



# Scouter



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# CANADIAN *Guiders*



## Dear Rangers and Guiders...

**A**s the Guiding year begins to wind down, we're often balancing program activities with plans for celebrations of all the things the girls have accomplished. Many will be advancing to the next branch in the fall, and some may be nervous about joining a new unit, unsure of what to expect there. As Guiders, we can help ease their worries and build their enthusiasm for taking the next steps along their Guiding journey. In *Moving Up* (pages 16-17), we offer tips on helping girls see how much fun it can be for them to make their way to Brownies, advance to Guides, move up to Pathfinders and navigate their way to Rangers.

Spring is the ideal time of year to shake out the tents, air out your sleeping bag and pack your gear in readiness for Girl Guide camp. Camping and outdoor outings where girls are front and centre in planning their experiences set our organization apart from other youth groups. From Sparks to Rangers, the Guiding program challenges our members to embrace outdoor activities and gain experiences and skills they may not get elsewhere. Outdoor adventures also have a positive impact on girls' attitudes towards nature and the role they can play as environmental stewards. While there's no doubt that organizing a weekend at camp involves careful planning by Guiders and girls alike, the rewards it offers make it well worth the effort.

In this issue's *Outdoor Guider* section (pages 23-25), we share one Guider's story of offering Brownies their very first tent camp experience. As she discovered, engaging the girls and their parents/guardians in the planning process is key to creating a successful camp. And if you're looking for a few camp recipes that will be sure hits with girls, check out page 26.

Photo: ©GGC

### Also in this issue:

- Tips for organizing a Great Canadian Shoreline Cleanup are on pages 10-11. (Psst . . . You don't have to live near an ocean, lake or river to participate!)
- Pages 32-33 feature some first-hand impressions of Guiders who visited Our Cabaña, Our Chalet, Pax Lodge and Sangam last year. Taking girls to the WAGGGS World Centres is always rewarding, but travelling with a group of adult members is also a blast!
- Ask a Guider on pages 38-39 offers strategies for handling Guider dilemmas we sometimes encounter, for example, co-Guiders who cancel at the last minute or who skirt around Safe Guide rules.

Have a great spring and summer!

Pamela Rice



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Cover photo: Tamara Sweet-Letts

**Canadian Guider, Volume 86, No. 2, SPRING 2016** • ISSN 0300-435X Published three times annually (Winter, Spring, Fall) by Girl Guides of Canada–Guides du Canada, 50 Merton Street, Toronto, ON, M4S 1A3 416-487-5281 • 1-800-565-8111. Web site: [www.girlguides.ca](http://www.girlguides.ca) • E-mail: [cdnguides@girlguides.ca](mailto:cdnguides@girlguides.ca) • **Chief Commissioner:** Pamela Rice • **Patron:** Her Excellency Dr. Sharon Johnston, C.C. • **Chief Executive Officer:** Deborah Del Duca • **Publisher:** Girl Guides of Canada–Guides du Canada • **Chair, Editorial Committee:** Rachel Collins • **Manager, Marketing & Strategic Alliances:** Karen Cole • **Supervisor, Communications:** Catherine Campbell • **Communications Coordinator:** Mary Vincent • **Editor:** Sharon Jackson • **Art Director:** Geraldine Withey • **Associate Art Director:** Ross Woolford • Annual membership fee includes a subscription to *Canadian Guider*. It is sent free to all registered adult members and Rangers. If you are a member and have an address change please notify IMS in your provincial council office. If you are a paid subscriber and have an address change please notify the *Canadian Guider* directly, enclosing your *Canadian Guider* mailing label if possible. Send changes to *Canadian Guider*, Girl Guides of Canada–Guides du Canada, 50 Merton Street, Toronto, ON, M4S 1A3, Canada.

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**SUBSCRIPTIONS RATES:** \$12 per year inside Canada, \$15 to USA, \$20 overseas. Single copies \$4.25 each. Canadian Publications Mail Product. Sales Agreement No. 40065172. With the exception of our own merchandise, Girl Guides of Canada–Guides du Canada does not endorse the advertisers found in this magazine, or their products or services. All submissions to the magazine become the property of the Girl Guides of Canada–Guides du Canada unless other arrangements are made prior to publication. Most articles and artwork in this magazine are owned by Girl Guides of Canada–Guides du Canada.

# Twinning 2020

## Every Girl Has a Story

COMPILED BY CAMARO WEST,  
WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

There are 10 million Girl Guides and Girl Scouts around the world. And each has a tale to tell. Here are the stories of five girl members from our Twinning partners.

### Bernardita (Berni), 16

Asociación de Guías y Scouts de Chile

#### Family Facts

In my family we are seven people; we like music and we are united.

#### Cool for School

In my college, we start at 8:00 a.m., and generally leave at 3:30 p.m., unless we stay for a workshop.

#### Fun with Friends

With my friends I like playing, singing, dancing and eating.

#### Food Faves

My favourite food is potatoes stuffed with ham and cheese.

#### My Girl Guide Story

My Girl Guide group, "Cayu-Huara," is composed of six units. We all meet on Saturday mornings and begin with shouts and dances. Then each unit goes with their leader to plan and analyze the program for the year and to do activities. What I like the most about being a Girl Guide is that I can share with others and help them have a good time.

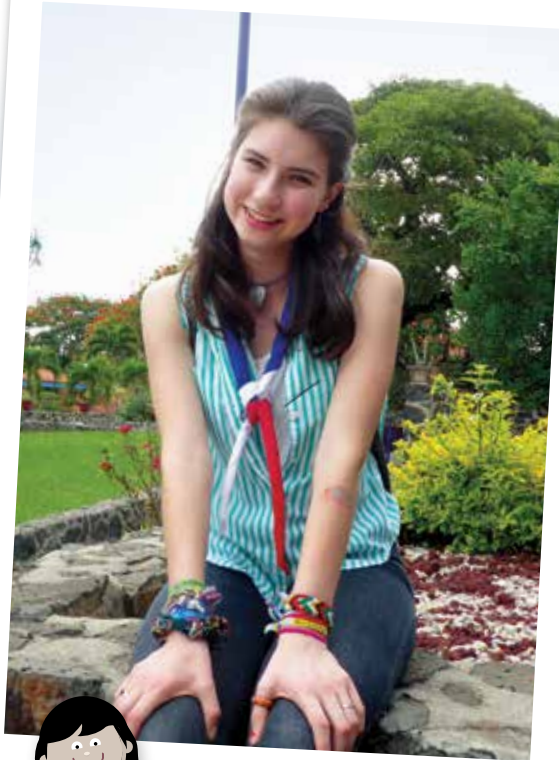


Photo: courtesy Bernardita



“Being a Girl Guide is an amazing opportunity to grow as a person that no girl should miss. It is also so much fun and, best of all, it is a way we can help make a better world!”







Photo: courtesy Gabriela

## Gabriela, 14

Asociación de Muchachas Guías  
Scouts de El Salvador



### Family Facts

In our family we have a lot of trust in each other. We always talk and we are very happy. (Well, not always. In some cases we fight, but then we talk and everything is okay again.)

### Cool for School

My life in school is very good. I get high grades and this year I have the best teachers ever. They not only teach me about subjects such as science and math, they also teach me about life.

### Fun with Friends

My friends help me to be watchful and attentive at school and are fun to be with at breaks. I love to hang out with them and especially to play basketball with them.

### Food Faves

I like all the food that my dad makes, because I prefer home cooking to fast food.

### My Girl Guide Story

I have never felt so much happiness in a place like I do in Girl Guides. We are like a big family, supporting each other. I love spending every Saturday with my unit, and everybody there helps me to change the way I see the world. My unit supports many national association projects and helps out at a summer school for other kids. Every year we also have a national camp and the first time I went to one of those I was delighted! Before that, I had never even touched a tent, so I learned a lot. What I loved most was the campfire, where we shared stories; that was an unforgettable experience!



“In Girl Guides, there is no limit to what you can learn, and you can make friendships that will change your life.”



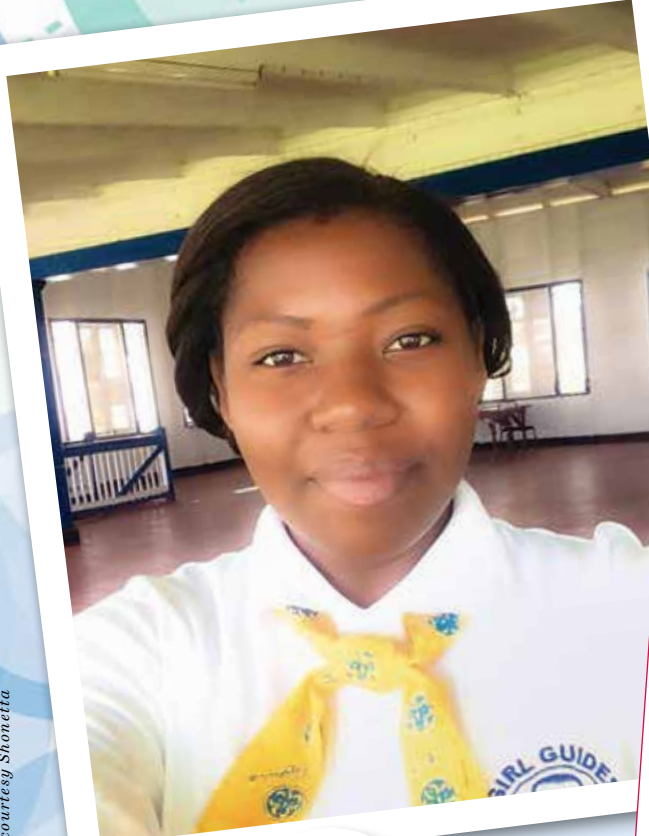


Photo: courtesy Shonetta

# Shonetta, 17

Guyana Girl Guides Association

## Family Facts

My immediate family is small – just my mother and myself. My father died when I was six months old, but my mother has a lot of stories and pictures that she shares with me. I have a large extended family, because my mother has three siblings who have many children, including six daughters with whom I spend a good deal of time.

## Cool for School

The school system in Guyana has three sections: nursery, primary and secondary. Nursery students begin at three years and nine months of age. On completion of primary school at age 11, students take an entrance examination for secondary school, which has two phases. In the first, after five years, an exam is offered by The Caribbean Examinational Council. Many students leave secondary school after this exam, since it makes one eligible to secure a job or enter university. The second phase is two years. Students pursuing this additional period are granted exemptions from university courses. I am in the second year of this two-year advanced program.

## Fun with Friends

My friends and I love volunteering for different organizations, events and outings. We enjoy being busy and engaged in positive activities (and also sharing ice cream together).

## Food Faves

My favorite food includes anything with meat. Curry is my most favourite, since you can curry almost anything. Cook-up rice with a combination of many meats is my second favourite; it is very tasty if it is cooked the right way. I am not a fan of junk food (except ice cream with my friends), preferring local fruits and vegetables.

## My Girl Guide Story

I am a Young Leader, and my Girl Guide unit is filled with vibrant girls who exhibit the spirit of Guiding. This is demonstrated in their enthusiasm for Guiding activities and how they embody the true qualities of a Girl Guide. They mostly enjoy games and songs done as a unit, but also have a drive to earn badges, which motivates them to continue to do their best. In addition to games, songs and badges, we discuss social issues, dance, engage in debates, do arts such as painting, and take leadership and life skills training. My favourite thing about Girl Guides is the comfort you feel when sharing a space with girls like yourself. It feels like a family of sisters.



