



# ScoutLife



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# CANADIAN *Guiders*



## Dear Guiders . . .

**T**his fall, many of us are beginning new roles in Guiding. In communities throughout Canada, we have many new Unit Guiders joining our organization, as well as “seasoned pros” who may be working with a new unit or a new branch. For myself, I am honoured and excited to begin my term as your Chief Commissioner.

I never cease to be inspired by how much Unit Guiders put into their work on behalf of girls. They have a huge influence on girls’ and parents’ satisfaction with Guiding. In a recent GGC national survey, 85% of girl members said they feel supported by their Guiders, and 85% of parents said they believe their daughter’s Guider is very good. See page 40 to learn more about what the survey revealed about our members’ satisfaction and the public’s awareness of Guiding.

As Guiders, we all have our favourite tried-and-true unit activities, outings and camps. This year, why not challenge yourself to add a few new activities to your repertoire — perhaps a new camp theme or a badge your unit has never worked on before? Fall is the ideal time to take the pulse of your unit, and to discover what activities the girls are eager for and what they want to get out of their Guiding year. You’ll be reinvigorated by introducing something new, and your girls will have the chance to lead the way in determining what kinds of activities your unit will take on. As always, girls are truly the experts on the kinds of experiences they’d like to have in Guiding. Speaking of girls leading the way, check out page 34 for some thoughtful advice on encouraging each girl to recognize and celebrate her unique personality, perspective and voice.

### Also in this issue . . .

Our Outdoor Guider section (page 23) features a great fall-themed camp with ghoulish tips and photos for running an Iron Chef challenge, in which girls put their creative and culinary skills to the test to dish up some freaky feasts. (As I love to cook and eat great food, this is one challenge I would love to experience!) “From the Lab to the Street” on page 6 explores how to get your unit involved in Science Rendezvous events. The GGC Trefoil Toques pattern on page 27 is sure to be a hit with girls and Guiders in all our branches. For tips on managing medications at camp, check out page 32, and to meet some of this year’s Girl Greatness Awards recipients, go to page 42.

Happy new Guiding year!

Pamela Rice

## New Leaders, New Voices

This Guiding year brings us a new leader, Chief Commissioner Pamela Rice. On pages 4-5 of this issue, an interview conducted by a Quebec Ranger unit offers insight into her views on our organization, its impact on girls and her leadership goals. We look forward to publishing more contributions from Rangers in future issues, to get their unique perspectives as they work towards taking on leadership roles themselves. With this in mind, on page 47 we have put a call out to Rangers to send in their stories, ideas, thoughts and opinions. *Canadian Guider* will benefit greatly with the inclusion of these fresh new voices.

Cover photo by Van Chau

Photo: Wayne Eardly

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# On Guiding, Girls & Goals

## Our New Chief Commissioner Speaks

BY THE 1<sup>ST</sup> KIRKLAND RANGERS,  
LAKESHORE DISTRICT, QC

This June, Pamela Rice from Beaconsfield, Quebec, became Girl Guides of Canada–Guides du Canada’s 20<sup>th</sup> Chief Commissioner. Shortly before that, as she prepared for her new role in our organization, a group of Rangers from her home province sat down to ask her a few questions.

Photos: courtesy Pamela Rice

### What are your primary goals as our Chief Commissioner?

As Chief Commissioner, I want to work together with our members to create an organization that is truly contemporary, and that will attract more and more girls and women to join us. My dream is to have girls and Guiders across the country create what I call “GGC 2.0” for the 21<sup>st</sup> Century. To this end, I am excited that we have some excellent initiatives, such as Girls First, already in place and others that are in development.

### What do you enjoy most about Guiding?

I love working with girls. It’s extremely important to me to see girls become strong and confident and grow into empowered, capable women. Strong women help build strong communities and contribute immeasurably to a progressive society. The more girls’ lives I can touch, the more I hope to have a positive influence. As a girl myself, I was fortunate to have a wonderful Guider, whose encouragement and mentorship I credit with a lot of my success in life. As a teenager, I attended many Guiding meetings that helped me develop important life skills, which really paid off for me. As a woman joining a workforce that was almost completely male-dominated in management positions, these life skills helped me break down gender barriers and become successful in the business world.



### What do you find most exciting or inspiring in Guiding?

The opportunity to empower girls and women excites me. Working as a team to create a great Guiding experience for everyone inspires me. I am a feminist, and even as a very young girl, I believed in the power of girls and women and in our right to stand up for ourselves. Guiding helps all girls and women to be strong advocates for themselves, for each other and for a better world.

### What has been your best experience in Guiding so far?

Of my many wonderful experiences, perhaps the most rewarding happened a few years ago when I went camping with Pathfinders and Rangers. One girl in our unit was in a problematic relationship with a young man, which her campmates felt she should end. As they were discussing it around the campfire one evening, she said, "You girls are absolutely right. This relationship is not good for me." And she did break it off. It was very rewarding to see how the group dynamic enabled the girls to influence and support their friend. I wonder what would have happened if she hadn't had them helping her.

### What has been your favourite Guiding event so far?

The 2014 WAGGGS World Conference was an extraordinary experience for me. Meeting and working with 900 women was awe-inspiring, especially learning about the challenges so many of them face. For example, I talked at length with a young woman in whose country terrorism is rampant and young girls are frequently kidnapped into forced marriages and slavery. Although we may not be able to resolve these problems, we can give support and encouragement, while also working to advocate for solutions. There are many prejudices faced by women around the world, but the World Conference showed me how these same women support each other. It also showed me how lucky Canadian girls and women are by comparison. We should appreciate what we have and use our power to advocate for our sisters around the world.

### What is your best advice for girls moving forward?

Don't be afraid to take on a challenge. In Guiding, you gain skills that many other people do not have. Use them! Guiding teaches us to be resourceful, so use your resources to meet each challenge. Don't be afraid to ask for help, or to admit that someone else's idea is better than your own. Be confident and do what it takes to rise to a challenge. If something doesn't work out, figure out why and try again. Don't be afraid of making mistakes; we learn from our failures as much as from our successes. 🌍

*Interviewing Pamela Rice for this profile were Nicole Almanza, Olivia Dhe Paganon, Julia McDonald, Nikki Murray, Marissa Schembre, Allegra Spensieri, Meghan Vincent and Saumya Wahi, members of the 1<sup>st</sup> Kirkland Rangers in Lakeshore District, Quebec. Their Guiders are Jutta Bouchard and Ember Morrell.*

### Pamela's Guiding Favourites

- Camp Song: *Barges*
- Girl Guide Cookie: classic vanilla or chocolate
- Guiding Badge: camping badges, especially Pathfinders – planning and leading your own camp.





# From the Lab to the Street

## Girl Guides Enjoy Science Rendezvous

BY CAROLYN HUMPHREYS-VIDUCIS AND JESSICA SONNENBERG

What happens when you pair a novice Guider who enjoys science activities with a PhD in Chemistry who has more than a decade of Guiding experience? You get a duo of dedicated STEM advocates and a growing connection of Girl Guide members with Science Rendezvous, an organization that takes science out of the lab and onto the street!

**W**orking with Canada's top research institutes, Science Rendezvous presents 300 open houses with thousands of science activities in an annual festival covering 30 cities throughout Canada. Guider Jessica Sonnenberg, who has a PhD in Chemistry, is Science Rendezvous' Program and Community Engagement Coordinator. In 2014, she teamed up with Guider and science enthusiast Carolyn Humphreys-Viducis, resulting in Girl Guide participation in Science Rendezvous in five Canadian cities to date.

### The Beginning

In 2013, to support her 4<sup>th</sup> Toronto Pathfinders' desire to fulfil their Canada



Cord requirements, Carolyn looked to the Science Rendezvous website for opportunities. She had been taking her daughter to the annual event at the University of Toronto since 2008, and thought that it would be a terrific venue for her unit to take on leadership roles, do community service and host a STEM bridging event. However, with little Guiding experience and lacking direct connection to the university or to Science

Rendezvous, she needed help and contacted Jessica.

Throughout her PhD studies, Jessica found herself gravitating towards programs and activities that allowed her to share her passion for science, discovery and innovation with the public. Guiding had played a pivotal role in shaping her life, from a curious seven-year-old Brownie to an independent 18-year-old Junior Leader to an active





*The Windsor event was a great success! The girls ran the booth, making slime and mini tornados for the kids to take home with them.*

– Sheri Lynn Koscielski,  
46<sup>th</sup> Windsor Pathfinders, 2015

*We especially liked hunting for bugs in microscopes, building DNA from marshmallows, and doing a “laser-quest” detective story with flashlights and mirrors.*

– Olena Polyakova,  
SR Toronto parent attendee, 2015

*Going to Science Rendezvous is fun, but the last two years have made me understand the immense effort all the volunteers put into making it a fabulous day of STEM activities!*

– Teika Viducis,  
4<sup>th</sup> Toronto Pathfinders, 2015

Guider. So when she received an email from Carolyn asking about a partnership opportunity for Girl Guides with Science Rendezvous at the university, she was delighted.

### The Partnership

In 2014, 4<sup>th</sup> Toronto Pathfinders Astrid Chandler and Tallulah Shin mapped the Science Rendezvous activities to the GGC STEM badge requirements. They prepared custom sheets for each Guiding branch, so the girls could explore the event while also earning badges. To support the effort and spread the word, Guider Shannon Farclas helped get the event posted on the Guides Ontario website. Carolyn wrote media releases and contacted Guiders she had met at various training events. With help from

the 4<sup>th</sup> Toronto Rangers, the unit organized and hosted their own exhibit, promoting Guiding and the opportunities it offers to girls, as well as running a fun girl-led challenge to teach the public about science.

