors!



1. As you plan your next outdoor

adventure, discuss your actions for some worst-case scenarios, such as what to do if someone becomes lost or injured or a bad storm comes in. Include some less serious problems that you might encounter. Have everyone in your group write a scenario on a piece of paper. Fold the papers and randomly choose one at a time. Discuss what the best action would be.

- ♦ Set up an Amazing Race-type event to deal with worst-case scenarios as you prepare for an outdoor adventure. Write up worst-case scenarios, then set up stations that will give girls hands-on ways to deal with them. E.g. an outdoor clothing station, a bedroll test to determine if you can wrap your bedroll to be waterproof, etc.
- ♦ Invite someone from the volunteer ground search and rescue unit in your community to your meeting to demonstrate some of these skills, or ask them to take you out in the bush for a practical session.

A World to Discover: Going Global



4. Having your wallet stolen is unsettling

— and all the more so when you're far away from home. Divide into groups and discuss various travel problems, such as losing possessions or having them stolen, getting lost during an outing, encountering a problem at customs, suffering from an illness or an injury, and so on. Talk about the importance of knowing what is going on in the country before you visit.

Instructions:

1. Create an Amazing Race game - imagining they are traveling around the world, where the girls have to use either a GPS receiver to get to a set of coordinates, or use a compass and letter boxing techniques, or just riddle clues to get to a desired location.
2. At each location there is a challenge for them - could be something active or silly or



related to a country that each location represents

3. But then, upon completing their challenge, they hit a ROAD BLOCK. Then use the ideas from the program - they have been stopped at customs because they have a piece of fruit in their carry-on bag - you must find a member of your team to eat the fruit without using their hands before your team can move on.
4. Other examples: lost your luggage - create a new outfit using duct tape. Your luggage is too heavy and you need to reduce the weight



before you can check it - have one member put on all the clothes in suitcase, race to another location, then remove all the clothes before getting the next clue. Note: you can find lists of travel problems by searching online. This is an active alternative to the program as the girls are actually racing to the various locations where they must complete the challenges. Have all teams start at different locations, with the first team completing all challenges declared as the winners.

Creating your Future: Your Dream Career



2. *What job do you think you will be doing fifteen years from now? What do you think your life will be like? Where will you be living? Will you be married? Will you have children? If you work, who will care for your children while you work? Discuss this with your family, friends, and other pathfinders. Write a journal entry or letter to yourself to express what you are thinking. Keep it in a safe place. It will be interesting to read it 15 years from now to see how things have changed.*

Prior to Play

- ♦ Put together a box of items that represent the things that people consider important in fulfilling their life's dreams. This can be done by

creating an assortment of cards with words, a mixture of symbolic items e.g.: an apple = food, a car key and/or bus pass= transportation, or a combination of both.

- ♦ Some of the categories that can be included are: education, job, family, water, stability, daycare, vacation, community, girl guides etc.
- ♦ As a group, quickly go through the items that are in the box. Have the girls add any they think have been missed. There should be a min of 3 items per person playing the game. Use duplicates if necessary.

To Play

1. Each girl picks three items from the box. In pairs, they negotiate the importance of the items they picked in relation to their future dreams.
2. To move on, they need to come to an agreement about which 3 best meet both their dreams at which time they put the remaining 3 back

into the box

3. Each team of 2 pairs with another team of 2 to form a group of 4. They again negotiate the importance of the 6 items they have between, eliminating 3 and keeping the 3 that will best meet the future dreams of all of them.
4. They can either stop at this point and explain to the remainder of the group why they chose their items, or continue negotiating through until there are only 3 items left for the entire group.
5. Once they stop, the girls can individually or in groups tape a video to their future self, explaining what they felt their dream was at this age, and why they felt the chosen items were important to have to attain it.
6. If you have a group Facebook Page or Website, they could be uploaded there or upload to YouTube.

Living Well: We Are What We Eat

1. *Food is often a part of celebrating with family and friends. It nourishes the body and provides energy to get us through each day. The right balance of food and activity helps you to stay at a healthy body weight. What are the consequences of too little or too much food over time? Are you eating the right amount? Are you eating snacks through the day or late at night? Invite a dietician, a personal trainer who has taken courses in nutrition or a public health nurse.*

You have probably heard of the Atkins diet, the South Beach diet and so on. What do these diets have in common? Make a chart of different diets and show the food groups that are missing from each. Discuss this with your nutrition expert.