“Girl Guides presents a good opportunity for girls to develop self-awareness and individuality in a comfortable atmosphere among peers, and to learn many beneficial things that can be applied to everyday life. We are also able to socialize and build self-confidence and leadership skills.”



Illustrations: ©GGC





# Evelyn, 13

Asociación Nacional de Guías Scouts del Perú

## Family Facts

My family consists of four people: my parents, my older sister and me. We are a very close and friendly family. We have fun together and support each other in everything we need.

## Cool for School

My school life is very entertaining; every day I learn new things. I enjoy being with my school friends and talking about what changes we will need to make as women to be prepared for the world.

## Fun with Friends

What I enjoy with my friends is to talk to them, share jokes and have fun together.

## Food Faves

My favourite dishes are green noodles with roasted chicken and “Papa a la Huancaína” (an appetizer of boiled yellow potatoes in a spicy, creamy sauce).

## My Girl Guide Story

My unit is called “Nuestra Señora del Carmen,” and has been operating for approximately 15 years. Currently, we have 25 girls. We work as a group to develop our program and actively participate in activities such as planting our garden. What I like best about Girl Guides is learning about life issues and how to change our lifestyles for the better, about how to create solidarity with others, and about how to value ourselves as women. I also enjoy the dynamics when we share our experiences with colleagues from other units.



Photo: courtesy Evelyn



“I encourage other girls to join Girl Guides, so they do not miss out on a great opportunity that will empower them to improve their lives and their communities!”



# Tracia, 16

## Girl Guides Association of Saint Vincent and The Grenadines

### Family Facts

I love my family a great deal. My family members are my mom, my dad and my two sisters – one older and one younger than I am.

### Cool for School

I go to my local community college. At school I see my friends daily and we eat together, even though they might be assigned to different classes. My friends are the highlight of my school day (as well as my math class; math is my favourite subject), and we have a great time between classes, catching up and making jokes. Currently I am studying a mix of four subjects: physics, math, computer science and communication studies, and I enjoy them all.

### Fun with Friends

My friends and I hang out almost every day at school. I also like talking or watching a movie with my friends, and on Fridays I go to Rangers with two of my close girlfriends.

### Food Faves

I can go on about food forever. I love fruit – any fruit (well, except strawberries). I really like mangoes and Spondias dulcis (a variety of golden apple). I also like pelau and callaloo soup. Pelau is a meal made up of brown rice and chicken, usually cooked in the same pot. Callaloo soup is a kind of stew made from the callaloo plant. It is cooked with sweet potatoes and plantain or boiled green plantain. My mom makes it with coconut dumplings and, in my opinion, they are the best part!

### My Girl Guide Story

I am with a Ranger Guide unit. We meet every Friday afternoon during the run of our school's semester, sometimes even a bit longer. This past semester, we did Twinning 2020 and WAGGGS International Day of the Girl activities. We have also participated in bake sales, treasure hunts, a visit to the elderly, a breast cancer awareness "Pink Cap City Walk," and a fundraising hike to donate to disaster relief for our sister island, Dominica. My favourite thing about Girl Guides is our campfires - singing goofy songs and roasting sausages and s'mores. And I also love the everlasting bonds I make in our camps and unit meetings.



Photo: courtesy Tracia



“Entering Girl Guides was a marvelous decision on my part. I occasionally experience social anxiety and am timid with people I’ve just met, but Girl Guides has boosted my confidence and presented opportunities to make life-long friends, sometimes even in different countries.”



## Take the Twinning Challenge!



Learn about your provincial council's Twinning partner and explore Canadian culture and heritage with our Twinning 2020 activities at: [girlguides.ca](http://girlguides.ca) > Programs > Specialized Programming > Activities > Twinning



# Make a Difference Days 2016-2017

Each year Girl Guides of Canada—Guides du Canada (GGC) participates in Make a Difference Days that raise awareness and celebrate issues that are important to girls and young women in Canada. These commemorative days are a powerful way for members to challenge themselves and to support our Mission of making a difference in the world. Look for instant meeting information to be posted on [girlguides.ca](http://girlguides.ca) a month or so before each day.



September 21

## 2016

### International Day of Peace

Encouraging people from every nation and all walks of life to foster ideals of peace. Girls will learn how to define peace for themselves and what it means to create an inclusive environment that promotes dignity, respect and tolerance.

October 11

## 2016

### International Day of the Girl

Commemorating and celebrating girls' rights, seeking an end to global poverty, bringing awareness to the challenges that girls face worldwide, and promoting their empowerment.

December 10

## 2016

### Human Rights Day

Celebrating a universal commitment to fundamental human rights and highlighting the United Nations' adoption of the Universal Declaration of Human Rights.

May 28

## 2017

### World Hunger Day

Promoting sustainable solutions to extreme poverty and hunger, and highlighting responses to the global issue.

July 1

## 2017

### Canada's 150<sup>th</sup> Anniversary

Marking a year of national celebrations with a commemorative instant meeting to be launched early in 2017.

## Also coming in 2016-2017!

- National launch of Girls Count
- New Mental Health Challenge
- Updated National Eating Disorder Information Centre (NEDIC) Love Yourself Challenge
- New National Service Project based on UN Sustainable Development Goal #1 – No Poverty

Illustration: ©GGC



Girl Guides of Canada  
Guides du Canada



A CONSERVATION INITIATIVE OF



# Environmental Action

## Organizing a Great Canadian Shoreline Cleanup

Participating in a Great Canadian Shoreline Cleanup is a wonderful way for girls to promote environmental stewardship, while actively contributing to a growing global initiative to rid beaches, river banks, lakeshores and other water sources of litter.

### What is a shoreline?

A shoreline is any place where land connects to water, including lakes, rivers, streams, oceans and even storm drains!

### Each year, more than 100 countries

around the world take part in the International Coastal Cleanup. Canada participates with nearly 60,000 Canadians getting out to pick up litter along our coasts and inland waterways.

Last year was the most successful to date with

more than 2,000 shoreline cleanups across the country.



## Host Your Own Shoreline Cleanup

Hosting a shoreline cleanup is fun and easy, and – most importantly – each and every piece of trash removed improves our environment by making ecosystems safer for wildlife and people. Here's how simple it is for your unit to organize a cleanup:

### Before Your Cleanup

- Select your shoreline. Is it suitable? Is it safe? Is there enough litter (large and small)?
- Register your event. Set a date and register it at [ShorelineCleanup.ca](http://ShorelineCleanup.ca)
- Contact the municipality. Get permission to clean the site and pre-arrange waste disposal.
- Spread the word. Download posters, tips, social media images and more from the Resources page on your Shoreline Cleanup account.
- Gather your supplies. Do you have gloves, bags, pens and “sharps” containers? Did you print your Individual Data Cards and Summary Data Card from the Shoreline Cleanup website?

### During Your Cleanup

- Help the girls form small teams.
- Pick up supplies and a Shoreline Cleanup Data Card to track what they find.
- Review safety guidelines and give a pep talk.



Show the world! Take photos of your efforts, and tweet @cleanshorelines or Instagram @shorelinecleanup

- Wrap it all up! Collect the Shoreline Cleanup Data Cards, weigh the trash and thank the girls.

### After Your Cleanup

- Complete the Shoreline Cleanup Summary Data Card and submit it online at: [ShorelineCleanup.ca](http://ShorelineCleanup.ca)
- Request free crests. Submit a Shoreline Cleanup Online Evaluation form and receive these great visual mementos of your amazing efforts to keep Canadian shorelines clean and tidy.
- Share your pics! Email photos along with a signed Content Agreement (for permission to use/publish them) to [cleanupphotos@vanaqua.org](mailto:cleanupphotos@vanaqua.org)

For more details, including an instant meeting guide, go to [girlguides.ca](http://girlguides.ca) > Programs > Specialized Programming > Great Canadian Shoreline Cleanup 🌊



# Girl Greatness in BC

## Ranger Revolution 2015

BY HILARY FELDMAN

Every two years, girls from all over British Columbia get together at Ranger Revolution, a weekend event where they explore new opportunities and build skills for taking on leadership roles in their units and communities. Last October, several Rangers from Alberta also attended.

**W**ith a focus on team-building strategies at Ranger Revolution 2015, the girls learned about diverse personalities, inclusivity, healthy relationships, communication, international trips and Girl Guides of Canada–Guides du Canada scholarships. Service projects included making bags and sock monkeys for charities, and helping out at the University of British Columbia (UBC) Apple Festival.

At STEM workshops, girls made soap while learning some practical chemistry. Others went “mad for science” and explored environmental sustainability, or got artistic, making exploding photo boxes, creating string art, and playing theatre games.

### Revolution Raves

The Rangers had a lot to say about their action-packed weekend, especially about how Guiding empowers them to become adult members and pass along their energy, enthusiasm, and expertise!



### On the Event . . .

*I enjoyed the personality test and getting put into groups with people I did not know. It showed me how to deal with all different kinds of personalities. – Shauna*

*I liked attending a local festival at UBC campus to help with crafts in the children’s area. As a Spark Junior Leader, I love talking and playing with girls and helping them explore. Playing in the massive leaf pile after the festival closed was also awesome! – Dena*

*We had three days with 70 girls, so it was impossible to memorize everyone’s names and faces. But everyone was so outgoing, confident, bubbly, inclusive and welcoming, it was easy to enjoy myself. – Vivian*

*Volunteering at Apple Fest gave me a chance to work together with new people and to do something to help the community. – Mattie*

### On Guiding . . .

*Ranger Revolution gave me lots of ideas to bring back to units and motivated me to plan. – Shauna*

*Ranger Revolution opened my eyes a little wider. I saw exactly what a song we always sang in Guides was talking about: sisterhood. – Vivian*

*Ranger Revolution taught me that everyone works and thinks in different ways. I want to use this newfound information to work together with my co-Junior Leaders and with girls. Our different working styles make us a really good team. – Mattie*

Photos: Yan Chau





### On Being Rangers . . .

*Going on Girl Guide trips, whether to a weekend in Vancouver for Ranger Revolution (I was one of two girls from Alberta selected to go), or to England with a group of girls I've known since I was 10, is incredible! – Dena*

*We're no longer followers. We have a say in what we do during the year. And all of the planning, the work and the lessons we learn in Rangers help us in life. – Vivian*

*The best part about being in Rangers is working together to learn how to become great leaders. We plan things we can take to the units we work with as junior leaders. If I am struggling to plan a meeting, I know I will be able to go to my Ranger unit for help. – Mattie*

*We have more control over what we do! – Michelle*

### On Enhancing the Program . . .

*I would encourage more girls to continue in Guiding to this level. This is where the real opportunities start to show themselves. – Dena*

*I think it would be a great experience for everyone if Rangers were more open to bridging. When I was in Pathfinders, we rarely had opportunities to bridge with Rangers, and Rangers serve as great role models. – Vivian*

### On Becoming Guiders . . .

*I enjoy working with younger girls. I know how they want to have fun and I want to make sure that they will have a good time. – Shauna*

*To be able to pass what I've learned from the amazing Guiders I have had on to the next generation is something I'm very excited about. I also love what this organization stands for and what it teaches the young women of tomorrow! – Dena*

*I would love to be a Guider, especially if I can make girls feel the way I do about it. I would help them see what they're capable of, because that's what Guiding has done for me. – Vivian*

*Girl Guides has given me so many skills, especially outdoor and leadership skills. It's also taught me to have self-confidence and to believe in myself. Those are just a few of the things that I want to be able to give back to younger generations as a Guider. – Mattie*

*– Mattie*

*Hilary Feldman is a Guider in Vancouver, British Columbia, and a member of the Canadian Guider Editorial Committee.*



Photo: Wayne Eardly

# SPEAK OUT!

## GIRL GUIDE ADVOCACY

Advocacy is a key pillar in the strategic priorities of Girl Guides of Canada—Guides du Canada (GGC). Over the last few years, we have done a lot of research and work to ensure our organization is well positioned to support members to speak out and take action on issues affecting girls and young women, especially when it comes to their well-being.