Following the success of the event, Carolyn and Jessica worked to create a how-to guide to circulate to potential exhibit leaders and to be used by other units nationwide. Another scientist and Guider, Erin Hamanishi, helped recruit leaders from across the country.

In 2015, Science Rendezvous events were made possible by Guiders Angela Crane and Nancy Poisson in Burnaby, BC; Karen Stuart in Winnipeg, MB; Sheri Lynn Koscielski in Windsor, ON; Mary Lou Harrison and Carolyn Humphreys-Viducis in Toronto, ON; and Abigail Snook in St. John’s, NL. The

exhibits were enthusiastically received by the public, and the local Science Rendezvous event hosts were thrilled to have GGC on site.

Carolyn and Jessica are keen to recruit new units to participate in 2016 and are actively looking in Langley, BC; Calgary, AB; Regina and Saskatoon, SK; Winnipeg, MB; Markham, Oshawa, Ottawa, Scarborough and Toronto, ON; and Sydney, NS. If you are interested in participating, please contact: Jessica Sonnenberg at [Jessica.Sonnenberg@ScienceRendezvous.org](mailto:Jessica.Sonnenberg@ScienceRendezvous.org) or Carolyn Humphreys-Viducis at [chumpboat@gmail.com](mailto:chumpboat@gmail.com) For information on Science Rendezvous, visit: [sciencere rendezvous.ca](http://sciencere rendezvous.ca) 🌐

*Carolyn Humphreys-Viducis and Jessica Sonnenberg are Guiders in Toronto, Ontario.*





# The Right to Read

## A NSP Words in Action Event

BY SANDI DEWAR

For anyone who loves books, reading is an absolute pleasure. For those who don't or who are illiterate, reading can range from difficult to distressing to impossible. The GGC National Service Project (NSP), Words in Action, is helping to change that by encouraging girls to embrace and exercise their right to read.

While pioneering a remedial reading volunteer program at an elementary school, I learned firsthand that to inspire children to read, you need to make reading fun! When it comes to fun reading material, I turn to Dr. Seuss, so he became the source of inspiration for my unit's Words in Action event.

### THE SETUP

All Dr. Seuss books have three key elements: silly rhymes, zany colours and engaging activities. Wanting to set the "Seussy" tone of our event straightaway, we gave each of our girls four to six *Cat in the Hat* invitations to hand out to family, friends, teachers and classmates, and in a very short time we recruited more than 100 participants.

My co-Guider, Pamela Kirkeby, and I had fun creating a very large and very goofy *Cat in the Hat* welcome sign for our front entrance and, judging from the many compliments we received, he was a real hit! We covered the tables with tablecloths in as many "Dr. Seussy" colours as we could find. We had two reading tents, one with picture-books for children of junior kindergarten age or younger and one with early-reader books for children of senior kindergarten to grade three age. We also used Connect-a-Mats to carry our colour theme into the tents and to provide our young readers with a comfy surface for sitting.

### THE WELCOME TABLE

Our event was open to everyone in the community, including girls and boys of all ages and accompanying adults. At our welcome table, third-year Guides worked as greeters. To generate donations for our swap tables, admission to the event was one or two new or gently used books; so while one Guide explained the different activity zones, another placed the donated books on a small trolley to be rolled over to the book swap tables for sorting. The girls also asked guests to sign a reading pledge and gave them Dr. Seuss-inspired treat bags as a thank you for their participation. And, since no Guiding event would be complete without Girl Guide cookies, we set up a discreet display, just in case any of our guests craved cookies.

Photo: Sandi Dewar

Photo: © iStock/Altecha



## THE ACTIVITY ZONES

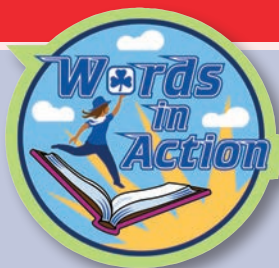
Because our meeting space is one large room, we were able to create a number of activity zones, with the main features being our book swap tables and the two reading tents. Three other activity zones covered word games, crosswords, word searches and drawing/writing activities for children of all ages; simple crafts for children under 12; and more challenging crafts for teens, parents and grandparents. We used the NSP website to collect activity ideas, because we wanted to cover as many as possible, and to make the event fun for all ages, from toddlers to grandparents. To keep our theme alive and vibrant, we also used Pinterest to find as many Dr. Seuss activity ideas as possible.

## THE BOOK SWAP TABLES


We were delighted by the generosity of our participants, many of whom arrived with bags full of wonderful books! To keep things simple, we grouped donated books into three main categories: young children, teens and adults. The young children's area consisted of picture books, activity books and early readers. The teens' area was divided into realistic fiction, science fiction and non-fiction. The adults' area consisted of bestsellers, mysteries, romances and home/health/lifestyle books. We put up some strategic book-swap signs to help direct traffic to the table, and used a large chalkboard to list the number of genres available.

## Get in on the Action!

- Check out the Words in Action service activities and meeting guide at: [nsp.girlguides.ca](http://nsp.girlguides.ca)
- If you have already completed a Words in Action challenge, do another one. We now have a year-two crest and new service activities:
  - **Book It Forward** – Leave books on a park bench, bus or train, in a coffee shop or in any other suitable location to get Words in Action into your community.
  - **Make a Storysack** – Choose a book and put it in a sack with storytelling props, games and back-



drops to donate to shelters and organizations where children can have access to it.

- Contact your local NSP Literary Agent for help and advice in organizing your own Words in Action activities and events. Email [programs@girlguides.ca](mailto:programs@girlguides.ca)
- Demonstrate our collective impact by logging your actions on [nsp.girlguides.ca](http://nsp.girlguides.ca) 

## THE CRAFTS

We arranged in advance to have boxes of old textbooks and sheet music donated from a local school for all of our upcycling crafts. At the craft zones, we offered the children (including some big ones!) a variety of simple crafts, including Dr. Seuss bookmarks, book-page flowers, feathers and pinwheels, all made from discarded textbooks and sheet music that would otherwise have been headed to recycling or an incinerator. Everyone loved the idea that they were "saving books" by upcycling them into some pretty cool items! More challenging crafts were offered for older children, parents and grandparents, including bookmarks made from hardcover spines, book-page roses, sheet-music note envelopes, feathers and 3D book sculptures.

## THE RESULTS

Our Guides and Pathfinders had a blast working their stations, and were fully engaged with our guests. The children enjoyed making all of the crafts and doing the activity pages, many asking to take extras home to share with their friends and teachers at school the next day. Parents and grandparents enjoyed chatting with each other while making paper roses and 3D sculptures. All in all, this event turned out to be a truly wonderful example of words in action!

*Sandi "JellyBean" Dewar is a Guider and NSP Literary Agent in Port Elgin, Ontario.*

## I Will READ!

- I will READ with a goat
- I will READ on a boat
- I will READ in the rain
- I will READ on a train
- I will READ with a fox
- I will READ in a box
- I will READ in a house
- I will READ with a mouse
- I will READ here + there
- I will READ everywhere!



# Let Them Come to You!

## The Girl Guide Cookie Drive-Thru

BY PAMELA WOOLNER

Do you want to sell a large number of cookies in a short period of time? Do you run a small unit and does your community lack a shopping centre, a big box store or other public location where you can get those cookies to your customers? The solution is simple – let your customers come to you!



**O**ur unit consisted of just three girls, but we had big dreams and plans for our Guiding activities and adventures, and needed cookie revenues to fund them. Our town has no mall or large stores, and although the traditional Girl Guide cookie blitz is a great way to sell cookies and boost public relations for our organization, three girls could not manage that many door-to-door sales. So we decided to create a cookie drive-thru.

### Drive-Thru/Walk-Thru

It worked wonderfully! The media enthusiastically promoted the idea and the community embraced it, with many people arriving to buy cookies just for the novel experience. We also had a walk-thru window for pedestrians and cyclists, and we sold far more cookies in just six hours than we could have managed through many days of door-to-door visits.

### Girl Guide Cookies Rising

Once the Girl Guide Cookies Rising program was initiated, the drive-thru also provided a great way to help the girls participate and earn their badges. The program involves not only selling cookies, but learning and developing skills in customer service, money matters, marketing and advertising, media relations, event planning and more.

### Partnerships

We also learned about partnerships by joining forces with a local vet to make doggie cookies available, with a local real-estate agent to borrow their signs to direct customers to us, and with civic officials to hold the event on town property. We were also fortunate to have the support of another local Guider, who made a delightful cookie costume that the girls took turns wearing to attract attention from passing drivers, pedestrians and cyclists and encourage them to stop at the drive-thru. Needless to say, as well as helping us reach our cookie selling goals, the drive-thru provided everyone with a lot of fun!

Photos: Pamela Woolner



## A Recipe for Success!

### How to Make a Girl Guide Cookie Drive-Thru

#### What You Need

- two or more large refrigerator (or similarly sized) packing boxes (the additional box(es) are for expanding the drive-thru to accommodate more than one girl and for back-up, in case the first one is damaged)
- paint and decorations
- a large umbrella
- small stools or folding chairs
- a location near a heavily-travelled but safe roadway that features a circular drive with two lanes or a large parking lot that has multiple entrances and exits
- traffic pylons and barricades
- directional signage
- permission from the owner of the land
- a large supply of cookies to sell!