Supplies:

- ♦ Diet plans for Atkins Diet, South Beach Diet, Zone Diet, Vegan Diet, Mediterranean Diet, 21 Day Fix, Raw Diet etc.(1 for every 2-3 girls)
- ♦ Canada Food Guide (1 per group)
- ♦ paper and pencil,
- ♦ ingredients for recipes

Instructions:

Divide into groups. Distribute copies of the Canada Food Guide. Quickly explain why the guidelines set are important to a good diet. Give each group a popular diet plan. Task them with putting together a nutritionally balanced meal plan for a day that fulfills both the requirements of the Canada Food Guide and their diet plan.



Debrief:

When finished, share the plans they've put together. Was it easy to meet the requirements of Canada Food Guide or difficult? Were there alternatives that helped fill those gaps? Is this a nutritious diet and would it be easy or hard to fulfill using Canada Food Guide.

Follow Up:

- ♦ Find a similar recipe from each diet and have each group make one. Do a taste testing and compare the results.
- ♦ Look at the plans for camp with each meal being from a different diet.

Save the Date! Pathfinder Summit 2016! October 21-23, 2016



40 girls and 10 guiders from throughout the province will have the opportunity to:

- ♦ Visit Vancouver, BC.
- ♦ Meet Pathfinders and Guiders from around the province.
- ♦ Participate in activities and sessions.
- ♦ Experience hosteling.
- ♦ Have fun!!!

Look for information to come out in late spring.

My Music, Movies, and More! Get Musical



3. Watch the Juno Awards show and then discuss it with your group. Compare the Junos to the American Music Awards, the Grammy's, and the Country Music Awards. Write a review of the show. Make sure to include who the major winners were, the songs they won and why you think they won. What singers performed during the concert? Who was the host? What were the highlights? Was there anything shocking that happened? What were your overall impressions of the show?

- ◆ Prior to the Juno Awards, pull the list of nominees. Listen to the songs in each category. Vote on who you feel the winners will be, then plan a Juno Awards party for the evening of the awards show. See if your predictions were correct. Did any results shock you? Did you enjoy the show?
- ◆ Have a talent show at one of your meetings, videotape the performances, then the next meeting hold your own judging and awarding of the performances.
- ◆ Hold your own Music Awards Ceremony. Prior to the meeting, work with the girls to decide on 4 to 6 categories in which they will be

giving awards. Have them each find their favorite you-tube songs for the categories. At least one of their choices must be Canadian. They should bring them to the next meeting where they will all play their choices. Afterwards, the girls will vote for the selection that they felt best fit the category (but not for their own choice). The votes are tallied by a guider and the winner of each category is sealed in an envelope. The girls can then have their own awards evening with one of them being the Mistress of Ceremonies and others being presenters or those accepting the awards.

On My Own: Be an Expert Babysitter



3. The experts tell us that the best toys are the ones that make the most of a child's imagination. Find out what kinds of toys are available for kids today by going online or by visiting your local toy store. Discuss the toys and rate them on how well they engage the imagination. Would you secretly like to play with them? Come up with an idea for a toy that you

think kids would like. Create a sample, make a drawing or write a description of your toy so you could sell your idea to a toy company and show why you think it's the best toy kids will ever have.

- ◆ Each Pathfinder brings 1-2 toys or games to the meeting. Spread them out and play with them. Put labelled sheets on the wall for feedback – one for each toy with a 1-5 score / age range / pros & cons. As they play with the toys, have the girls evaluate them.

- ◆ After they've been evaluated, it's time to put creativity to work. Divide into small groups to design a new toy/game that they think would sell. Take into consideration the evaluations of the toys you played with.
- ◆ Hold a toy drive for those in need. At a camp or meeting, go through the toys to determine their condition. Fix toys that are fixable and toss ones that aren't. Divide into age group, then arrange to donate them to a worthy cause.

Exploring a Theme: Getting Food on the Table

1. From home (or when preparing for camp), collect a number of different foods from the fridge or kitchen pantry and bring them to a meeting. If you can, try to bring foods that could be prepared and eaten together as a group (e.g., salad in a bag, a tomato and a cucumber). Make sure that all food items are packaged or have their fruit/vegetable stickers still on them. You will also need a map of the world, a ruler, a calculator, pens and paper. In small groups, choose one or two items and find out the origins of the food from the label. On your map of the world, work out the

approximate distance, in kilometers, that your food travelled. Are you surprised at the total? Discuss why you think we need to have our food shipped to us from other countries. What effect does this have on our economy and environment as well as on those of the countries we are importing from?