Girls making a difference in their communities is a big part of what

Guiding is all about. Every experience a girl has in learning more about important issues, speaking up and taking action allows her to develop skills that will have a positive impact not only on her own life, but also on her community and the greater world. Here, in a series of questions and answers, is an update on the progress we have made so far in supporting members who want to participate in advocacy.



## **Q** What is advocacy?

**A** Generally speaking, advocacy is the process of influencing or persuading decision-makers (governments, businesses, community leaders) to improve or change something, or to support a solution to an issue or problem. GGC is in the process of specifically defining advocacy for our organization, to empower girls to use their “Guiding” voices in the most effective ways possible.

## **Q** How will GGC support girls who want to participate in advocacy?

**A** GGC is in the process of developing an advocacy resource that will outline the organization’s policies and guidelines, and provide tools and information for girls to participate in advocacy activities as part of Guiding. This resource will help all members, volunteers and staff to understand what advocacy is, what kinds of activities can be done, and how best to do them. We have a great team of volunteers working on this project, so stay tuned for more updates later this year!

## **Q** It’s been a few years since GGC made advocacy a priority in the Strategic Plan. What’s been happening with that?

**A** A lot of learning! GGC has done extensive research into effective ways for members to speak out and take action on issues relevant to the quality of girls’ and women’s lives. As a result, we have gained important knowledge about how we can be the most effective advocates for girls and young women. Much of what we learned can be boiled down to a few key points:

- First and foremost, GGC is about educating girls, and giving them the option of also becoming advocates for our organization. While advocacy isn’t our principal mandate, it is an effective way for GGC to further deliver on our Mission as a youth organization that empowers girls to make a difference in the world.
- As a registered charity in Canada, GGC must follow government regulations on advocacy. There are many advocacy activities in which GGC members can participate, but we must ensure we follow all of the regulations to which we are all legally bound.
- These regulations can be complex for a national organization. The Guiding Movement in Canada is one very large sisterhood from coast to coast to coast, and we need to make sure that all our activities adhere to the required policies, laws and guidelines, as well as fulfilling our goal of inspiring, supporting and empowering girls.

## **Q** It sounds like there’s a lot of work still in progress. What can we do in the meantime?

**A** Our members can start learning about social change by exploring relevant issues impacting girls and women, and their well-being. GGC Challenges and Make a Difference Days activities are a great way for girls to learn about important issues. Some examples include the Say No to Violence Challenge and instant meetings for International Day of Persons with Disabilities, International Women’s Day and National Mental Health Week.

GGC is always reviewing potential advocacy activities on a case-by-case basis. If you’re interested in doing an advocacy-related activity and are unsure about whether or not it’s permitted as part of Guiding, or if you have any questions about advocacy in general, please contact [advocacy@girlguides.ca](mailto:advocacy@girlguides.ca) at any time. 🌐



# MOVING UP



## Helping Girls Prepare for the Next Branch

BY MELISSA MOOR

Making a transition to the next branch can be really exciting. It brings new girls, new uniforms, new activities and new opportunities for fun, friendship, adventure and challenge. But transitions can also give some girls the jitters.

As the end of the Guiding year approaches, here are some ways Unit Guiders can help make the process of moving up to the next branch smooth and exciting for their girls.

Photo: Diamond Isinger

## Encourage Re-Registration

Inform parents on how registration works and help them identify units they might choose for their daughters.

### Choosing a New Unit

If there is a unit that your girls usually move to, provide parents with its name, meeting time and location. Also provide information on alternative units. Include Trex units for Pathfinders and Rangers. Tell parents they can search for units based on branch and location through GGC's Unit Finder ([register.girlguides.ca](http://register.girlguides.ca)).



## Build Bridges to the Next Branch

Bridging activities throughout the year can help girls learn about the next branch. Closer to the end of the Guiding year, try some of these activities to help girls who are moving up to prepare for Guiding adventures in their new branch and unit.

### Bridging Meeting

S B C P R

Arrange for the girls in your unit who are moving up to attend a meeting in the unit they will likely join. Seeing how much fun this unit is and meeting the Guiders and girls will help them feel more confident about the transition.

### Q&A Session

B C P

Invite Guiders and one or two girls from the unit your girls will likely join to one of your meetings. Before your guests arrive, help your girls brainstorm questions for them. Ask your guests to talk about a typical meeting, special activities their unit does and what plans they are making for next year. Invite them to stay for the rest of your meeting, so your girls can get to know them better.

### Joint Year-End Activity

S B C P

Organize a joint year-end activity with the unit that your girls will likely join. This could be your advancement ceremony, or a less formal activity, such as a service project, a picnic or an evening of outdoor games.

### Program Book Scavenger Hunt

B C P

Create a scavenger hunt, in which girls find items in the program book for the next branch. For example, a Brownie scavenger hunt can ask them to find elements such as the Guide motto, the names of three patrols, and the interest badge about endangered species in the Guide program book.

### Badge Matching Game

S B C

Have girls match badges from the next branch with the badges' names. You can use actual badges or print pictures of them. For Sparks, use simplified badge names and help the girls read them. After the matching is done, talk about which badges the girls are interested in and tell them about some of the other badges that are available.

### Uniform Relay Race

S B C

Make a pile of clothing, including uniform pieces from several branches, at one end of the room. Have teams complete a relay race to put together the uniform for the next branch. Talk about the uniform and its similarities and differences to the girls' current uniform.

### Story Writing

B C

Work with girls to write and illustrate a short story about doing something exciting in their new branch. Have them share their stories and discuss what they hope to do in Guiding during the next year.

### Two Stars and a Wish

S B C P

Ask your girls to write or draw their two favourite things about this Guiding year (two stars) and one thing they want to do next year in their new branch (one wish). Ask them if you can share these anonymously with the Guiders from the unit where they are likely to go next year. This will give their future Guiders a better idea of your girls' interests, which they can then consider in their planning. 🌟

### Using Priority Registration

Encourage parents to use GGC's online priority registration to enter their daughters in the next branch for the 2016-2017 Guiding year.

Girls returning to their units can register March 31 in Ontario, April 4 elsewhere. All returning girls, including those moving up branches, can register April 28 in Ontario, May 2 elsewhere.

*Melissa Moor is a Guider in Metcalfe, Ontario, and a member of the Canadian Guider Editorial Committee.*



# In Search of Stillness

## Mindfulness Activities

BY RACHEL COLLINS

Slowing down and being mindful every now and then will help us bring some soothing stillness to our busy lives. Introducing mindfulness activities at unit meetings and camps can also create periods of stillness for our girls.

*Photo: Abigail Wilson*



The following two mindfulness activities are good for any branch. Just use shorter periods of stillness for younger girls and lengthen the time appropriately for older girls.

### Magic Spots **S B G P R**

Magic spots work at meetings, but are especially effective at camp. Go on a short hike at camp or on an outing from your weekly meeting place to a natural area. Help set the mood by giving the girls some guidelines:

- Have each girl select a spot she finds interesting or that “speaks” to her, and is away from other girls.
- Ask the girls to focus on their surroundings or the way they feel, and to refrain from moving around, talking or otherwise distracting each other.
- Tell them the activity will end after a particular period of time. Try five minutes for Sparks, eight to 10 minutes for Brownies, and 10 to 15 minutes for Guides and Pathfinders. Depending on the weather and how quiet and focussed the girls become, you can add an extra minute or two.
- If the girls have journals, suggest that they write in them while they are in their magic spots. Ask them to record their senses: what can they hear, smell and see?
- Use a signal, such as a soft whistle or animal sound, to begin and end the activity, instructing the girls to remain quiet until everyone is back in the circle.

Once the girls are back in the circle, lead them through a few questions about the experience:

- Did you like your magic spot?
- Why did you choose your magic spot?
- How did spending time in nature make you feel?
- Did it feel like too much time, too little time, or just enough?
- Did you notice anything interesting in your magic spot?
- Have you ever done something like this before?

If you find your girls respond well to this activity, it can be fun for them to return to their magic spots at a different time of day to see what has changed. This works particularly well at camp, where magic spots can be visited in the morning, afternoon, evening and even (where appropriate) at night!

### Clementine Time **S B G P**

Another great mindfulness activity can be created using a box of clementines. Have the girls each choose a clementine, but instruct them not to peel or mark it in any way and ask them to get to know their clementine.

- What does it smell like? Does it smell ripe? Rotten? Can you smell the citrus?
- What does it sound like? (Probably not much, but you could gently tap it to make some soft noises.)
- What does it look like? Is it a uniform colour? Dark orange? Light orange? Does it have any interesting marks or blemishes?
- What does it feel like? Is it smooth? Bumpy? Squishy? Firm?

Once the girls have had a good chance to inspect their clementine, collect all the clementines and place them in a bag. Put the bag to the side and take a few minutes to do something else. Do a brief yoga practice, read a story, take a short (but mindful) walk, or do some deep breathing exercises. After this short break, spread the clementines out on a blanket and challenge the girls to each find their clementine. If they have paid attention and been mindful, they should be able to find them. Once they each have a clementine again, ask a few questions:

- Which senses did they find the most useful?
- What was it about their clementine that enabled them to find it again?
- At first glance, did all the clementines look the same? What changed?

Now they can peel their clementines and snack on the delicious sections. Encourage them to eat mindfully, taking time to enjoy the flavours, textures, and smells! 🍊

*Rachel Collins is a Guider in Guelph, Ontario, and Chair of the Canadian Guider Editorial Committee.*

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## Managing Mindfulness

### Tips for Helping Girls Embrace Stillness

- Have fun, and be enthusiastic!
- Curb your expectations. It's fine to expect complete quietness and attentiveness, but kids are naturally energetic, especially at Girl Guides!
- Be clear with girls about your expectations for the activity, but don't expect them to be as solemn and quiet as you might be.
- Don't use these activities as a way to discipline the girls for being too loud, too silly or too rude. Magic Spots and Clementine Time provide awesome moments for girls to discover new things, so make sure they know it.

For more activities that use the senses to instill calm and mindfulness in girls, check out Ideas to Go on pages 34-36.)

# Crafting for Tomorrow

## The Folly of Fun Foam

BY ANGELEEN RAMEY

In the 1990s, fun foam burst onto the Guiding scene and quickly started to be a “go-to” for many crafts. This now hugely-popular material is incredibly convenient for craft planning: it’s uniform; it’s cheap; it’s waterproof; it’s light to transport; it’s affordable; and it’s readily available. Unfortunately, it is also unfriendly to our planet.

**F**un foam is made from vinyl acetate (EVA or PEVA), a by-product of crude oil – a non-renewable resource. Worse yet, it is not biodegradable and will take hundreds of years just to break down into smaller pieces in Canada’s landfills. In other words, it will never fully go away. By purchasing it to make crafts, we become part of a big environmental problem, rather than advocates for Earth-friendly solutions.

The Guiding Law challenges us to use our resources wisely, including our time, our energy and our physical resources. To use your resources wisely when planning crafts, use your time to think about the “cradle to grave” approach in terms of a material’s environmental impact, and use your energy to find Earth-friendly alternatives to materials such as fun foam. This means looking at how your supplies were made, how they will be used, and how they will be disposed of when they are no longer of use to you.