#### What You Do

1. Paint and decorate your boxes, making sure to have Girl Guide branding and cookies easily identifiable.
2. Cut a doorway in the side or back of the box, and a window in the front, folding down the cardboard to create a shelf to display a few cookie boxes.
3. Put a hole through the top for the umbrella in case it rains.
4. Cut another small hole in the side of the box facing the cars driving up (to give the girls a bit of warning that a customer is coming).
5. Use a small stool or chair inside for a place to sit, but always make sure one girl is visible at the window.
6. Place directional signage to attract customers' attention and point them towards the drive-thru.
7. Use the pylons and barricades to channel cars towards the drive-thru window.
8. Have the girls keep track of monetary donations on the inside of the box so you can make a proper count at the end of the day.
9. Unless you want to re-make your drive-thru structure each year, find somewhere to store your boxes flat. A garage or storage unit will work but be warned, they can take up a lot of space! 🗑️

*Pamela Woolner is a Guider in Okanagan, British Columbia. If you have questions, suggestions or drive-thru success stories to share, contact her at: [lonemala@gmail.com](mailto:lonemala@gmail.com) or send your cookie stories to: [cdnguider@girlguides.ca](mailto:cdnguider@girlguides.ca)*



Photo: Rachel Collins

# The Great Guiding Mystery

## A Lady B-P Spy Camp

BY RACHEL COLLINS

CSI and spy theme camps are still hugely popular, but if you feel like you've "been there, done that," try a cool twist with this Great Guiding Mystery Camp, where your girls must rescue a missing agent!

**S**poiler alert: the missing agent is none other than our co-founder, Lady Baden-Powell (B-P). The girls must solve the mystery of her disappearance to pass their own spy training. In the process, they learn more about Lady B-P and about Guiding. Best suited to Brownies and Guides, this theme works really well at a World Thinking Day weekend camp. Here are some suggestions for running a Great Guiding Mystery Camp for your unit.

### Invitations & Briefings

Set up the mystery theme in invitations, announcing that your number-one agent has gone missing and you are challenging the girls to find her at camp. Then issue spy briefings in "Top Secret!" file folders at the meeting prior to the camp.

### Arrival at Camp

Have the girls pick their spy names and create spy ID cards. We put slips of paper with colours into one hat and slips of paper with animal names into another. Our Brownies spent the entire weekend calling each other "Gray Seal" and "Pink Leopard." For a

Illustration: @PhotoSpin (edited)





camp craft, have the girls create cipher disks and practise writing each other messages in code. You can download the cipher disk template we use at: [guelphbrownies.blogspot.ca/p/the-great-guiding-mystery.html](http://guelphbrownies.blogspot.ca/p/the-great-guiding-mystery.html)

### Spy Training

The “spy’s the limit,” so be creative! We did a number of activities, including finger-printing, decoding (using a cipher wheel and with the phonetic alphabet), trail marking and orienteering (tracking and stalking).

### Ultimate Spy Challenge – Rescue the Missing Agent

It requires a bit of setup, but the Ultimate Spy Challenge is fantastically fun and will make your camp super special! We took an hour or so to set ours up, and ran it after dinner on our second night of camp. To rescue the missing agent, the girls must put all their new spy skills to the test. These include testing for finger-

prints, conveying a phonetic code via walkie talkie, sneaking into the room of an enemy agent (dodging “lasers” in the process!), and weaving through an orienteering course. Each time they complete an activity, they earn a puzzle piece, prepared in advance with part of the coded message written on it. For our camp, we used foam puzzle pieces from a dollar store, and painted over them.

With a little creativity, just about any activity you can come up with can be used for this camp and for the final challenge. Love doing Kim’s games? Test your powers of observation. If girls can remember a certain number of items as a group, they earn their puzzle piece. Love crafts? Older girls will love sewing I Spy bags to take home.

### Sneaking and Stalking

One of our unit’s favourite spy camp activities is sneaking and stalking. For this camp, we purchased crepe paper streamers and taped them up in the hallway to create mock laser beams. The girls were challenged to weave through the laser course, sneak into the room of an enemy agent, and steal a precious gem from her bedside table. We turned out all the lights and had a leader pose as the enemy agent. When the girls entered the room, she tossed, turned and grunted “in her sleep.” The girls were both thrilled and terrified! Once all the girls on a team had retrieved a jewel, they earned their puzzle piece and moved on to the next challenge.

### Solving the Mystery

Our girls completed the challenges in three groups, and then combined all their puzzle pieces to solve the mystery as a unit. The message written on the puzzle pieces was in code; to earn their code for the cipher, we created a real-life “what’s wrong with this picture,” by moving things around the room. Once they found all the things wrong with the room, the final part of the challenge was to use their cipher disks to discover the identity of the missing agent (Olave Baden-Powell), her codename (Otter Woman) and where she had gone (Kenya).



### Campfire and Thinking Day Celebration

Once our girls solved the mystery, we had a campfire celebration with spy snacks and a Thinking Day participation story. Campfire is the traditional ending to any Girl Guide Camp and is especially wonderful when the girls have collectively solved the Great Guiding Mystery and rescued Lady B-P! 🍷

*Rachel Collins is a Guider in Guelph, Ontario, and Chair of the Canadian Guider Editorial Committee. Rachel gratefully acknowledges the 23<sup>rd</sup> Guelph Guides, with whom she first participated in a version of this camp.*

Photo: courtesy GGC National Archives



By pairing your spy training activities with activities from the CSI Challenge, your girls can also earn a neat crest at a Great Guiding Mystery Camp. There are a number of CSI Challenges out there. For a good example, check out the BC Girl Guides CSI Challenge at: [bc-Girlguides.org/web/Documents/BC/program/CSIChallenge.pdf](http://bc-Girlguides.org/web/Documents/BC/program/CSIChallenge.pdf)



Photo: courtesy Lori Gierling

# Leading Your Daughter

## Strategies for Mom-Guiders

If you are a Mom-Guider or have a Mom-Guider in your unit, you likely have faced some challenges that arise from this dual-role relationship. Here are some strategies two Mom-Guiders have used to find the balance between their two roles.

**Lori “Walnut” Gierling, Guelph, Ontario**

**Q** *Can you tell us about your Guiding experience with your daughters?*

**A** I currently work with the 23<sup>rd</sup> Guelph Guides, and also spent two years with the 23<sup>rd</sup> Guelph Sparks. I have two daughters in Guiding, a Pathfinder and a Guide. When my oldest became a Spark, I wanted her to have an experience separate from me with other strong female role models. In the year she headed off to Brownies, my sister, who was a Guide leader, needed help with her unit, so I became a Guide Guider. When my youngest became a Spark, my oldest was advancing from Brownies, and to avoid committing three nights each week to meetings, we enrolled her in our Guide unit.





I wanted her to have an experience separate from me with other strong female role models.

– Lori “Walnut” Gierling (right) with her two daughters.

At that time, a local Spark unit needed leaders, so my sister and I took it on as well, which meant my youngest daughter had both a mom and an aunt as her Guiders.

**Q** *What's the best thing about Guiding with your daughters?*

**A** I was never a Girl Guide myself, so having the chance to learn so many new skills, take on new challenges and share some memorable experiences together has been great.

**Q** *What are the biggest challenges?*

**A** One of the biggest challenges is ensuring that I have the same expectations for my daughters that I have for the other girls. Just because they are a leader's daughters should not mean that

they have to do any more work at camp or to prepare for meetings, or that they have to be better behaved or less silly than their peers.

**Q** *How do you ensure you treat all the girls equally and encourage your daughters to treat you like one of the other leaders?*

**A** All our leaders use only Guiding names. I'm Walnut, and this name helps draw a clear boundary around the Guider/Guide relationship with my daughters. I am Mom when I drive them to the meeting, but I turn them over to Walnut at the door. If the name "Mom" comes up by mistake, Walnut's answer is always "Who?" which puts us back into our Guider/Guide roles. Once all the other girls have gone home, my daughters are free to talk to me as Mom, discussing what they liked and didn't like about the meeting and even what they thought about Walnut's leadership. On the rare occasions when I have received a bit of attitude from them, I have taken them aside and reminded them that if they would not show that attitude to their teachers or the other Guiders, I should be afforded the same respect. They have responded very well to this approach.

I also ask the other leaders to take on primary roles with my daughters, so they can benefit from strong female role modelling from other women, which was one of the key elements I wanted them to gain from Guiding in the first place. Finally, I will not move with my daughters from unit to unit. When their three years are done, they will move on without me, having simply been members in the unit I happen to lead.

**Q** *What would be your best advice for a Guider who has a daughter in her unit?*

**A** Before the Guiding year begins, sit down with your daughter and develop a set of rules, guidelines and expectations. Don't be afraid to trust and rely on your co-leaders to help with your daughter, and always ask yourself, "Would I expect this from someone else's daughter?"

**Q** *Do you have any special unit strategies to keep your mother and Guider boundaries in check?*

**A** When at all possible, we do try not to place Mom-Guiders and daughters in the same working groups. On trips, we have the daughter travel with one of the other leaders, and at meetings, we try to have one of the other leaders take on the role of primary Guider interacting with the daughters. If the Mom-Guider has unique expertise in some area, she will be the primary leader, but otherwise we use another leader. And, of course, for badge work, Mom-Guiders do not assess their daughters.