- ◆ After working out the approximate distance, visually represent that distance within your space, placing the foods at various distances from the cooking/food prep area within the room. At camp, you could prepare in advance and have food (in protective containers to prevent animal problems!) placed in distances up to the boundaries of the camp, for something that is from

the farthest distance away.

- ◆ Then challenge girls to make a recipe, indicating the country that the food comes from and its distance from you. This could be done using a compass and number of steps equals km conversion. In teams, girls would get one ingredient card at a time, and in relay-fashion they'd send one member of the team to retrieve the food from its country of origin. The rest of the team works on food prep as the one person retrieves her food item. Each member can only bring back one food item at a time. All teams could be making the same recipe, or all could have different recipes to see how long it takes for foods to arrive from different parts of the world.

Let's take it Outside! Survivor Girl – Prepared for the Outdoors!



4. Prepare a personal first aid kit suitable for a hike or other outdoor activity. Discuss with others why you selected the items you did. Make sure you know what to do with them.

- ◆ As a group, prepare a “Pathfinder Guide to the Zombie Apocalypse”. The end of the world is upon us, what things do they need to survive? Teaching girls how to survive a Zombie Apocalypse is a great lighthearted way to deal with difficult discussions and teachings around emergency and disaster preparedness.
- ◆ In groups of 2-3, instruct the girls to choose 12 items that they feel they would need to survive a Zombie Apocalypse. First aid and survival kits can be provided for reference.
- ◆ At the next meeting, each group should bring their 12 items. They will be given a number of tasks that they need to complete in a race against time, using only those 12 items. You may need to supply some “found” items like marshmallows, a sheet of plastic, cheezies, etc.

Instead of a meeting, you could do a day event or a weekend camp that combines challenges with learning activities such as:

- ◆ Using a site like <http://bumbledo.blogspot.ca/2014/04/mock-disaster.html> or

SAMPLE TASKS

You will need to keep warm. Make a fire starter using only the materials you find and what you brought with you.

5 points

You are hungry. Build a fire and cook the food you find before you can continue on.

10 points

You were trying to escape from some Zombie’s and one of your team broke her leg when jumping from the roof of the building. Apply a leg splint before moving on.

10 points

You have been traveling all day and need some rest. Using anything you find and what you brought with you, make a shelter that will protect you from the cold.

15 points

A Zombie slashed your arm when you were trying to escape. Using first aid, bandage the arm and put it in a sling to allow it to heal properly.

10 points

<http://imgur.com/YdjBQ46> as guidelines, you can develop a point system or modify the disaster situations to give scenarios for first aid in a zombie setting.

- ◆ Orienteering or finding points with a GPS
- ◆ Edible and non-edible plants – how to survive in the outdoors
- ◆ Make a Paracord survival bracelet and learning the ways in which it can be used.
- ◆ Add a “Defend yourself against

Zombies” station where you can learn survival skills. Suggestions are martial arts, fencing, and a fitness instructor to give a good cardiac workout (after all, you need to out run the zombies). You could also have a zombie infested obstacle course, zombie target practice, etc.

- ◆ Invite in a make-up artist to show the girls the art of constructing wounds using makeup.



RANGERS

Celebrate Guiding: 28a – Guiding Gear

With a group of Guiding members, discuss why we wear a uniform and whether we should have to. Explore past uniforms and talk about how the uniform reflects the period in which it was worn. Are uniforms similar to the fashion period? Look at them from the perspective of the role the military played in the culture of the time.

- ♦ If you have access to a collection of historical Guiding clothing, hold a fashion show in your unit. When you're looking at the old styles, think about how the uniforms reflected times of need. You could come up with cards that ask them which piece of clothing served what

purpose, choosing it from a pile of clothing and putting it on.

- ♦ Take a trip to an armoury, a Canadian Forces Base, museum, a cadet corps, etc. or invite a vet to your meeting. Ask them about the importance of wearing uniform. Does this change how you view wearing a uniform?
- ♦ Go to the mall and make a list of the people wearing uniform. What does a uniform do for the business? How do employees feel about wearing uniform?