### Earth-Friendlier Craft Supplies

Collecting recyclables in lieu of materials such as fun foam for craft activities can seem challenging. For example, you want to make graham cracker mini gingerbread houses, but how can you possibly drink 20 or more small containers of milk required for each girl to have a base to work on? No problem; just ask each girl to bring in a milk carton to the next meeting. Send out an email reminder the day before the meeting, and

bring a few extra cartons for contingencies. For other crafts, remember that every family will have household recyclables you can use, from corks to containers to CDs to scrap fabric and yarn to paper products.

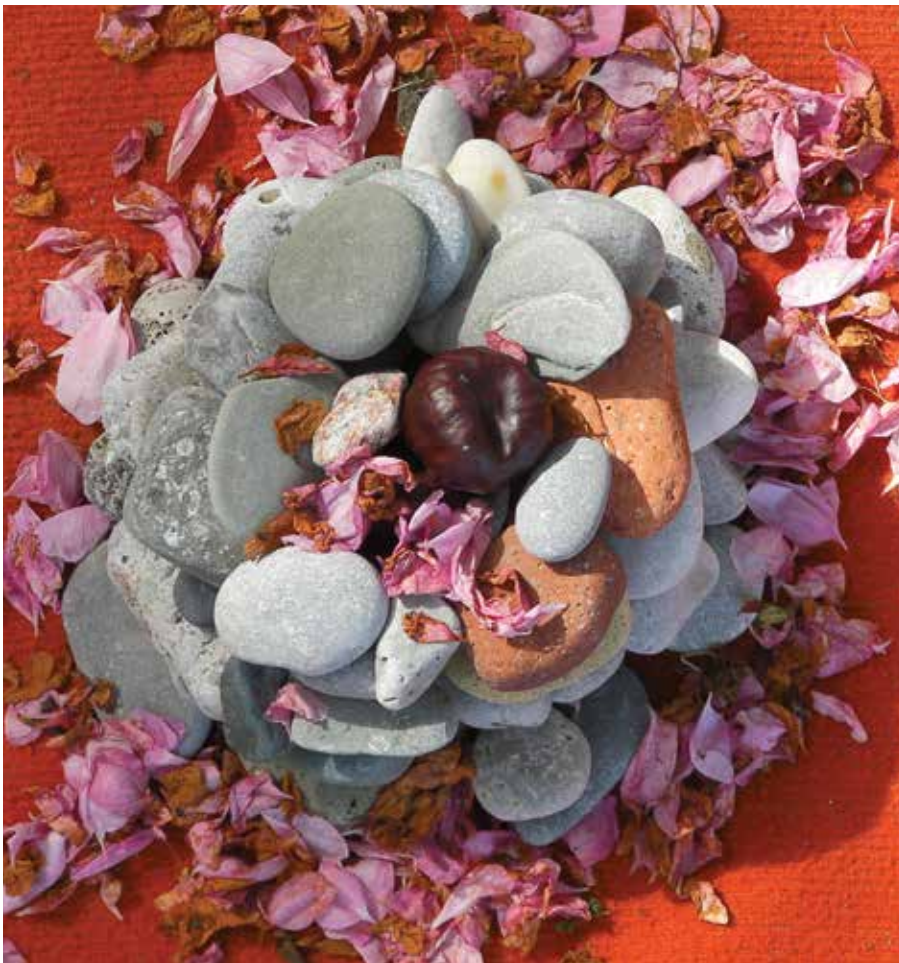
### The Plastics Predicament

Upcycling plastics is one way to keep them out of landfills and oceans. Twenty years ago, many of us used old film canisters for all kinds of crafts. We had a plentiful supply of them when cameras required film. And, while we no longer have the convenience of these little containers for crafting, the upside to the digital photography revolution is that all those little “disposable” canisters are no longer being made. However, plastic is not going away anytime soon. As film canisters fade away, the trick is to find alternative craft ideas that help girls re-purpose everyday items into stylish DIY projects. A good unit activity on the perils of plastic is to have the girls do some research on the impact of plastics on the world’s oceans, followed by a brainstorming session on how to use alternatives to plastics (cloth shopping bags, paper bags, etc.) and how to create crafts from plastics you already possess.

As leaders, we have a responsibility to consider the environmental impact of the crafts we promote and to use our planet’s resources wisely. By finding Earth-friendly crafting solutions, we will teach the girls to seek out their own Earth-friendly solutions for the future. 🌍

*Angeleen Ramey is Guider in Victoria, British Columbia, and is working to become a Safe Guide Assessor.*

Illustration: ©iStock/Owat Tasai



Photos: Geraldine Withey

Try some geometric land art!

## Earth-Friendly Alternatives

Here are a few Earth-friendly alternatives to non-reusable craft materials. Send your own Earth-friendly ideas to: [cdngdr@girlguides.ca](mailto:cdngdr@girlguides.ca)


**For name tags,** choose a material that is being reused and/or can be recycled:

- thick paper/cardstock
- recycled cardboard packaging
- slices of wood or tree branches (This can be a longer activity – you can give the girls some sandpaper and have them sand the wood before colouring it.)

**For meetings,** consider crafts/activities that can be eaten, recycled or composted:

- paper crafts, such as origami and snowflake cut-outs
- food crafts, such as edible campfires and marshmallow snowmen
- ice stained-glass windows, using leaves, paper or food colouring (Our Canadian winters make the outside world a giant freezer.)
- small plant pots, painted at one meeting then planted with seeds at the following week's meeting.

**For camps,** you have more daylight hours and can plan outdoor nature activities:

- nature decorations from fallen items, such as leaf arrangements and wreaths
- sketching or photography (Bring paper, pencils and clipboards on a hike to sketch plants you see, or ask your girls to bring cameras. For suggestions on how to get children connecting creatively to nature, check out *Last Child in the Woods*, by Richard Louv, co-founder of the Children and Nature Network: ([childrenandnature.org](http://childrenandnature.org))
- geometric land art (Once the girls have built their nature mosaics, they can photograph them. For some excellent examples of geometric land art, sculpture and mosaics, check out the work of artist/photographer Andy Goldsworthy: ([visualmelt.com/Andy-Goldsworthy](http://visualmelt.com/Andy-Goldsworthy)) )





# Crayon Creations

## Lightening the Load in Landfills

BY CHRISTY STANHOPE

Need a supply of crayons for unit crafts? Want to help lighten the load in your local landfill? Hold a crayon drive!

Last spring, five classes in my local elementary school collected close to five kilograms of crayons that otherwise would have ended up in the garbage. To set up the crayon drive, I just asked the principal if the school would like to participate, delivered colourful, labelled collection buckets to the participating teachers, waited two weeks, and collected the full buckets.

We selected all the crayons that were still in good shape, and gave a one-kilogram bucket of them back to a kindergarten class to reuse the next year. Then we sorted the broken bits by colour group, removed all the paper labels and put the wrappers into our compost waste.

There are many things you can make using salvaged crayons, but here are a few of my favourites:

### Encaustic Painting G P R

To paint with melted wax (encaustic painting), grind up crayons in an old food processor; melt a spoonful of each colour in one part of a muffin tin set in a pan of boiling water or on an electric frying pan set to low; and keep warm while you paint with popsicle sticks or plastic glue spreaders on canvas boards. Trace images from colouring books or photos to help you get started.

### Encaustic Sprinkle Art S B

Sprinkle ground up crayons directly onto canvas boards. Place the boards on baking sheets or foil oven liners in a warm oven for few minutes. Make creations that look like water or landscapes by raising one end of the canvas board so the wax runs down the slope.

### Wax Paper Stained Glass B G P

Sprinkle crayon shavings on a piece of wax paper laid on an old towel. Place another piece of wax paper and a paper towel on top. Iron it on low heat to melt and blend the shavings. Cut out shapes: leaves, flowers, eggs, evergreen trees, hearts, stars, planets, etc. Punch a small hole in the top and hang with string or ribbon.

### Rainbow Fire Starters G P R

Fill cardboard egg carton sections with wood shavings, sawdust or dryer lint. Cover each section with melted crayons. When cool, separate the sections to make colourful flames at your next campfire! 🔥

## Tips for Running a Crayon Drive

- 1 Near the end of the school year, ask preschool and kindergarten through grade 3 teachers to participate.
- 2 Label some bright, inviting containers to use as collection bins.
- 3 Leave the collection containers somewhere visible for two weeks.
- 4 Save yoghurt, ice cream and other plastic containers for sorting.
- 5 Ask the girls to collect crayons from families and friends, as well as from their own art supplies.
- 6 Tell everyone who participated how many crayon bits the drive kept out of the landfill, and show them the things you made with them.

*Christy Stanhope is a Guider in Ottawa, Ontario.*

Photo: ©iStock/Giores; Illustration: ©iStock/sonbatkapan

# Happy Campers!



## TENTING WITH BROWNIES

BY MICHELLE GAUTHIER

**What happens when Brownies join Guides at a tent camp? An *in-tents* amount of fun! One Guider shares her tips for giving Brownies a fabulous first tent-camping experience!**

A few years ago, when planning a Guide tent camp, I was surprised to learn that some Brownies wanted to join us. Brownies at a tent camp?! I had not even considered it before then. However, after that initial reaction, I realized that just

because they don't often go tent camping, there is no reason Brownies shouldn't come, too.

Fast forward a couple years to spring 2015. When I moved to a new district, it was I who proposed a tent camp for Guides and Brownies. To my delight, the other Guiders jumped on board, and we set out to plan an exciting, survivor-themed tent camp at an acreage owned jointly by two of our Guiders.

With borrowed camp equipment, the Guides and Brownies, some of whom were just newly advanced from Sparks, came to the camp and had a wonderful time! It was occasionally a bit chaotic, but with a Guider/girl ratio that was more than sufficient, we had plenty of helping hands and saw plenty of smiles on these young girls' faces.

Photo: Yan Chau



### Tenting Tips

If you've never taken Brownies tent camping, I hope you'll think about trying it out. To help you get started, here are some tips for planning a tent camp with younger girls.

#### 1 Make sure the girls are prepared.

Get to know them and their camping experience. Do their families camp? Planning for experienced tent campers is different from planning for a group of girls who have never gone tenting before. Regardless of their experience, plan one or two sleepovers before your tent camp, to give the girls a chance to get used to sleeping away from home in a group.

#### 2 Get to know the other Guiders.

Girl Guide camping is not the same as family camping. You have a larger group to organize and Guiders who may not know each camper very well and may not have equal camping experience. Make sure all adults know what to expect and are familiar with Girl Guide "things," such as the three-bin dish washing set-ups, mesh dish bags, drying hooks and ropes, and liquid disposal pits.

#### 3 Communicate with parents/guardians.

Some may need to be convinced that their girls are ready for a tent camp. Hold a parent meeting well in advance of your camp. Include photos of the campsite and a description of activities, and give parents a chance to voice their concerns. Make sure to have examples of sleeping pads, bedding, dish bags and clothing, so they will know what is necessary to give their girls a safe and comfortable first tenting experience.

#### 4 Include older girls in the camp.

Camping with Guides or Pathfinders is an excellent way to introduce Brownies to tent camping, as these older girls know the routines and can act as group leaders.

#### 5 Don't over-schedule.

Remember that Brownies will take longer to do almost everything. For their first camp, just sleeping, getting dressed, simple cooking, eating, and playing will fill up their days and nights.