**Q** *What do you like best about being a Mom-Guider?*

**A** I love being able to join my daughters on different adventures and activities and seeing firsthand the strong and confident young women they are becoming. Like all Guiders I'm so proud of the girls' accomplishments, but there's just that little extra something when it comes to one's own daughters! 🌟

## Leading Your Daughter

Photo: courtesy Sharon Shakespeare



Sharon “Jewel” (right) with her Spark daughter, Robyn, and co-leader Anna “Glitter” (left).

### Sharon “Jewel” Shakespeare, Toronto, Ontario

I am a leader with the 47<sup>th</sup> Toronto Sparks and the 12<sup>th</sup> Toronto Brownies. When my daughter was ready for Sparks and attended a “meet now, join later” introductory session, the leader there, who is also one of my best friends, noticed that she was a different child without me. Because I wasn't there for her to hang off, she more readily engaged with others. I placed her in that unit, and she quickly became very outgoing and willing to try new things. This arrangement worked really well for us and I loved that she had stories to tell me about her unit's sleepover experiences. She also joined my unit for sleepovers, giving us a really nice mix. Towards the end of her second Spark year, my daughter joined me in my unit more often, and was very much just a girl among other girls. She even enjoyed calling me Jewel and only late in the year let slip to the others that she is my daughter. As she moves into Brownies this year, it seems I will be taking a break from being a Mom-Guider, and I can't wait for her enrolment night, where I'll get to sit back, take pictures and enjoy every minute of it. I have always loved Girl Guides and I'm glad that I get to see it from a parent's point of view. It's helped me grow as a Guider and as a mother. Best of all, my daughter says that she wants to be my Spark helper when she becomes a Guide. I couldn't be happier! 📷

## GGC Photo Contest

**Deadline:**  
**Friday, October 2, 2015**

Girl Guides of Canada is running two photo contests in 2015. Check out the winners of our first contest on the following two pages, and get inspired to submit your own images to our current contest. You could win fabulous prizes and have your photo appear in the Winter 2016 issue of *Canadian Guider*!

Photos will also be shared on GGC's Flickr account and may be used in our promotional materials.

We want images that feature seasonal programming and events that are easily recognizable as GGC girls doing fun and amazing things, and that show off GGC insignia, with girls wearing their GGC uniform, scarf, camp hat or sash. Send us sharp-focus, high-resolution photos in 1MB to 5MB JPEG or PNG files, through the online submission form on [girlguides.ca](http://girlguides.ca). Complete all required fields of the form for each image. Up to five submissions can be uploaded on a single form. For each image submitted, please confirm that you have IR.1 (Image Release Permission) forms signed and on file.

Photos will be judged on both an artistic and a technical basis, including image aesthetic, quality, originality and relevance to Girl Guides. Candid shots tend to have more impact than staged or posed shots. Heavily-edited photos may be disregarded by the judges. For more contest details visit: [girlguides.ca](http://girlguides.ca)

Keep your cameras close at hand and shoot, shoot, shoot!



Girl Guides  
of Canada  
Guides  
du Canada

Girl Greatness  
Starts Here





# SPRING 2015 PHOTO CONTEST WINNERS



GRAND PRIZE WINNER:  
Julie Mercier

# SPRING 2015 PHOTO CONTEST

## FIRST PLACE WINNERS:



Breanne Little



Van Chau



Linda Calverley



Carrie McClelland



Tamara Fraser



Barbara Morgan



Amy Jesse

## SECOND PLACE WINNERS:



Van Chau



Lisa Franklin



Lexie Dyke



# CONNECT GROW IMPACT

## Twinning 2020

*Amigas del Mundo: Connect, Grow, Impact*, GGC's Twinning 2020 program, is well underway, and girls in units throughout Canada are enthusiastically connecting with their Girl Guide/Girl Scout sisters in Chile, El Salvador, Guyana, Peru and St. Vincent and The Grenadines. Here's how some provinces have participated.

### TRIPLETS2020

#### El Salvador <> Manitoba/Saskatchewan

by Mel Gartner and Krista Laberge

**E**l Salvador, Manitoba and Saskatchewan have been very busy with our Twinning 2020 partnership! We each held a Thinking Day ceremony, during which we focused on learning about each other through stories, games, presentations, songs and celebrations of our sisterhood in Guiding.

Triplets2020 is our Twitter nickname, if you want to follow us there.

Our Facebook page, WAGGGS 2020 – El Salvador, Manitoba, Saskatchewan, also has updates. We have each adopted a stuffed rabbit mascot (because rabbits are furry friends common to all of our areas) and have held naming competitions with our members. Bony, Snowflake and Prairie are sister rabbits who will be travelling to our units to work with our members on our Twinning challenges. In the future, they might even travel to each other's home countries and provinces!

Stay tuned to Twitter and Facebook for more from El Salvador, Manitoba and Saskatchewan.

Mel Gartner is a Guider in Regina, Saskatchewan.  
Krista Laberge is a Guider in Winnipeg, Manitoba.



Photo: Krista Laberge

Photo: courtesy Darlene Sly McKechnie



## HOLA AMIGA VIDEO & UNIT-TO-UNIT CHALLENGES

### Chile <> Ontario

by Darlene Sly McKechnie

**S**ince the launch of our Twinning 2020 initiative last February, girls and Guiders in Ontario have been saying *Hola* to their Girl Guide sisters in Chile, while our beaver mascot, Señorita Kot, is making her way through communities in Ontario to help girls participate in our *Hola Amiga* video challenge. For this challenge, girls from Chile and Ontario create 30-second videos, introducing their unit and describing where they live and the impact that Guiding has on their lives. Units are eagerly welcoming Señorita Kot into their activities, and creating some great dual-language videos with her! You can view these on our Facebook page, Twinning Chile Canada. We have also begun our unit-to-unit link challenge, in which units in Ontario and Chile have been paired to complete challenges together. Communication via Skype, mail and email will further enhance the international exchange between these girls. Ontario is *my emocionado* (very excited) to learn more about our Guiding sisters and friends in Chile!

Darlene Sly McKechnie is a Guider in Milton, Ontario.

Photo: courtesy Darlene Sly McKechnie





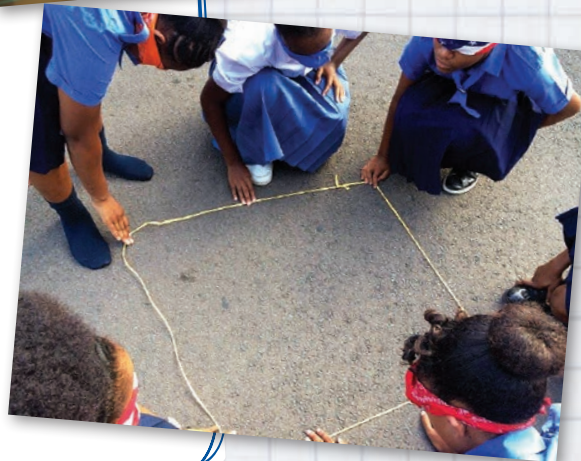
# LET'S MEET!

Saint Vincent and The Grenadines <> New Brunswick/ Newfoundland and Labrador/ Nova Scotia/Prince Edward Island

by Lashauna Smith

**T**winning 2020 is in full swing for Saint Vincent and The Grenadines and the Atlantic Canada provinces. For World Thinking Day 2015, we developed two culture-sharing activity guides, "Let's Meet Atlantic Canada" and "Let's Meet Saint Vincent and The Grenadines." Units in both countries had a great time learning about each other through sharing food, dance, songs and games. We also promoted activities from the WAGGGS Thinking Day board game. A favourite among all the girls was the Make the Shape activity, with one Brownie declaring, "It was definitely easier to make the shape as a group!" In Newfoundland and Labrador, one district constructed their own version of the Thinking Day Game on their gym floor and the entire district played the game in teams, using over-sized dice. The girls had a great time visiting stations and completing the game activities.

*Lashauna Smith is a Guider in Halifax, Nova Scotia.*



Photos: courtesy Lashauna Smith

# FACE-TO-FACE

Guyana <> Alberta

by Shari Laschuk



**L**ast spring, the GGC Twinning 2020 initiative took on a whole new spin for some Edmonton Area Pathfinders. On April 19, six girls from various units in and around Edmonton gathered at our provincial office boardroom to huddle around a laptop and connect face-to-face with some of their Guiding sisters in Guyana. To overcome a separation of some 7,000 kilometres and a two-hour time difference,

the girls used Skype to learn about what makes us different and what makes us the same. With Guiders on both ends of the call moderating, the girls exchanged names, compared ages, and asked each other questions about what daily life is like, what school is like, and what kind of things they enjoy about Girl Guides. After the end of almost an hour, a few nervous giggles, and some great "Aha!" moments, we all came away truly feeling that "it's a small world after all," and hoping our story will encourage others to embrace the Twinning experience!

*Shari Laschuk is a Guider in Ardrossan, Alberta.*



Photo: Shari Laschuk





Photos: courtesy Lauren Patrick and Lori Labelle



## WORLD THINKING DAY BOARD GAME

Peru <> British Columbia/Quebec

by Lauren Patrick and Lori Labelle

On March 22, girls from British Columbia and Quebec gathered at their provincial offices for an afternoon of Twinning fun with their Girl Scout sisters in Peru. They took part in an interactive, live-streaming version of the World Association of Girl Guides and Girl Scouts (WAGGGS) World Thinking Day board game. Armed with giant dice, a Wi-Fi connection, a laptop and a Skype account, the girls were divided up into teams. After some “giggly” introductions, they settled in to play. One team at a time, they rolled the dice, moved their spaces and answered the questions. It was great to see the girls working together to complete the challenges in the game, regardless of any language barriers. Due to a time zone glitch, the plan to play the board game was delayed, but the British Columbia and Quebec girls were able to use that time to make some of the challenges from the game into a round of charades and perform skits via Skype, while they waited for their Peruvian sisters to join them. Although they didn’t quite finish the game that Saturday afternoon, the girls all declared themselves “winners,” with future plans well underway for more sharing with their new Guiding friends.