Environment, Outdoors and Camping: #5 – A Life Outdoors

Invite someone who works outdoors (e.g. a farmer, forester, gardener or vintner) to talk to your group about his or her job. You might ask this person what he or she loves about the job, what is challenging, what the lifestyle is like, what education is necessary and what job opportunities exist. This activity would be part of badge work for younger girls.

- ♦ Instead of bringing someone in to a meeting to talk about their life outdoors, take a field trip somewhere people work outside, i.e. a farm. Have everyone be prepared to ask questions about the job and opportunities it provides.
- ♦ Choose a field trip where the girls can participate in an activity that builds a specific set of outdoor skills. Some communities may have wildlife rescue organizations, farms, vineyards, aboriginal centres etc. that specialize in working outdoors. Volunteer ground search and rescue organizations often do outdoor sessions for groups. Regional, Provincial and National parks often have programs that would be suitable.
- ♦ Commit to raising vegetables in a local community garden. Talk to a local gardener about the responsibilities of having a plot. Spend a season tending the garden, then donate the results to the food bank.

Community Connections: #24 - Social Aggression and Bullying

Make a list of all the communities within your school (e.g., clubs, organizations, cliques, friendships and social groups.) With one of these groups, rent a movie that focuses on the way girls interact such as Mean Girls, Odd Girl Out or the documentary It's a Girl's World (by the National Film Board). After watching the movie, talk about how it made you feel and whether it changed any of your ideas or opinions.

Another approach to discussion might be to watch a movie or documentary, e.g. Mean Girls, then instead of just "talking about" the film, prepare cards with quotes from the movie and make a game out of coming up with real (not dramatic or comedic) ways to shut down bullying.



Explore Your Creativity: #7 - Documenting Reality

Documentaries can be a great way to learn about a topic or issue. Watch a documentary with your unit of friends, then have a "debriefing" so everyone can talk about what they learned.

- ♦ Watch some inspiring TED talks . Based on an issue that you or the group are passionate about, create your own TED talk. These are short, inspired, words of wisdom that can be expressed in a 3-5min video. Videos can be uploaded and posted on a group website.
- ♦ Film a documentary about your Ranger Unit to see for yourself how accurate documentaries are and what amount of work goes in to making them informative.



Leadership and Management #29

Constructive Criticism – With people your own age, plan activities to help you learn about your reactions to criticism. Reflect on past experiences when people criticized you. Describe what happened, how the criticism was given, how you reacted, whether the other person had a point and how you could have reacted differently. When someone criticizes us, we often react by getting angry or running from the situation without really thinking about it. But this behavior won't help us learn from the criticism and take responsibility for our own actions. Discuss different ways of empowering people by giving them constructive feedback.

Find the Die

Objective: To experience different feedback styles and how they impact performance

Supplies:

- ♦ one die



Instructions:

1. You'll need one or more volunteers. Send them out of the room, calling them back when needed.
2. Tell the rest of the group that during this exercise, the volunteers will experience different types of feedback from the group.
 - ♦ **Silent feedback.** The volunteer will be told what they are to find. The group remains silent and still, giving no indication of the volunteer's progress.
 - ♦ **Negative feedback.** The group

Environment, Outdoors and Camping: #14 - Urban Wildlife

Urban Wildlife - Plan an expedition to investigate the wildlife (flora and fauna) that lives in your city or town. Look into what's native and what has been introduced. What agencies or groups work to protect urban wildlife? Does protection matter? Hold a debate or have a discussion about the pros and cons of protecting urban wildlife and the different ways people

Global Awareness: #14 – World Religions

Some faiths have certain customs, foods, dress, or other conventions for religious leaders or the community as a whole. Talk to people from two different faiths and discover some of the special rules in their lives. Think about how you would have to change your life to follow them.

- ♦ Search online to find out how religion influences food preparation. Then have each pair/group of girls pick a faith, then a country, then a food of religious significance (i.e.



only gives negative feedback regardless of how close the volunteer is to the die. Only say what might be heard when someone is unhappy with their performance. (e.g. "You're way off target", "You'll never get it", "You can do better than that" etc.) Don't respond to all requests from the volunteer.

- ♦ **Positive but general feedback** no matter their distance from the die (e.g. "way to go!", "I know you can do it", etc.). Do not respond to all requests for help unless it's with more positive statements.
 - ♦ **Specific Feedback.** Give the volunteer specific hints to find the die without giving away the location (e.g., "You're getting closer", "Go the other way", etc.) or by responding to yes/no questions.
3. Hide the die in the room as follows:

deal with this issue. Check other branches' programs to create activities on this topic.