### Prior to the Camp

- Talk to the girls about what camp is like, what activities they will do, and what sleeping and going to the bathroom will be like.
- Have the girls plan the menu, or pick from a list of options that you provide. It's important that the girls will want to eat what you bring with you. We have included some recipes you might want to try on page 26.
- Have a camp-practice meeting, inviting the parents to attend, too. Include some or all of the following activities:
  - Set up a tent.
  - Bring a cloth sport or duffel bag full of appropriate and inappropriate items to pack for camp, and have the girls sort them into "bring" and "leave at home" piles.
  - Set up an example bedroll and bag inside the tent, to show the girls how their things should be stored.
  - Talk about keeping the tent clean (for example, no shoes inside) and demonstrate how to open and close the zipper carefully.
  - Demonstrate how to pack clothes in zip-lock bags, packing and labelling one bag for each day with socks, underwear, pants and a t-shirt. Dirty clothes can go back into each empty bag at the end of that day.

### Camp Safety

- Make sure each girl has a buddy, so no one is left alone.
- Review "Hug a Tree" (which is part of the Brownie program) during your camp opening ceremony, and give each girl a whistle in case she gets lost.

### Camp Activities

With a little more help and supervision, Brownies are pretty much capable of everything that older girls can do. Our Brownie tent camps include tie-dying t-shirts, making campfires, cooking on buddy burners, chopping wood, and lighting fires with one match. Going for hikes (bring a snack and water!) is also good fun for girls of any age. Our Brownies love to remind me of the time we encountered a flooded trail and they had to walk across a log to get around. For some, this was the first time they did something "off trail." They were all challenged and delighted!



## Setting Up and Tearing Down the Camp

- Get the parents to help set up tents with the girls – and ask some parents to stay to help take down tents and clean up, too.
- Set out tarps, so the girls' baggage stays dry and clean while the tents are being set up and taken down.
- Let the younger girls choose at least one of their tent-mates, so they feel safer at night.
- Make sure all the girls know which tents the leaders will be using, in case they need to talk to an adult in the middle of the night.
- Younger girls will have to get up to go to the bathroom at night. Have them use the buddy system and make sure the way is well lit, or set up a fishing tent over a camping porta-potty.
- Conduct frequent tent inspections to make sure that:
  - items are in their proper places and don't get lost
  - nothing is touching the outside of the tent in case of rain
  - the doors and screens are closed.

## Camp Cuisine

Brownies can make their own food, but cooking at a camp outside may make take a bit too much time for the optimum attention span and patience of this age group, so the more you can prepare beforehand the better. For a few fun and easy camp meals, check out the recipe ideas on page 26, and keep these tips in mind:

- Chop food in advance.
- Pre-measure and pre-mix what you can.
- Sometimes cooking on a campfire doesn't work out (wet wood, not enough room, etc.), so bring camp stoves with extra fuel to use as contingencies.
- Remind the girls to use the water station to stay hydrated.

## Camp Comfort

Don't forget to have a quiet time each day, so the girls can re-energize. This is especially important for younger girls. Also important, especially for girls who have never tent camped, is that you acknowledge and alleviate any fears they may have throughout the weekend and celebrate all their successes as they learn to be confident spending days and nights in the great outdoors! 🌲

*Michelle Gauthier is a Guider in Stonewall, Manitoba.*



# Easy Does It

## QUICK CAMP COOKING

### Take-Away Tacos

- 1 lb/ ½ kg ground meat (beef, chicken or turkey)
- ½ cup/125 ml diced onion
- 1 taco seasoning packet
- 6-8 snack-sized bags of corn or nacho chips.
- 1 tin black beans
- shredded lettuce
- diced tomato
- shredded cheese
- sour cream
- salsa mixture

- 1 Brown beef, chicken or turkey and drain the fat. Add the onion to the meat and sauté a couple of minutes until soft. Add the taco seasoning and ½ cup (125 ml) of water and simmer until water is absorbed. Add black beans to warm them. If serving immediately, pour in a bowl. (To save time at camp, prepare this in advance and refrigerate it. Gently warm it up when you are ready to use it.)
- 2 Put all the toppings out for the girls to serve themselves. Each girl can gently crush her bag of corn or nacho chips before opening it, add whatever toppings she wants, and take it away to eat with a fork or spoon wherever she wants.

### Quick Quiche

- 4 eggs
- ½ cup/125 ml chopped onion
- 2 cups/500ml milk
- ½ cup/125 ml biscuit mix
- 2 tsp/2.5 ml oil or melted butter
- ¼ tsp/1 ml salt
- dash of pepper

- ½ lb/ ¼ kg Italian sausage (optional)
  - 1 cup/250 ml shredded Swiss or cheddar cheese
- 1 Blend biscuit mix, eggs, milk, butter, onion, salt and pepper. Store refrigerated in a re-sealable bag. If opting for sausage, also cook it ahead of time and store it refrigerated.
  - 2 At the campsite, preheat a Dutch oven or large skillet. Lightly brush the inside with oil or butter, pour in the egg mixture, and top with the cheese (and sausage).
  - 3 Cook for approximately 20 minutes, or until an inserted knife comes out clean.

### Breakfast in Foil

- sausages or back bacon (optional)
- diced cooked potatoes (great use for leftover hash browns)
- eggs
- diced tomatoes and green onions (optional)
- shredded cheese (great use for leftover cheese)
- salt and pepper

- 1 If using meat, place sausages or back bacon on a double layer of lightly greased foil, so it receives direct heat from the grill to cook thoroughly. Use enough foil to create an envelope for all the ingredients.
- 2 Add a handful of diced potatoes. If you are opting for the non-meat version, begin with the potatoes and add a bit of butter or oil.



Photo: Michelle Gauthier

- 3 Depending on your appetite, add one or two eggs.
- 4 Add diced tomato and green onion if you like.
- 5 Season with a bit of salt and pepper.
- 6 Wrap the foil over the ingredients and secure the ends tightly.
- 7 Cook for 15 to 20 minutes, or until meat is thoroughly cooked. If not using meat, cook until the eggs are done.

### Go Bananas S'mores!

Who doesn't love s'mores at camp? Try this more nutritious version and watch your Brownies go bananas!

- 1 Heat a grill to medium and lightly grease it. Slice an
- 2 While the bananas are grilling, place graham cracker squares on top of individual squares of aluminum foil – large enough to wrap up securely. Top them with a square of dark chocolate, banana slices and another graham cracker.
- 3 Wrap the foil over, secure the ends and grill for one or two minutes.. 🍌



# ART ADVENTURE TREASURE!

## Letterboxing

BY RACHEL COLLINS

Looking for an activity that combines art, adventure and the all-out fun of a treasure hunt? Want to give your girls an interesting variation of geocaching that doesn't require a Global Positioning System (GPS) device? Try letterboxing!

**L**ike geocaching, (see pages 30-31), letterboxing is a treasure-hunting activity. However, where geocaching requires a GPS device, letterboxing involves a series of clues to guide hunters to a cache where they can exchange homemade ink stamp impressions. That's where the art comes in – you also get to create unique stamps (see pages 28-29)!

### How it Works

Letterboxers typically carry a log book, an ink pad, and a hand-carved signature stamp. The design is up to you – whatever personal signature impression you want to leave behind. Letterboxes are located by following clues, interpreting directions and solving riddles and puzzles. A letterbox can vary from a tight-lidded plastic container to a zipper lock plastic bag, and is almost always well camouflaged.

Any letterbox you locate should contain a hand-carved stamp and a logbook. You imprint your signature stamp into the letterbox's logbook; leave a short, dated note if you want; and imprint the stamp from the letterbox into your own logbook. Over time, you can collect stamps from caches all over!

To see if there are any letterboxes hidden near you, check out Atlas Quest ([atlasquest.org](http://atlasquest.org)) or Letterboxing North America ([letterboxing.org](http://letterboxing.org)). Once you find one or more you want to hunt for, print out the clues to start searching.



Photos: Rachel Collins



### Unit Letterboxing

To try out letterboxing with your unit, have the girls collaborate on a design to carve a stamp for your unit or, for more fun, have each girl design and carve one for herself. Grab the clues to a letterbox you have sourced online, or hide a letterbox yourself and give the girls clues to its location. If you plan to visit a Guiding camp, check with their administrative office, because there are already existing geocaches and letterboxes at many GGC-owned camps.

### Letterboxing Essentials

- Bring notebooks, pens or pencils for the girls and an inkpad or two that they can share.
- Bring wet wipes (or a wet facecloth inside a plastic container or zipper lock bag) in case the ink gets messy!
- Dress in clothing that can get dirty and be prepared to commune with nature! You might need to crawl under bushes, wiggle through tree branches, and get cozy with nooks and crannies. 🐾

*Rachel Collins is a Guider in Guelph, Ontario, and Chair of the Canadian Guider Editorial Committee.*



# CREATIVE IMPRESSIONS

## Make Your Own Letterboxing Stamps

BY RACHEL COLLINS

Intrigued by the letterboxing idea on page 27? Here are some ways your girls can make stamps to leave your creative impressions in the logbooks of all the letterboxes you locate.

Keep in mind that your designs will be reversed when stamped, including words and letters. Flip linoleum/eraser/cork/vegetable stamp designs before you carve them, and glue foam/cardboard cut-outs designs onto their bases upside down.

Photos: Rachel Collins

## Linoleum Stamp G P R

This is the preferred stamp of most letterboxers. You use a carving tool and a lino block (available at most art stores). Carving tools are extremely sharp, so are better suited to girls of Guide age and older. For the most accurate and detailed results, follow these steps:

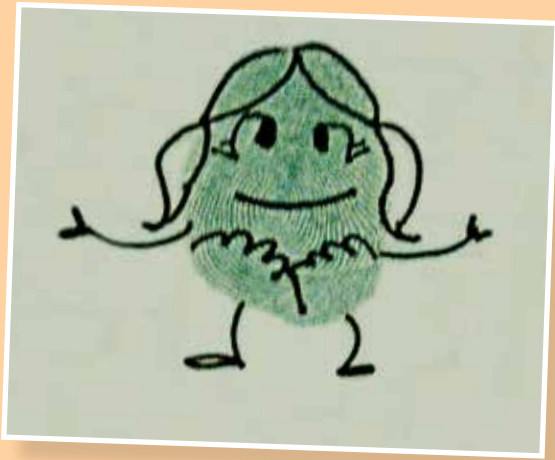
- 1 Draw your design directly on the linoleum, or on paper, retracing it in heavy pencil and pressing it onto the linoleum to create an impression. If you draw directly on the linoleum, you need to make your design in reverse (flipped). If you use paper, you can draw your design exactly how you want it, because it will be reversed when you impress it onto the lino.
- 2 Using the carving tool, scoop away all the extra lino until only the raised design remains.

**Pros:** capable of creating detailed results; durable; good for hiking.  
**Cons:** sharp tools required; some purchase of supplies required.

**Note:** Following the same directions as for the linoleum stamp, you can use an eraser or a wine bottle cork as your medium. This is also a great way to repurpose old erasers and corks you and the girls' parents/guardians might have hanging around.







## Thumbprint Doodles S B G P R

If all the other options seem like too much work, we've got you covered! This is perhaps the simplest stamp-making technique and is fun for all branches – and for adults, too! And all you need is an ink pad and markers.

- 1 Press your thumb onto the ink pad.
- 2 Make your thumbprint.
- 3 Embellish by doodling with fine-tip markers to create your own one-of-a-kind stamp. Your imagination is the limit!
- 4 Bring a container of wet-wipes or wet rags in a zipper-lock bag to clean off your fingers.