*Lauren Patrick is a Guider in Vancouver, British Columbia.*

*Lori Labelle is a Guider in Dollard-des-Ormeaux, Quebec.*

## Moose on the Loose!

by Lori Labelle

As part of our Twinning 2020 initiative, Quebec has set a Moose on the Loose! Similar to the *Flat Stanley* literacy project, our idea is to have Quebec units connect with units in Peru by creating and sharing a “flat” moose, through regular post or in digital form through email, with accompanying stories, pictures or photos of their activities, local traditions and customs, and places of interest near their hometowns.

*Lori Labelle is a Guider in Dollard-des-Ormeaux, Quebec.*

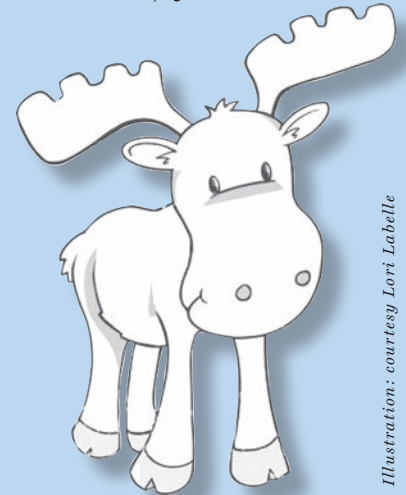


Illustration: courtesy Lori Labelle

The Twinning 2020 program is designed to help Canadian girls form international friendships with their Girl Guiding and Girl Scouting sisters, while participating in cross-cultural learning opportunities to enhance their global perspective, empowering them to become informed and responsible citizens of the world. For more information, go to <http://bit.ly/1ldmeE5> and to find out how to participate, contact your provincial office. 🌐



# Breaching the Comfort Zone

## Outdoor Activity Leadership Training

BY KARLA ARMSTRONG

Shortly after joining Girl Guides, I decided to take Outdoor Activity Leadership (OAL) training, because I needed to break out of my shell. By the time I finished the tenting component I was hooked! I had learned how to tie knots, set up tarps, organize camp meals, care for equipment, conduct wide games and plan and budget for camps. Best of all, I learned that camping was something I was passionate about, and I wanted more.

Girl Guides of Canada's OAL trainings are designed to provide Guiders with the necessary skills to manage both residential and tent camping. They're also designed to help us breach our comfort zones and try new things, especially the Outdoor Activity Leadership

– Adventure Training (OALAT) component. And all of these training opportunities provide a safe place to learn essential skills while having fun and making new friends.

When I discovered there was an OALAT course starting up, I wasn't sure if I fit the profile of a back-country camper or if I wanted to go that far outside my comfort zone, but I was determined to find out. And what I found out is that the best learning experiences begin outside your comfort zone.

Not once did the OALAT facilitators tell me I couldn't do something; I was always encouraged, reassured and supported in everything I chose to do by people who were there for me every step of the way. I returned from each trip a new person, in love with nature and full of exuberance and ideas for things I wanted to try with my girls. Above and beyond the hands-on learning in essential wilderness camp skills, such as food dehydration and preparation, navigation, risk management and group dynamics, I learned invaluable lessons about myself and what I am really capable of.



Photo: Karla Armstrong

### “Learn as You Camp”

I discovered that I love camping, but what about Guiders who don't feel they are very “outdoorsy”? How can they feel more confident taking girls to camp? My first time at camp I had no idea what to expect and I was grateful that my unit co-leaders were seasoned campers and great mentors. If you are not comfortable in the outdoors, seek out a Guiding mentor who has OAL training, or at least the camping skills you would like to achieve. No one would expect you to have all the answers your first time out. Just start by planning camping trips you know you can handle. Begin within your skill set and grow and broaden your range as your skills and confidence increase. And, of course taking the OAL training yourself will enable you to “learn as you camp,” with a team to back you up.

Now that OAL has helped me expand my own comfort zone outdoors, I have the confidence to help my girls get outside their own comfort zones, so they can also develop the passion that I feel for nature and become strong and determined environmental stewards themselves. And that collective passion will surely make a difference in the world! 🌍

*Karla Armstrong, a Guider in Ottawa, Ontario, is a Trainer in the 2015/16 OALAT program. Check out her March 2015 guest blog about OAL called “It's Never Too Late” at [girlguidescanblog.ca](http://girlguidescanblog.ca)*

## Beyond Camping . . .

### Outdoor Meetings and Daytrips

Not all girls want to go to camp and not all Guiders are into camping. But you can still incorporate outdoor activities into your unit programming.

- Take your weekly meeting outside. Hiking and nature walks are very easy activities to plan and conduct. Organize a walk through your local conservation area; look for mapped routes and viewing areas that explain the ecological and geological significance of the area. Check out local resources online; you may be

surprised by how many knowledgeable and experienced people will be happy to offer maps, information handouts and guided tours.

- Plan a bike ride along a local bicycle route. Cycling is an excellent form of exercise and the girls love getting out there. Bike paths are safe from motorized traffic and often pass through scenic areas that allow for additional sightseeing and nature activities en route. What an excellent opportunity to get some exercise, talk about safe cycling, enjoy nature and help your girls earn a new badge!

- Don't forget about winter! It's a wonderful season to enjoy all the great things Mother Nature has to offer us. Whether you choose to hike, snowshoe or cross country ski, teaching your girls the appreciation of nature in winter is as easy as taking a walk.

Nature walks in the snow are so serene and quiet. Research animal behaviour and look for tracks in the snow. Bring some birdseed along and see how appreciative your feathered friends will be! 🐦



# freaky feasts

## Girl Guide Iron Chef Competitions

BY ERIN DEBRUIN AND AGNES D'ENTREMONT

What could be more fun for a foodie than an Iron Chef competition? How about a Great Canadian Girl Guide Iron Chef challenge, where girls, Guiders and guests gather to enjoy captivating culinary creations in the great outdoors!

Photo: Hillary Feldman





Photos: Hilary Feldman; Photo (top-right): Diamond Isinger

The annual Iron Chef competition hosted by British Columbia West Coast Area Girl Guides each October marks a highly anticipated start to the Guiding year for local Pathfinders and Rangers. First launched in 2005, this event provides the girls with a fun opportunity to practise their outdoor cooking skills and demonstrate their gastronomic ingenuity, as they vie for the prestigious Overall Culinary Supremacy title and have their units' names included on the Iron Chef cast-iron frying pan trophy.



### Amped-Up Camp Cooking

Iron Chef amps up patrol cooking to a new level. Teams of four to six girls bring their own equipment, including a camp stove and a patrol box, along with their preferred spices. Their challenge is to create a three-course meal, using a selection of optional ingredients, as well as specified theme ingredients. Themes have required “blood” (red ingredients) in our Vampire Dinner Party and “brain” food in our Feast Fit for Zombies.

### Teamwork and Ingenuity

Each team is assigned a number and given a list of optional ingredients to plan meals in advance. However, once the event begins, the optional ingredients are distributed through a random draw, during which the teams select one ingredient at a time. Because available ingredients can disappear before a team's next turn, the

girls have to adapt their plans, prioritize and think on their feet, all of which are crucial camp skills. For instance, when that last package of strawberries is taken by another group, an initial plan for a dish will have to be altered, testing the girls' ingenuity and teamwork. Bonus points can be gained by teams who choose to use less familiar ingredients, such as okra or quinoa, but the girls selecting them also risk a culinary failure, if they can't make those ingredients work. Once all the optional ingredients have been selected, the secret theme ingredients that must be included in each course are unveiled, and the competition is on!

### Community Service

Like most Guiding events, there is a community service component in our Iron Chef competitions. Each team is asked to bring non-perishable food bank donations,





to be judged for quality as well as quantity by a guest judge invited from our local food bank, who ranks the donations based on the food bank's list of high-need and low-need contributions. This judge's "best donation" points can be a critical factor in determining the overall winners.

### Preparation and Presentation

As any chef, food blogger/tweeter or other dedicated foodie knows, presentation is an important element in any culinary creation, as an overall appetizing appearance can enhance a dish even before it is tasted. At our Iron Chef events, teams pay attention to presentation from the start, decorating their judging stations and presenting their creations according to the event theme and giving each dish an appropriate name and description. For example, in our Feast Fit for Zombies competition, the girls used ghoulish decorations for their stations and

deliciously gruesome names and descriptions for their creations.

With so much involved in preparing each dish, it's important to recognize all the different skills required to prepare delicious food. During the preparations, judges walk around and observe the teams in action. Separate Pathfinder and Ranger awards are given, for the tidiest kitchen, the best teamwork, the best presentation, the most creative use of the secret ingredients, the best dish description, and other creative aspects. The judges also select the best appetizer, the best main dish and the best dessert, before deciding on the overall winners.

### Judges

Guest judges are consistently impressed by what the girls can produce on a simple camp stove, and we have enjoyed huge success inviting people from the food

community. Paired with Guiding members, these professional chefs and food experts always say they are inspired by the skills, commitment and creativity of the girls, and enthusiastically share this with their foodie followers.