- ♦ Bring in an expert (i.e.: conservation officer) in the field, or meet them out in a nature spot (preferred), and have them show the girls hands on what wildlife is in their neighbourhood. Find out what is edible, good for you, dangerous, invasive, etc.

Christianity – Greece – Baklava or Islam – Turkey - Halva). Have a taste testing of the different foods while explaining the significance of it.

- ♦ Hold a meeting where you experience some of the different ceremonies, customs, holidays that pertain to different faiths, e.g. Hanukkah, Kwanza, Three Kings Day, Winter Solstice, Chinese New Year's, etc. . Include food, specific customs or ceremonies and their meanings, and anything else you find interesting.
- ♦ Alternatively, find out where there are different ceremonies that are faith or culture based, and attend a couple of them. How are they different than the ceremonies within your own faith or culture?

Silent: easy to find location.

Negative: slightly more difficult spot, but still easy

Positive General: slightly more difficult than for negative

Positive Specific: the most difficult location

4. For each experience, give the volunteer 2-3 minutes to find the die.

Debrief:

- ♦ How did you feel while you were looking for the die?
- ♦ How did you think/feel as a result of the feedback you received?
- ♦ Did the feedback affect the speed at which you were able to find the die?
- ♦ Did the feedback make you feel positive or negative towards the people in the room who were giving it?
- ♦ If you received this type of feedback all the time, how do you think it would impact what you were doing?

- ♦ Plan the Alien Invaders challenge for a younger branch (refer to Alien Invaders Challenge booklet) and incorporate into it what the girls have learned during this adventure. To take it one step further, have the girls take something that's friendly or edible and bring it back to the unit and create an edible item out of it, e.g. Mint leaves into toothpaste, plants into a salad, etc.

BC Program Committee Available Positions

Provincial Program Adviser

Purpose

- ♦ Stimulate interest and promote programs of all branches within the province.
- ♦ Develop and implement program resources for girls and Guiders in the province.
- ♦ Develop and implement program experiences for girls and Guiders in the province.

Qualifications

- ♦ Be conversant with the programs for all branches of Guiding.
- ♦ Be passionate about girls and Guiders having fun, while completing the different levels of program.
- ♦ Understand the principles of change, be receptive, and have an open and positive attitude toward suggestions and ideas.
- ♦ Understand Girl Guides of Canada policies and procedures (Guiding Essentials, Safe Guide, Pledge of Confidentiality, Code of Conduct, Style Guide, etc.) and can implement them effectively.
- ♦ Must have computer skills.

Youth Member Specialist

Purpose

To stimulate and promote an active interest in the Girl Guides of Canada-Guides du Canada program, especially the Ranger program, throughout British Columbia.

Qualifications

- ♦ Be conversant with the Ranger program.
- ♦ Be passionate about girls and Guiders having fun while completing the different levels of program.
- ♦ Be able to relate well to both girls and adults.
- ♦ Should have experience working with Rangers.

Responsibilities

- ♦ Help with organizing the biennial Ranger Revolution event in Vancouver.
- ♦ Coordinate distribution of the Youth Commitment pins to 3rd year Rangers each year.
- ♦ Communicate with Youth Members (Rangers and Girl Assistants in units) and their Guiders regularly.
- ♦ Committee duties, as required.

Girl Programs Specialist

Purpose

To stimulate and promote an active interest in the Girl Guides of Canada-Guides du Canada program, especially the Spark, Brownie, Guide and Pathfinder programs, throughout British Columbia.

Qualifications

- ♦ Be conversant with the Spark, Brownie, Guide and Pathfinder programs.
- ♦ Be passionate about girls and Guiders having fun while completing the different levels of program.
- ♦ Should have experience working with more than one branch level .

Responsibilities

- ♦ Help with organizing the biennial Pathfinder Summit event in Vancouver
- ♦ Help to determine program connections for provincial committee resources
- ♦ Committee duties, as required.



Girl Guides of Canada Guides du Canada

BC Program Committee

BC Program Adviser

Julie Thomson

Deputy Program Adviser

Susan Stephen

Arts Specialist

Barb Wilson

Communications Liaison

Alyssa Robertson

Environment Specialist

Van Chau

Healthy Lifestyles Specialist

Colleen McKenna

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Girl Programs Specialist

Vacant



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