**Pros:** inexpensive; good for hiking.

**Cons:** messy.

## Foam-Cut Stamp S B G

These stamps provide a safe and simple option to introduce Sparks and Brownies to the fun of letterboxing. They also provide a great way to use up leftover pieces of fun foam (see *Crafting for Tomorrow*, pages 20-21). You can also repurpose the foam trays from grocery store products or take-out foods (washing them thoroughly first) or use scraps of cardboard to try out this activity. There are lots of objects all around your home (and lurking in your craft bins) just waiting to become beautiful stamps! You will also need scissors, jar lids or bottle caps, and glue. Here are the instructions:

- 1 Draw your design right way around.
- 2 Cut out the shape.
- 3 Flip and glue onto your jar lid or bottle cap.

**Pros:** good way to put leftover fun foam to use; good for hiking; design can be cut right side up, then flipped before gluing.

**Cons:** difficult to create detail.



## Potato Stamp S B G

Potato stamps are an oldie but a goodie and are planet-friendly. Because the potato will begin to rot fairly quickly, these aren't the greatest choice for letterboxing, but they do make for a fun adventure into stamp making! And if you plant your own letterbox at an overnight or day camp, you can have the girls create their stamps, give them a morning snack or lunch, and then go directly into your letterbox hunt. Potato stamps do require the use of a knife, so the carving part of this activity is recommended for Guides and older, and as a bridging activity for Sparks and Brownies, who can have fun stamping different designs to create pictures on wrapping paper. (You can also experiment with other veggies. How about bell-pepper or celery flowers?) Here's how:

- 1 Clean your potato (or other vegetable) and chop them into one-inch (2.5-cm) slices.
- 2 Cut them into your desired shape. (Stick to basic shapes.)
- 3 Use tempera or acrylic paint for these, as an ink pad will not work as well.

**Pros:** inexpensive.

**Cons:** difficult to create detail; not good for hiking; sharp tools required; may start to rot. ☹️



*Rachel Collins is a Guider in Guelph, Ontario, and Chair of the Canadian Guider Editorial Committee.*



# HIDDEN TREASURES!



## Geocaching

BY ANGELA D'EON

Illustrations: ©iStock/appluzer

Girls love the adventure of finding hidden treasures. Scavenger hunts and handmade maps are fun ways to introduce navigation and orienteering skills, but you can take this a step further with geocaching.

Using a Global Positioning System (GPS) device, or a smartphone with a GPS app, your girls can access a network of satellites that transmit their location to your device, which uses the information from three or more of these

satellites to determine the exact latitude (north-south) and longitude (east-west) of where you are on the planet. Many GPS devices also have an optional on-screen map or compass. Using specific coordinates, GPS can guide the girls to within a few feet of a geocache.

You can choose to find official geocaches, which work well for older girls, or you can create your own girl-friendly temporary versions at a campsite or in a local park to introduce younger girls to this adventure.

A typical official geocache is a small waterproof container that houses a logbook and a pen or pencil. Geocachers enter into the logbook the date they found it, sign it with their code name, and place the cache back in the exact same spot. Larger plastic or metal geocaches may contain small toys or trinkets, or in the case of Girl Guide geocaches, hat crafts, crests and other Guiding “traders.”



Photos: Angela D'Eon

## Hiding Unit Caches

Choose a natural landmark (a large rock, stump or unique tree), a park bench, or some other park feature. If you are creating a circuit, plan the route so there is minimal backtracking. Stay on trails to avoid bushwhacking, which can damage the area or lead girls to possible hazards. Avoid the edges of streams, cliffs, and slippery slopes.

When you hide a cache, it can't be buried or require heavy lifting, but it can have a light cover of leaves, sticks or pieces of bark over it, or be hung in a tree, but never nailed or screwed into the bark! Camouflaging your container increases the fun of finding it. Use camouflage duct tape or paint (green/brown in spring through fall and white/grey in winter). You can also glue on artificial leaves, twigs and moss. Creative containers have been made to look like logs, rocks, birdhouses and beyond!

Record your cache coordinates with a GPS unit by marking the waypoint. Consider having the girls work in groups and create a different short loop for each group, writing down all the cache coordinates so you can pass them out.

## Hiding Official Geocaches

When hiding an official geocache, you must place it a minimum of 161 metres from another cache. Follow provincial and regional park guidelines for placing caches, and do not place a cache on private property (unless it is your own or you have the owner's written permission). Choose a spot that brings people to an interesting viewpoint or feature; look for natural landmarks and other locations that stand out. Consider the impact on the environment and how snow, excessive water levels, and local dogs, cats and wildlife may be hazards.

Your cache should contain a log book or sheet. In very damp locations, water-resistant paper and a permanent marker, enclosed in a mini re-sealable bag, will help keep it from getting wet and mouldy. If there's room, you can include swag (treasure) in the form of a small toy or a clue to the next cache. Geocachers collecting swag should leave something of equal or greater value. Don't put in anything sharp, edible or smelly (it attracts animals). Mark “GEOCACHE” in permanent marker on the lid, so it can't be confused with garbage or something that might be a security concern in urban areas.

Again, record your coordinates with a GPS device by marking a waypoint. Accuracy can depend on the specific satellites, tree cover, and the type of GPS device, so ideally you should use more than one type of device and take the average coordinate readings.

## The Hunt Begins!

Give the girls the GPS coordinates, and describe the size of the cache and the general terrain at its location (near the trail or among the trees). Give younger girls simpler hiding places and more hints. Remind everyone to stay on established trails and not bushwhack directly to a location, and to open the cache carefully and put it back exactly where they found it, so the next geocachers can also find it. The girls enter the coordinates into their GPS devices and the hunt is on! 🗺️

*Angela D'Eon is a Guider in Vancouver, British Columbia. Her geocaching code name is “Geokwan.”*





## Geocaching Safety 101

- Don't reach into holes that you can't see into.
- Bring gloves and a flashlight.
- Respect nature and animal habitats.
- Tread lightly.
- Obey park rules and respect private property boundaries.
- Be discreet and polite to dog walkers, hikers, cyclists and other non-geocachers.
- Practise CITO (Cache In - Trash Out). Carry a garbage bag with you and if you see a piece of litter while geocaching, take it back out of the park when you leave.



# “A Doorway to the World”

## 2015 World Centres Tour

COMPILED BY HILARY FELDMAN

In 1979, Guider and international tour director Nancy Walsh, from Stratford, Ontario, first visited a World Association of Girl Guides and Girl Scouts (WAGGGS) World Centre. Since then, she has visited them all many times over, and taken many Guiders and Rangers with her. Nancy’s personal motto? “Guiding gave me a doorway to the world!”

**N**ancy’s 2015 trip brought 19 other Guiders to Our Cabaña, Our Chalet, Pax Lodge and Sangam on a fabulous 40-day tour, and she is already organizing a similar World Centres tour for 2017. Here are just a few comments from some of the 2015 tour participants.

### On some interesting, and sometimes surprising, things they learned at the World Centres . . .

“Each world centre displays the flags of the countries in residence at the time of our visits.”

“The Our Cabaña program included a horseback ride up the mountain to experience the migration of the monarch butterflies.”

“Dove and UPS are huge supporters of WAGGGS; we visited their offices, which share a building with Pax Lodge.”

“You don’t have to be young to be a staff member – you just have to be fit!”

Background Photo: Nancy Walsh

### On their impressions of the World Centres’ staff and volunteers . . .

“The staff are all extremely friendly, knowledgeable, and helpful. They are aware that for many visitors it is the visit of a lifetime, and they go out of their way to make it special!”

“The younger members are making great contributions to create change and make a difference in their countries and the world!”

### On what they learned at the World Centres . . .

“The focus on different types of service projects at each of the Centres was inspiring.”

“In the course of our visit, we did service and learned so many things – from the history and culture of India to how to take motorized rickshaws and safely cross a busy street! We each visited a private home in pairs or groups of three, and also had the incredible opportunity to visit a small shrine to make a food offering to Ganesh.”

“Our differences in geography, culture, climate, architecture





“Our Cabaña’s focus on local heritage was interesting and enlightening.”



“After hearing about Our Chalet at the New York World’s Fair in 1939, I waited 76 years to travel there, so it would be hard to top this visit!”



“The culture at Sangam is so different and so full of layers of life!”



“Pax Lodge was amazing!”

and lifestyle were quickly harmonized by our shared values and experiences within Guiding. We could rely on that common ground from the first minute we set foot in each of the World Centres. Regardless of the age and experience of the staff, the type of activity we participated in, and the concerns that needed to be addressed along the way, we felt welcomed and at home. For the brief times we stayed in commercial hotels on this tour, we immediately felt the contrast to the World Centres. The fundamental and familiar warmth was missing.”

### On the importance of the WAGGGS World Centres for Guiding . . .

- “How else do you immediately get to fit into a community as a volunteer in four countries, except through Guiding?”
- “The parts of the program where we worked with women from other countries were most rewarding.”
- “The World Centres are unique and are one of the ways that all Guiding members are connected across the world.”

- “To meet so many people who respond with instant friendship, with no holding back to assess or judge, is an incredible experience!”
- “We make new Guiding friends from around the world, and hopefully by understanding all our differences, we can help others at home to also understand and to make a better world for the future.”
- “World Centres pull us out of our sometimes blinkered local Guiding worlds and show the way to a much wider and vastly exciting network that exists at the global level of Guiding.”

*Hilary Feldman is a Guider in Vancouver, British Columbia, and a member of the Canadian Guider Editorial Committee. The 2015 World Centres Tour participants were: Barbara (Bobbie) Boehm, Anne Berendson, Nancy Bollenback, Helen Crites, Denise Dhalian, Lynn Glenn, Carol Goble, Bette Harpur, Christine Harrison, Margaretha Hoek, Patricia Kaefer, Elisa Leung, Kathryn Lyons, Vicki Mark, Bonnie Patenaude, Jane Read, Lynn Rogalski, Maria Wakimoto, Nancy Walsh and Lynne Wright.*

Photos: (top and middle) Nancy Bollenback; (bottom) Nancy Walsh





# Activities for the Senses S B

SUBMITTED BY RACHEL COLLINS

These activities are designed to help your girls explore the five senses. They are easy to prepare, short and simple. Pick one to add to a meeting, or plan an entire meeting based around sense exploration. While geared towards Sparks and Brownies, these activities also offer a great bridging opportunity for older girls to lead younger girls, or to turn into Kim's games, in which they identify each item and remember it to write down at the end.

## Hear What's in the Box

### What You Need

- boxes, solid or opaque plastic containers or tin cans with lids
- small objects

### What You Do

- 1 Fill each container with one or more similar objects. For example, marbles, beads, nuts and bolts, Lego pieces, chess pieces, clothespins, coins or rice.
- 2 Pass each container around to each girl, allowing her to shake it and listen to the noises made by the objects inside.
- 3 Ask the girls what they think is in each container.
- 4 Once the girls have had a chance to answer, reveal what is inside.

For a fun springtime twist on this game, fill pairs of plastic Easter eggs with identical items (i.e., two with rice, two with coins, two with keys, two with marbles, etc.). Put the eggs in a basket and have the girls try to pair up the eggs by shaking and listening to them.

## Listening Bingo

### What You Need

- storybook
- bingo cards
- stickers or markers

### What You Do

- 1 Choose a storybook and read through it ahead of time.
- 2 On a sheet of paper, write a selection of words that appear in the story. (For Sparks, include illustrations of the words.) Make a copy for each girl.
- 3 Read the story aloud, telling the girls to listen carefully to the words. (You can also add a few decoy words to make sure they're really paying attention!)
- 4 Tell the girls to look only at their sheets and not at each others'.
- 5 When a word on the girls' sheets is read aloud, they mark it with a sticker or a marker.
- 6 Review the girls' listening skills by asking which words they heard and which ones they missed.