### Iron Chef Crests and Champions

Every year, our Iron Chef participants discover that you can't attend this event only once. Girls typically come back with determination each year, eager to win that coveted spot on the cast-iron frypan and to collect their own event crests. Former Iron Chef champions, who have become adult members, also keep coming back to enjoy this immensely popular event and to share their expertise as judges. Year after year, this event keeps growing in popularity, also providing a wonderful way for units to hone their camp cooking skills each fall.

Photos: Hilary Feldman; Photo (top-left): Diamond Isinger





Photo: Hilary Feldman

### How to Plan Your Own Event

After hosting the last three West Coast Area Iron Chef challenges, we've learned a thing or two about planning this kind of event. And it's not as hard to host as you might think.

### Logistics

- Set a date and find a suitable location. Our Iron Chef event is usually held on the last weekend of October, with a fall harvest or Hallowe'en theme. Our favourite site is a picnic shelter that has plenty of tables.
- Send out your date and location to all potential participants with plenty of notice. We circulate this information at the beginning of the Guiding year.
- Design and order a crest.
- Prepare prizes and thank you cards/gifts for judges and helpers.
- Recruit judges and helpers. Ask around your community; we've had great success pairing special guest judges with Guiding judges

to rate each creation for taste, nutrition, creativity, presentation and use of a secret ingredient.

- Recruit Guider helpers for the following responsibilities:
  - Registration – She will be the point person for advance sign-up and event day registration to keep track of money, paperwork and crest distribution.
  - Judge Wrangler – She will create judging score sheets and key points for evaluation, assign judges to teams or categories and keep them on track, tally the scores and complete the certificates for everything from Most Healthy Dish to Picture Perfect Presentation.
  - Hot Drinks Manager – She will oversee the hot drinks station and provide participants and staff with warmth and energy, especially in cold and/or rainy weather.
  - Photographer – She will take photos of all the teams and their amazing creations.

### Required "Secret" Ingredients

The added challenge of using specified required ingredients makes this event even more fun for both the girls and the judges. Here are some of the ways we have assigned these special ingredients.

- a different required ingredient for each course
- one required ingredient for all courses (sometimes in different forms, for example, fresh cranberries, dried cranberries, cranberry juice and cranberry sauce)
- ingredients of a particular colour in each course (for example, green – everything from spinach and chard to green grapes to lime jelly to green icing)
- all breakfast food ingredients
- all ingredients left over from a large camp.

Having the teams select ingredients one at a time rather than giving everyone the same ingredients requires the girls to think and provides the judges with variety; who wants to have to taste 15 versions of the same thing?!

Teams are given a list of all ingredients (except the required "secret" ingredient that is given last) when they arrive, so they can plan a menu. We usually have only one portion of the very easy (cookie dough) or more difficult (okra) ingredients and more portions of general items (apples, salad mix, pasta, rice, tomato sauce, etc.).

We also find that 12 food items per team are sufficient, along with a pantry of common items such as flour, sugar, margarine, oil, bouillon and milk, etc.

### Shopping

A strategy for buying and portioning the food is essential, as it takes time and energy.

- Be flexible with your lists and be prepared to make last-minute substitutions at the grocery store, in case some items are not available.
- While larger packages may be more economical, multiple smaller packages will require less portioning.
- Include plastic bags and inexpensive containers on your shopping list; you will need these to split up foods such as tortilla chips, teriyaki sauce, cheese, etc., and to arrange multiple vegetables.
- Separate foods that require cold storage (fridge and freezer) from those that do not when you are packing them at the grocery store.

### Competition Instructions

On the event day:

- Provide each team with instructions and a detailed food list.
- Set up judging stations in the picnic shelter; use masking tape to create numbered table sections.
- Lay out the food and conduct the team food draw.
- Keep everyone on schedule and have score sheets and pens handy for the judges to make notes in preparation for the announcement of winners.
- Remember to bring some food for yourself and your helpers.
- Keep your leader's whistle handy! 📣

*Erin DeBruin and Agnes d'Entremont, of Vancouver, British Columbia, are members of the West Coast Area Camping Committee.*



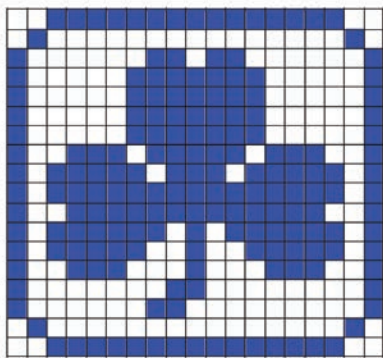


Photo: Van Chau

Photos: Hilary Feldman

# Fun & Function

## GGC Trefoil Toques S B G P R A



Get your girls knitting with this easy pattern for creating fun and functional Trefoil Toques in their Guiding branch colour. If you are not a knitter, just “cast” your eyes around and you will be sure to find a knitting enthusiast to help you.

Knitting Needles: 4.5 mm

Darning Needle

Tension: 18 stitches and 25 rows = 11.5 cm

Cast on 80 stitches. Work 12 rows in ribbing\*

If you don't want a cuff, knit 2 rows in stocking stitch\*\* and then start pattern; if you do want a cuff, knit 14 rows in stocking stitch and then start pattern. To work pattern you must be on a knit row. Knit 31 stitches and then start following the chart. After completing the chart, knit one row and purl one row. Then start to shape the top as follows:

Row 1: (must be a knit row) knit 2 together, knit 6 repeat across row  
Row 2 and all even rows: purl

Row 3: knit 2 together, knit 5 repeat across row

Row 5: knit 2 together, knit 4 repeat across row

Row 7: knit 2 together, knit 3 repeat across row

Row 9: knit 2 together, knit 2 repeat across row

Row 11: knit 2 together, knit 1 repeat across row

Row 13: knit 2 together, repeat across row

Row 14: purl 2 together, repeat across row

Repeat the last 2 rows until you are left with 3 stitches. Cut yarn long enough to stitch the side of the hat and put through the remaining stitches. Sew seam from top to ribbing, using the end of the yarn.

\*Ribbing: You need ribbing for at least the first 12 rows of this hat. The best ribbing for this hat is either knit 1, purl 1 or knit 2, purl 2. If you knit the stitch on Row 1 you will purl it on Row 2.

\*\*Stocking Stitch: This is the smooth, flat knitting that most sweaters, t-shirts, etc are made from. It is knit one row, purl one row. 🧶

*Submitted by Hilary Feldman, Vancouver, BC*



# PLAYING WITH PUMPKINS

Use pumpkins to create a fall-themed meeting full of playful fun and learning with hands-on math and science activities, a bowling challenge, crafts and some delicious and nutritious treats.

## Pumpkin Observation S B G

Studying pumpkins, girls can hone their observation skills while learning about measurement, symmetry and estimation. These activities can be done in small groups, with one pumpkin per group, or together as a unit. If pumpkins aren't available, you can do many of these activities with

butternut, acorn, delicata or other winter squashes.

Before you begin your pumpkin activities, work with the girls to create a large chart for them to record their qualitative and quantitative observations, perhaps using orange card stock cut into pumpkin shapes.

### Qualitative

- colour
- texture
- smell
- taste
- symmetry
- floatability

### Quantitative

- weight
- height
- circumference
- number of creases
- estimated and actual number of seeds



### Qualitative Observations

#### Senses

Have the girls study their pumpkins using all five senses. What do they look, feel, sound, smell and taste like? (For tasting, bring in a tin of pumpkin purée and have the girls sample it.) Encourage them to use specific, descriptive words when explaining their observations.

#### Symmetry

Ask girls to determine if pumpkins are symmetrical. Review what symmetry means and have girls try to draw lines of symmetry on their pumpkins.

#### Floatability

Ask girls to predict if a pumpkin will sink or float and record their predictions in a tally chart, pictograph or bar graph. Do the same for pumpkin seeds. Test the girls' hypotheses by placing the pumpkins and seeds in a tub of water.



## Quantitative Observations

### Measurements

Ask the girls how many ways they could measure their pumpkin (weight, height, circumference, etc.) Estimate the pumpkin's height and circumference before measuring it. Younger girls can measure the circumference of their pumpkin using different coloured pieces of wool that are different lengths. Ask them to determine which pieces of wool are too long, too short and just the right length.

### Crease Counts

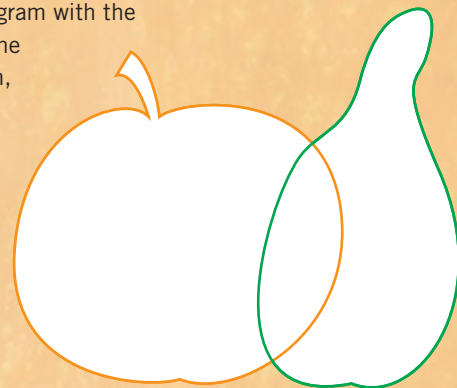
Ask girls to estimate how many creases are on their pumpkins, and then count them. Compare with other pumpkins. Do all pumpkins have the same number of creases? Do they all have an even or odd number of creases?

### Seed Counts

Ask the girls to estimate how many seeds are inside a large pumpkin. Record their estimates and ask them if they would like to revise these after you cut the pumpkin open and show them the seeds. Depending on the meeting time you have left, count the seeds with the girls, or by yourself later and tell girls the answer at the next meeting. If the girls are counting, encourage them to put the seeds into groups of 10 as they count. Once the seeds are counted, save and air- or oven-dry them for craft activities at your next meeting.