## Sightless Scribbles

### What You Need

- blindfolds
- pencil
- paper

### What You Do

- 1 Blindfold each girl and give her a paper and pencil.
- 2 Ask the girls to draw a specific picture, such as a house, dog, apple, or even themselves.
- 3 Have them remove their blindfolds and redraw their pictures. Notice how much sight helps us!



## Blind I Spy (Sight and Touch)

### What You Need

- container or paper bag
- cloth
- socks or mittens
- selection of objects

### What You Do

- 1 Place a selection of identifiable objects into a plastic container, large paper bag, or individual paper bags.
- 2 Have each girl put a pair of socks or mittens on her hands.
- 3 Have the girls reach into the container and see if they can identify the objects inside. Record their speculations. Try the activity again without the mittens or socks, and gather new speculations. Reveal the items and discuss how the experience was different with and without the socks or mittens.







## Smell-o-Vision!

### What You Need

- blindfolds
- scented items

### What You Do

- Blindfold the girls.
- Place a number of strongly scented items into small bowls or containers (e.g., lemons, limes, oranges, cinnamon, coffee grounds, cucumbers, onions, garlic, dill, mint, basil).
- Pass the bowls around so each girl can smell (but not touch) the items.
- Ask the girls to guess what item is in each container.



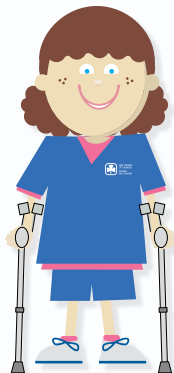
## Touching Tree Buddies

### What You Need

- blindfolds

### What You Do

- 1 Find a spot with lots of trees.
- 2 Have the girls work in pairs. Have one girl in each pair put the blindfold on her partner and spin her around a few times, before leading her to a tree.
- 3 Give the girls a few minutes to get to know their trees. How big is it? What does the bark feel like? Does it have any interesting grooves?
- 4 Have each blindfolded girl's partner spin her around a few times again, and lead her back to your starting point, then spin her around one more time, before removing her blindfold. Then see if she can find her way back to her tree.
- 5 Have the girls switch roles and repeat the exercise.



## Taste-Test

This is a great activity that can also be used as an introduction to nutrition, camp menu planning, and the fun of tasting new things.

### What You Need

- blindfolds
- a selection of fruits or vegetables

### What You Do

- 1 Gather a selection of pre-cut fruits, vegetables or other items. Use a selection of simple items (e.g., cantaloupe, apple, banana or orange) and more challenging items (e.g., mango, papaya, star fruit or dragon fruit). **Also, remember to check for food allergies.**
- 2 Blindfold the girls; give them a piece of each item, one at a time; and have them taste it. What does it taste like? Is it sweet? Are the girls able to identify the item?

For a fun twist on this activity, pick a common item (e.g., strawberry or banana). Have the girls hold their noses before tasting the item, then let their noses go and taste it. Do they notice how much their sense of smell impacts their sense of taste? 🧠

*Rachel Collins is a Guider in Guelph, Ontario, and Chair of the Canadian Guider Editorial Committee.*

# GIRL GUIDE STYLE

## Crocheted Trefoil Hats

S B G P R

BY LISA FRANKLIN

This crocheted hat was inspired by the knitted “Fun & Function” Trefoil Toque pattern we ran in the Fall 2015 issue of *Canadian Guider*. The pattern makes a hat sized for a child or small teenager/adult. Scale up or down as required.

### What You Need

- Worsted Weight Yarn – GGC blue for hat; white for trefoil and surface slip stitches
- Crochet Hook Size H (5.00 mm)

### Abbreviations

- **Ch** - Chain (s)
- **Sl st** - Slip Stitch
- **Hdc** - Half Double Crochet
- **Sc** – single crochet
- **Dc** – double crochet
- **Trc** – triple crochet

### What You Do

**Make the hat first.** (Tip: Do the first hdc in the same stitch as the chain 1.) Chain 4 and join with a sl st to the first ch to make a ring. (Or make a magic ring.)

**Round 1:** 8 hdc in ring, sl st in the first hdc (8 hdc)

**Round 2:** ch 1, \*2 hdc in each hdc\*, repeat from \* to \*, sl st in the first hdc (16 hdc)

**Round 3:** ch 1, \*hdc in the next hdc, 2 hdc



Photo: Lisa Franklin

in the next hdc\*, repeat from \* to \*, sl st in the first hdc (24 hdc)

**Round 4:** ch 1, \*hdc in the next 2 hdc, 2 hdc in the next hdc\*, repeat from \* to \*, sl st in the first hdc (32 hdc)

**Round 5:** ch 1, \*hdc in the next 3 hdc, 2 hdc in the next hdc\*, repeat from \* to \*, sl st in the first hdc (40 hdc)

**Round 6:** ch 1, \*hdc in the next 4 hdc, 2 hdc in the next hdc\*, repeat from \* to \*, sl st in the first hdc (48 hdc)

**Round 7:** ch 1, \*hdc in the next 5 hdc, 2 hdc in the next hdc\*, repeat from \* to \*, sl st in the first hdc (56 hdc)

**Round 8:** ch 1, \*hdc around\*, repeat from \* to \*, sl st in the first hdc (56 hdc)

Repeat Round 8 until you reached the desire length. Fasten off.

### Make and attach the Trefoil.

Chain 4, join with a slip stitch in first chain to form a ring. (Or make a magic ring.)

**Leaf (make 3):** Ch 3, trc, dc, trc, ch 3, slip stitch in ring.

**Stem:** Ch 4, sc in 2nd chain from hook, and slip stitch in remaining two chains. Fasten off. Weave in ends.

Sew the Trefoil to the hat and surface slip stitch a rounded square outline around it. 🧵

*Lisa Franklin is a Guider in Calgary, Alberta.*



# What to Do When . . .

## Troubleshooting Guider Dilemmas

BY CORI KULBABA

Sometimes Unit Guiders may have difficulty dealing with their co-Guiders. Here are a few tips for handling some of these dilemmas.

**Q** *My co-Guiders don't do any planning for meetings. I really like them, but I am stressed at each meeting. How can I get them to help?*

**A** Bring your co-Guiders together at the start of the year and again midway through, to plan meetings for several months at a time. Discuss who will bring what to each meeting. Call on parents/guardians, too. Those who have career expertise or appropriate skills to share might help plan and lead a meeting. And don't forget that there are lots of great instant meeting resources available online!

**Q** *My co-Guiders sometimes cancel at the last minute. What can I do?*

**A** Ask parents to become Unit Assistants for outings, sleepovers, camps and/or a few meetings throughout the year. That will help you maintain your adult/girl ratio, and you may find someone who enjoys the commitment more than your co-Guiders. To spread the workload and ensure support, plan camps with other units.

**Q** *I've joined a new unit, and my co-Guiders often resist my suggestions. How can I get them to let me help plan activities?*

**A** Be patient. It may take a few meetings for your co-Guiders to realize what you can bring to their unit. If they keep turning down your suggestions, ask them what you can do. If all else fails, let them know how you feel. Sometimes airing feelings will help get everyone on the same page and create a better experience all around. You may also be encountering too many captains in one boat. Some units function better with fewer Guiders. See if there is a need for Guiders in another unit in your area. That unit's co-Guiders may very well be delighted with what you can bring to them.

**Q** *What do I do when other Guiders skirt around Safe Guide? They tell me that it's all fine because they have lots of experience, but I'm not comfortable when they don't follow the guidelines.*

**A** Speak with your District Commissioner/Administrative Community Leader (DC/ACL). Some Guiders may respond better to a Guider they consider as experienced as they are, and your DC/ACL will have suggestions, especially if she is familiar with the



Guiders in question. Request a Safe Guide training refresher for your entire area/district/community. Nobody will feel singled out, and it may provide just the nudge that will get your co-Guiders to adhere to the guidelines. If the issue persists, bring it up with your local or even provincial council. Safe Guide is there for a reason and, as Guiders, we are obligated to follow it, because the safety of our girl members is our foremost responsibility.

**Q** *One of our Unit Guiders comes across too strong and it feels like the girls are being bullied. What do I do?*

**A** The well-being of the girls is always the primary concern for Guiders. If girls feel they are being bullied or not being respected, we have a problem. Take extra care to make sure girls



Photo: Diamond Isinger

aren't experiencing hurt feelings or withdrawing during meetings. If you're not comfortable speaking to your co-Guider about the issue, speak to your DC/ACL instead. Sometimes people who have strong personalities don't realize how they are perceived by others, and a constructive conversation, although sometimes uncomfortable, can help salvage the relationship between girls and Guiders.

**Q** *I'm a new adult member, but I've been in Guiding for 13 years as a girl. I want to lead girls in the kinds of activities I enjoyed, but my co-Guiders treat me like an assistant.*

**A** Making the transition from a girl to an adult member can be challenging, but you have 13 years of Guiding experience that will be beneficial to any unit. Don't lose hope if it takes a few meet-

ings or camps for your co-Guiders to respect you as a full Guider. There will be plenty of downtimes during meetings when you can apply your Guiding expertise (for example, leading a song or teaching a knot skill). And don't be afraid to help organize the girls for activities when the time comes. Your co-Guiders will appreciate the help, and will view you as one of them and not one of the girls. If you find you're still not feeling valued, see if another unit, perhaps with younger girls, is looking for Guiders. It may not be with the age-group you wanted, but leading Sparks and Brownies will help you gain valuable experience as a Guider before moving up to work with older girls. 🌟

*Cori Kulbaba is a Guider and District Commissioner for University District in Winnipeg, Manitoba.*



# Online Connections

## GGC Social Media



### A Page or a Group?

Thinking of starting a Facebook presence for your unit? Not sure whether you should go for a Facebook page or a Facebook group? Easy! Just figure out what you want to achieve.

- If you want to showcase your unit's activities to the local community and beyond, start a Facebook page. It will be visible to everyone –

perfect for creating a public presence. Think of it as a virtual scrapbook.

- If you want to create a private space for Guiders, girls and parents to view photos and news from your unit, go for a Facebook group, which can be public, closed or even secret, giving you more control over who sees your information. Think of it as a clubhouse accessible to members only.



#### A Vital Video Tip

Did you know you can improve your smart phone videos with just one simple tip? Hold the phone horizontally while recording; that's it!

Using a horizontal (also called landscape) orientation will save your video from those dreaded vertical black bars, and will allow you to capture more in the video. Be sure to share your best Guiding videos on our Facebook page! Find us at: [facebook.com/GirlGuidesofCanada.GuidesduCanada](https://facebook.com/GirlGuidesofCanada.GuidesduCanada)

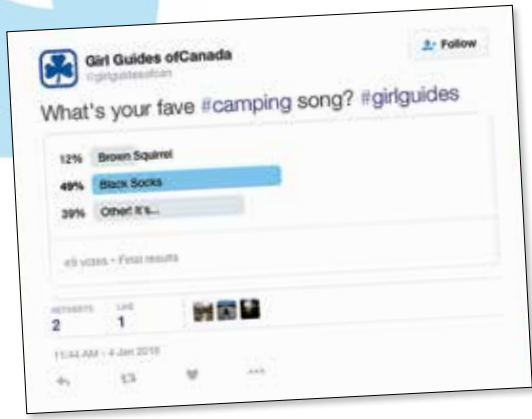


#### Post Your Questions

Do you have Guiding conundrums that you could use help with? Looking for unit meeting ideas?