## Pumpkin vs Squash Venn Diagram

This activity helps girls think about similarities and differences and how to organize information. You will need a winter squash (such as butternut, acorn, spaghetti or delicata) for comparison with the pumpkin. On chart paper or using masking tape on the floor, make a large Venn diagram with the pumpkin in one circle and the squash in the other. (For fun, you can draw the two circles of the Venn diagram in the shape of a pumpkin and a squash, as in the illustration at the right.) Girls can investigate the pumpkin and the squash and then compare them by filling in the Venn diagram.



## The Life-Cycle of a Pumpkin

Show the girls a pumpkin seed and a pumpkin. Talk about how pumpkins grow. Ask the girls to draw at least two stages of the pumpkin life cycle between the seed and the mature pumpkin (e.g., the seed sprouting, the flower blossoming, a small pumpkin beginning to grow).

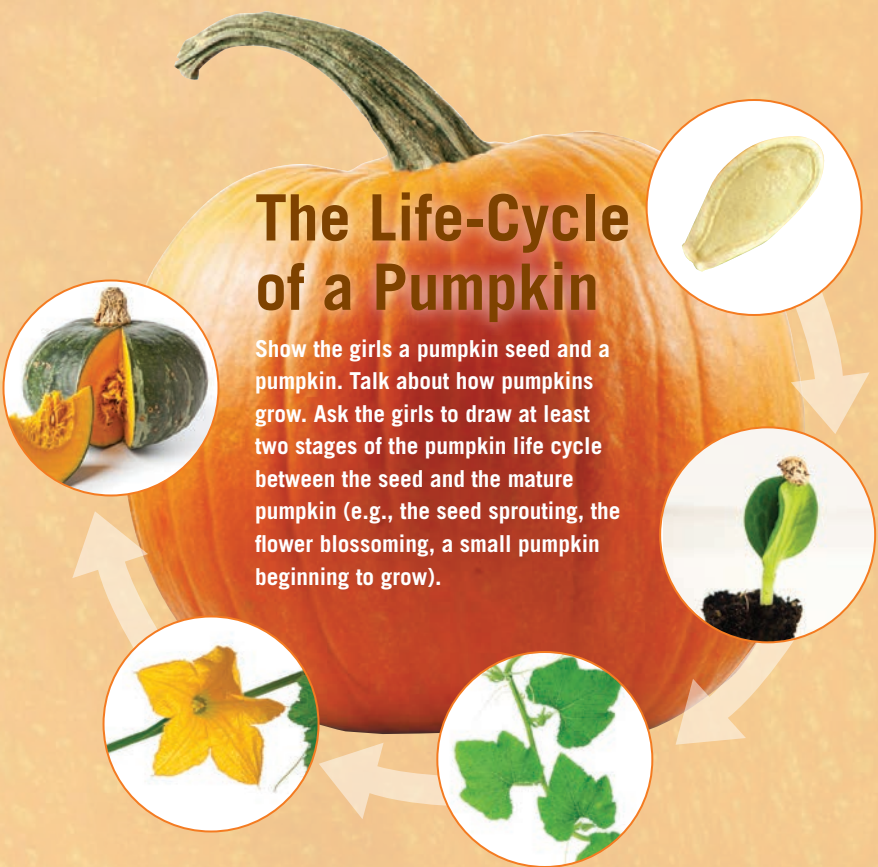


Photo: © iStock/Paige/falk



Photo: © iStock/NecaE/loops7/Liu/fuyu/witoldkr1/ PicturePartners





## Pumpkin Seed Crafts S B G P

Using the seeds you have collected and dried after your pumpkin observation activities, let the girls have fun with these seasonal creations.

### Coloured Seeds

#### What You Need

- dried pumpkin or squash seeds
- white vinegar
- warm water
- food colouring
- 1 small bowl, cup, jar or container per colour
- 1 spoon or popsicle stick per colour
- 1 cookie sheet or tray

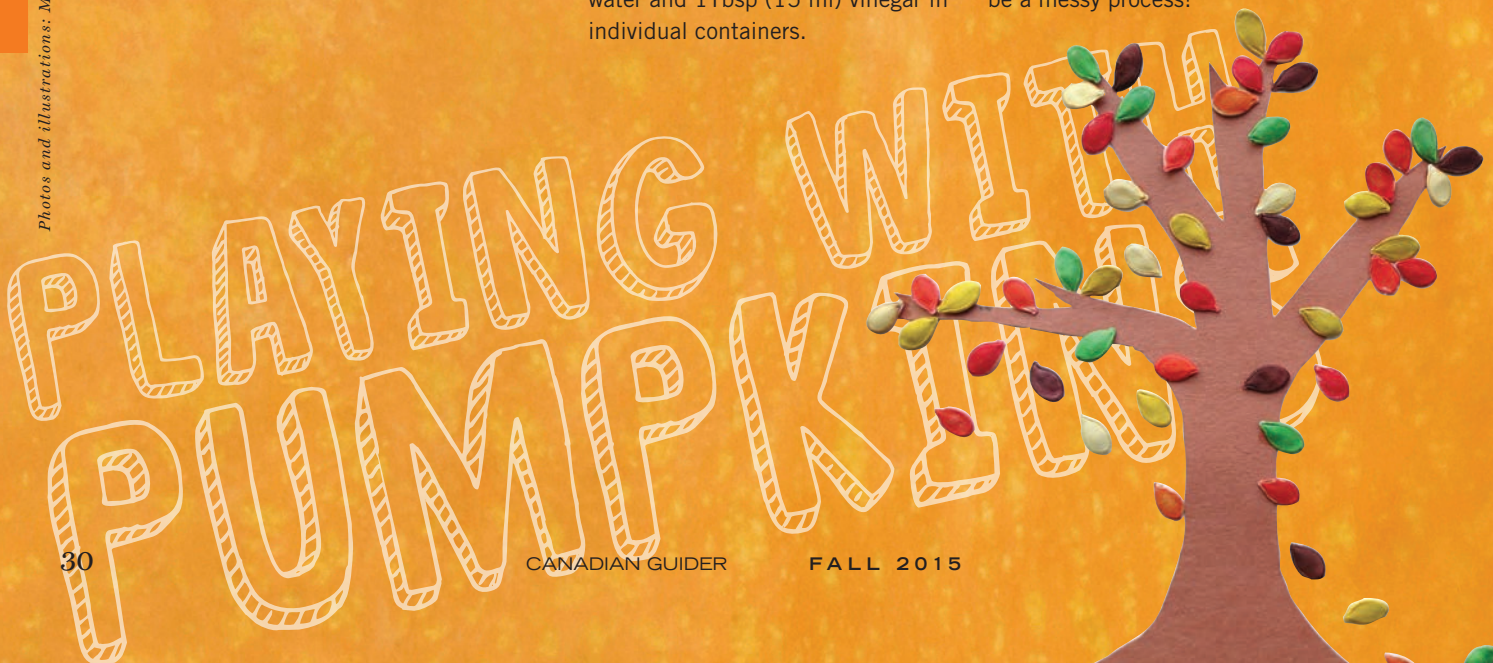
#### What You Do

1. Dry pumpkin or squash seeds, either by leaving seeds out for several days or by placing seeds in an oven for approximately 15 minutes at 350°F.
2. Remove the slippery, transparent cover from each seed.
3. Mix food colouring to the desired intensity with  $\frac{1}{2}$  cup (125 ml) water and 1Tbsp (15 ml) vinegar in individual containers.

4. Add pumpkin seeds to each container and stir.
5. After several hours, when the seeds are the desired colour, drain and spread them out on tray for approximately 24 hours or until completely dry.

The girls can also paint dried pumpkin seeds or colour them with markers. Just be aware that this can be a messy process!

Photos and illustrations: Melissa Moor





## Pumpkin Seed Pumpkins

### What You Need

- dried and dyed pumpkin seeds in orange, green and brown
- construction paper
- white glue
- scissors
- pencil crayons, crayons or markers

### What You Do

1. Draw the outline of a pumpkin on a piece of construction paper.
2. Glue dried pumpkin seeds on to the paper to fill in the pumpkin.



## Pumpkin Seed Trees

### What You Need

- dried and dyed pumpkin seeds in various colours
- construction paper
- white glue
- scissors
- pencil crayons, crayons or markers

### What You Do

1. Draw a tree trunk on a piece of construction paper, or cut a tree trunk from brown construction paper and glue it on to the background.
2. Glue on dried pumpkin seeds for autumn leaves.
3. Brownies may want to add an owl to their trees.

# Pumpkin Bowling

S B G P R

### What You Need

- 1 small, round pumpkin per group
- 6 bowling pins per group (dollar store plastic pins or pins made from paper towel rolls or empty pop bottles or milk/juice jugs/cartons)

### What You Do

1. If you are using paper towel rolls, pop bottles or milk/juice jugs/cartons as pins, girls can decorate them before playing.
2. Set up bowling pins for each team.
3. Split the girls into teams.
4. Give each group one pumpkin.
5. Girls take turns trying to knock down the pins by rolling a pumpkin bowling ball towards them. Use different pumpkins (larger, smaller, with stem, without stem, round, oval) and discuss why some work better than others.



# Pumpkin Snacks

S B G P R A

## Roasted Pumpkin Seeds

### What You Need

- 1 pumpkin
- vegetable oil to coat seeds
- optional seasonings such as salt, pepper, cinnamon, nutmeg, paprika or cumin

### What You Do

1. Preheat the oven to 300°F.
2. Cut open the pumpkin and separate the seeds from the pulp.
3. Toss the pumpkin seeds in a bowl with oil and your desired seasonings.
4. Spread the seeds on a cookie sheet in a single layer.
5. Bake for approximately 40 minutes or until golden brown.