Curious about a Guiding tradition or planning a camp? Get feedback from our Facebook community by posting your questions directly to our Facebook page: [facebook.com/GirlGuidesofCanada.GuidesduCanada](https://facebook.com/GirlGuidesofCanada.GuidesduCanada)

Illustration: ©PhotoSpin



## Design our Next Twitter Poll

We've been having a lot of fun with Twitter polls. What multiple-choice Guiding-related question would you ask? Tweet it and up to four answers to @girlguidesofcan and we might just choose it for our next Twitter poll!

## IR.1

### The Importance of Permission

Be sure girls have their IR.1 forms signed before you post their photos or videos on any social media. GGC needs that permission on file to publish images.



## Get Spring-y on Instagram!

What does Guiding look like in spring in your part of Canada? Share a pic on Instagram with #girlguidesofcanada and mention "spring" somewhere in your caption. We can't wait to share all that spring-y Guiding fun on our Instagram account: @girlguidesofcanada

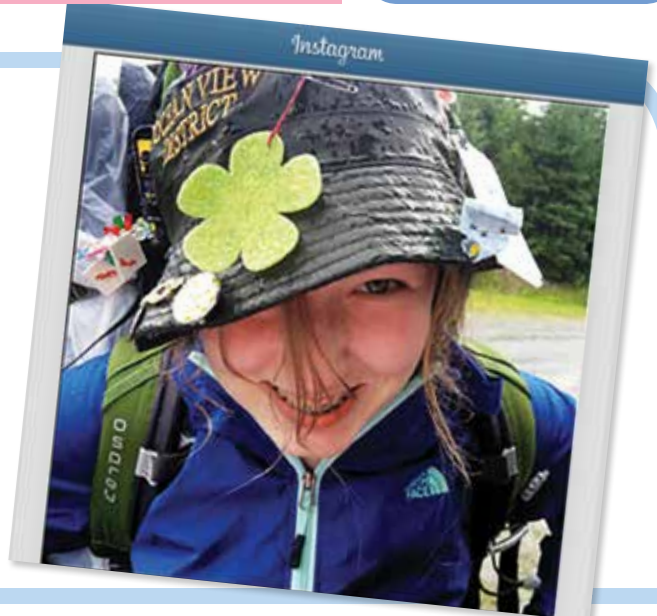


Photo: Julie MacDonald



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# TAG! YOU'RE IT!

## Quick, Easy and Active Time-Fillers

BY MELISSA CHARENKO

*Photos: Van Chau* Have a few minutes between activities or at the end of a meeting? Looking to keep the girls active with some fun new games? Here are a few twists on the traditional game of tag that require no planning or supplies and will get everyone up and moving. These games don't have time limits or specific endings, so you can play as long as everyone is having fun.

### Fainting Goat Tag

Choose one girl to be the shepherd. The other girls are the goats. Whoever the shepherd tags becomes the new shepherd. To avoid becoming the new shepherd, the goats can fall to the ground, but only when the shepherd is approximately three metres (nine feet) or closer to them. The goats can only remain on the ground for 10 seconds, before they have to get up and run from the shepherd again. The shepherd cannot hover over a goat who is on the ground – she must keep going after goats who are standing.

### Bandage Tag

One person is “it.” Any girl she tags must place and keep her hand (representing a bandage) on the spot where she was tagged. The game continues with “it” tagging the other girls who also put a “bandage” on the spot she tags. Girls who are tagged three times will be out of bandages, because both hands will already be in use, so they must now freeze. They can be unfrozen if two other girls tag them on the head and count to five. If they can do this before “it” also tags them, the frozen girl can rejoin the game. Guiders should call a pause and switch the girl who is “it” frequently throughout the game.

### Partner Tag

Choose one person to be “it” and one person to be chased. If you have an odd number of girls, you can have two girls as “it” and one person to be chased or two girls to be chased and one person to be “it.” Have the other girls find partners and scatter around your play space, side-by-side with their arms linked. “It” tries to tag the girl (or girls) designated to be chased. The girl(s) being chased can reach safety by linking arms with one of the paired girls, causing the partner of that girl to become the one chased. To make the game more challenging, you can designate more girls to be “it.”



## Dead Ants

One girl is “it” and chases the other girls. Any girl she tags becomes a dead ant, lying down on her back with both hands and feet sticking straight up. To revive the dead ant, four girls must tag each limb at the same time, before “it” can tag any of them, too. Once a girl has been a dead ant three times, she becomes “it.” To increase the challenge, designate more girls be “it.”

## Categories

Select two girls to be callers. Ask them to stand in the middle of the playing area and have the other girls line up at one side of the playing area. The callers begin to call:

**Caller 1:** The category is \_\_\_\_\_ (choose a category, such as “fruit,” “colours” or “Guiding branches”).

**Caller 2:** The 1<sup>st</sup> choice is \_\_\_\_\_ (choose one item in the category, such as “apples”).

**Caller 1:** The 2<sup>nd</sup> choice is \_\_\_\_\_ (choose another item in the category, such as “strawberries”).

**Caller 2:** The 3<sup>rd</sup> choice is \_\_\_\_\_ (choose another item in the category, such as “oranges”).

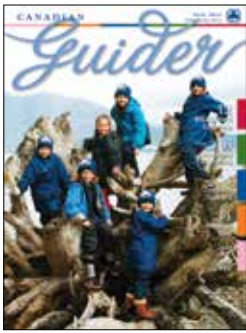
All the other girls silently choose which one of the items to be, and then the callers yell out one of the items. Everyone who picked that choice runs to the other end of the playing area trying to avoid being tagged by the callers. If tagged, the girl must sit down where she is tagged. When sitting down, the girl may tag someone. If she does, that girl must sit down and the girl who was sitting down rejoins the game. Choose a new category each time, and swap out the callers frequently.

## Everybody’s it!

Tell the girls that everybody is “it.” All the girls try to tag the other girls, while also avoiding being tagged themselves. A girl who is tagged must sit down and try to tag those left running around from her seated position. Girls who tag each other at the same time must both sit down. Once you have explained these rules and played a few times, whenever you have a few minutes, you can start this game simply by yelling, “Everybody’s it!” 🦋

*Melissa Charenko is a Guider in Toronto, Ontario, and a member of the Canadian Guider Editorial Committee.*





# From Your Lips to Our Ears . . .

## Canadian Guider Readership Survey Results

**L**ast fall, we asked for your feedback on *Canadian Guider* magazine, and your interest in online options. Overall, you told us you view the magazine as a valued resource for programming ideas and timely information about Guiding in Canada and around the world. Many of you commented that you look forward to receiving each issue and that you use it for promoting Guiding at community venues and public events. You also noted an overall improvement in the quality of the magazine in recent years, and its relevance to Guiding at the unit level. And many of you also expressed a strong attachment to the print version of the magazine.

### Most Popular Elements . . .

- ideas for unit activities
- camping and outdoor activities
- craft ideas
- overall support and advice for Unit Guiders
- helpful tips for working with girls/parents

### Notes from Our Readers . . .

“The magazine has current ideas for programs, crafts, marketing, training and keeping connected to global Guiding.”

“The printed version helps break up the amount of time I spend on my electronic devices.”

“Please don’t get rid of the paper version! It’s nice for promoting Guiding and I keep back issues.”

“More hands-on activities, please!”

“I strongly commend the whole team on their success in presenting the diversity of Canadian Guiding in every issue.”

### Canadian Guider Online?

We also asked you if you think an online version of *Canadian Guider* would make it a more useful resource. Here are your responses:

**Guiders**  
**45%** yes  
**23%** no  
**32%** maybe

**Rangers**  
**49%** yes  
**17%** no  
**34%** maybe

### What’s next?

We are currently evaluating online options for *Canadian Guider*, including the following criteria:

- accessibility on multiple devices
- searchable content
- downloadable articles
- cost efficiency

Stay tuned. We will keep you posted as we move along.

Thank you to all respondents to our 2015 survey!

Would you prefer NOT to receive *Canadian Guider* in the mail? Please let us know by email: [CdnGuider@girlguides.ca](mailto:CdnGuider@girlguides.ca)

Do you have a story or a great craft or activity to share? Email us! Our readers are looking for amazing ideas that they can try with their unit. ✉

# fyi



Photo: Wayne Eardly

## A Tribute Opportunity

### Supporting Scholarships

If you, or your unit or your Trefoil Guild would like to make a donation to the GGC National Scholarship Fund in honour of the women in the In Memoriam list to the right, we would be grateful to accept contributions. For more information, please email us at: [dixonr@girlguides.ca](mailto:dixonr@girlguides.ca)

## Awards

### Fortitude Award

Jennifer Martin, ON

## In Memoriam

### GGC Tributes

**(October 2015 to February 2016)**

GGC members are frequently recognized in their communities for the wonderful work they have done during their Guiding lives. As many of them may be familiar to you, we thought we would share the following in memoriam announcements:

- Joan Beckley, ON
- Mary Boutin, NS
- Lillian Brownlow, BC
- Elvin Gaetz, NS
- Catherine Jamieson, ON
- Helen McBride, NS
- Margaret Gladys McLelland, SK
- Thelma Poirier, BC
- Heather Robbins, BC
- Isabel Shaw, ON
- Nancy Watson, ON



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fyi

## GM2016 Fun!

### A Reminder from Aurora

GM2016 is fast approaching, and our mascot, Aurora, wants you to remember you can still find crafts, games and much more on her Fun Material for Units page under the Patrol tab at: [guidingmosaic.com](http://guidingmosaic.com) And, if your unit is into challenges or camp training, check out:

- Contests & Challenges. The GM2016 Challenge is open to everyone until August 2016, and crests are available at: [thegirlguidestore.ca](http://thegirlguidestore.ca)
- GM2016 Camp Training. Our camp training can be used by anyone, and it comes with an accompanying video series on YouTube called "Doing it the Guiding Way" at: [youtube.com/guidingmosaic2016camp](http://youtube.com/guidingmosaic2016camp)



Illustration: Robert Johannsen

## GGC Online Update

### Get Ready for a New Member Zone

We're pleased to announce that we will be launching a new and improved Member Zone website in early summer 2016! We consulted with members from across the country on how the site can better meet your needs, especially by providing easier access to information.

As a result, in addition to a fresh new look and feel, Member Zone will feature key improvements, including:

- easier access to rosters
- improved search functionality
- better navigation
- the ability to easily update your profile information, such as passwords and contact details

Keep an eye out for more information in the coming months.

**Pssst!**  
**Have you heard about Free Being Me?**

...It's a GLOBAL Guiding body confidence REVOLUTION!!

*"If I have body confidence, I will stand up and shine, and do what I love"*  
 Erica, Rwanda

*"I really am perfect - just in my own way"*  
 Brownie, 8, USA

The World Association of Girl Guides and Girl Scouts and the Dove Self Esteem Project have developed **Free Being Me**, a set of fun, exciting body confidence activities for girls aged 7-14.

Go to [www.free-being-me.com](http://www.free-being-me.com) to download the activities and find out more about the program.

Join the conversation **#FreeBeingMe**

[free-being-me.com](http://free-being-me.com)

[waggs.org](http://waggs.org)

**Free being me**

# AGM Invitation

PLEASE JOIN

GIRL GUIDES OF CANADA—GUIDES DU CANADA  
BOARD OF DIRECTORS

FOR OUR 2016 ANNUAL GENERAL MEETING  
AND COFFEE RECEPTION  
SATURDAY JUNE 25, 2016  
9:00 A.M. – 11:30 A.M.

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ROOM: FORUM 3

RSVP BY JUNE 6, 2016  
HELEN CULBERT AT [CULBERTH@GIRLGUIDES.CA](mailto:culberth@girlguides.ca)  
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