## Pumpkin Quesadillas

### What You Need

- pumpkin purée (canned or homemade from fresh pumpkin)
- dried cumin and coriander
- grated cheese
- soft tortillas

### What You Do

1. Spread pumpkin purée on half of each tortilla and cover with grated cheese.
2. Sprinkle with dried cumin and coriander.
3. Fold the tortillas over.
4. Preheat oven to 350°F and bake on a lightly-greased sheet for 10 to 15 minutes, or cook in a lightly-greased frying pan over medium-low heat for three to five minutes each side. 🌱

*These ideas were compiled by Melissa Moor, a Guider in Metcalfe, Ontario, and a member of the Canadian Guider Editorial Committee.*



# Managing Medications at Camp

## Tips for Guiders

BY HEATHER MARTIN

Challenges are inherent at camp, but for girls who require regular medication, camping can seem even more challenging not only for them, but also for their parents/guardians and their Guiders. However, girls who learn to take responsibility for their medication regimen away from home can gain immeasurable self-confidence and self-esteem.

Your camp's Responsible Guider and/or her designate, the parents and the girl need to ensure that both the girl and her Guiders **prepare** properly for her medical needs, **plan** together how best to meet them, and **implement** the plan with assurance. Here is how to make this happen.

### PREPARE

1 As a team, ensure that the Responsible Guider and her designate are comfortable handling medications and addressing all the necessary details, including:

- reviewing the Personal Health Form - Girl Members (H.1) information to identify any girls attending who might be bringing medication or require special health care attention
- delegating responsibility for helping girls manage their

medications to the person best suited to the task, rather than automatically to the person who will be responsible for all camp first aid emergencies.

2 The Responsible Guider or her designate should meet with the girl and her parents prior to the camp to collect information and to confirm that the girl will be able to take her own medication at camp (with supervision and assistance, if necessary). This discussion should happen at a time and place where details can be discussed in confidence and without distraction – preferably not at the beginning or end of a unit meeting, when things can be quite chaotic.

### You need to know...

- What medication does the girl need?
- Why is she taking it?
- When does she need to take it?
- How does she take it at home?
- What is involved in managing her medication? Does she need water, food or other specific particulars? Can the parents recommend a resource for you to review, so you better understand the girl's needs?
- What happens if she does not take it? What reaction, signs or symptoms will you need to be aware of? What should be done to get her back on track? Reassure the parents that you will make every effort to ensure the medication is taken on schedule, but also emphasize the necessity that you know what might signal a missed dose and how to react should that occur.

3 Make sure the girl and her parents understand that all medications (prescription or over the counter) must come to camp in their original packaging, clearly labeled with girl's full name, the dosage and all other instructions.

### PLAN

1 Create a plan that matches the medication distribution with key camp schedule times or activities. This will help trigger reminders for both the girl and the Guiders that the medication is due, for example, at meal times, swim time, campfire







or tent cleanup. Choosing an activity as well as a time helps ensure the medication schedule will be followed.

- 2** Print an individual schedule or have the girl put a personalized coloured star on the group schedule as a visual reminder. If appropriate and possible, arrange for the girl to also be reminded by a trusted camp friend.
- 3** If injections or special procedures are required, have the girl and her parents demonstrate how to proceed. The more experienced a girl is with her medication, the easier it will be for everyone to cope.

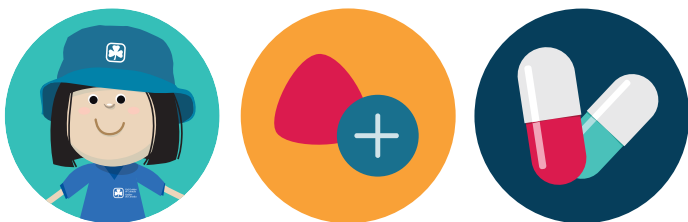
It is important that you know all girls' medication needs and routines, in case of accident or injury. However, you also need to respect the girls' privacy and confidentiality. Older girls can manage some medications alone, with parental knowledge and permission, or sometimes without, depending on the legislation in your province.

## IMPLEMENT

- 1** As girls arrive at camp, be prepared to collect their medications and Medication Plan and Administration Record (H.3) forms. A simple check-in can confirm the medication is present and that the information from the parents' meeting is in order. When appropriate (and with her parents' knowledge and approval), it can be useful for a girl to share her medical condition with her tent-mates, patrol or group, as a way for her to take ownership of her medication needs, rather than being limited by her medical condition.
- 2** As unique as girls are in everything else, each one will handle her medication needs in her own way. If a girl forgets to take her medication, it can be a sign that she is simply having too much fun, so just take a deep-breath, help her get back on track and then send her on to the camp adventure at hand!

Details on procedures for managing health information, medications and first aid at camp are in Guideability and Safe Guide (<http://bit.ly/1SCvCXF>). 

*Heather Martin is a Guider in Pointe-Claire, Quebec.*



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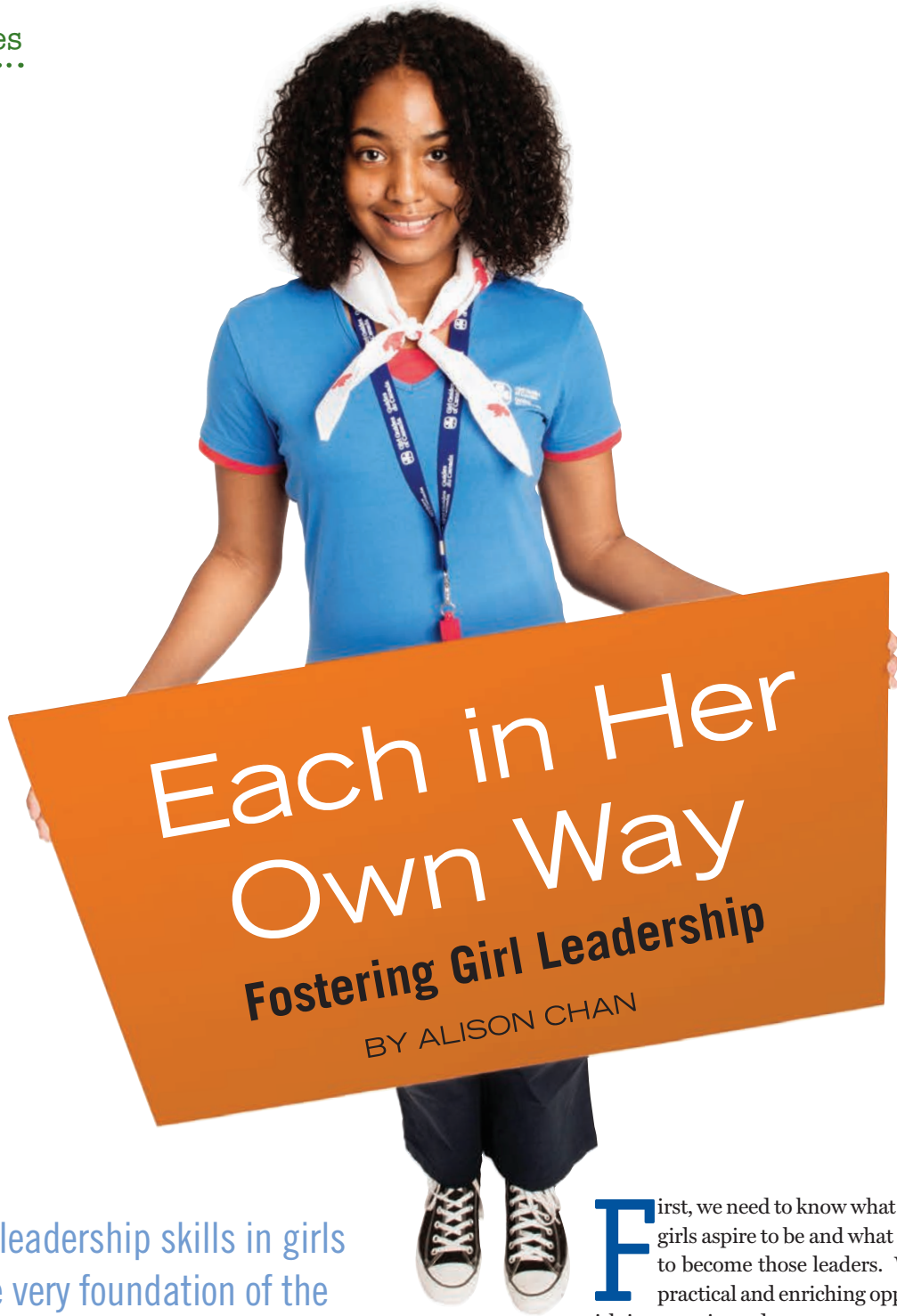
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Fostering leadership skills in girls sits at the very foundation of the Guiding Movement, and a large component of our programs, activities and events is geared towards promoting and establishing this ideal. But how do we turn it into a reality?

How do we turn girls into leaders?

Photo: Wayne Eardly

First, we need to know what kinds of leaders the girls aspire to be and what it will take for them to become those leaders. We need to provide practical and enriching opportunities to all the girls in our units and to create an environment in which any girl can gain the confidence and leadership skills that will support her into the future. And we need to recognize that not all girls are alike, and so neither will their leadership skills be alike. Each will learn to lead in her own way.

When most of us think of leaders, we probably visualize a politician riveting a crowd's attention, a teacher instructing a classroom of students, or an activist leading a group of protestors. We tend to see a leader as someone who is able to influence large crowds, to hold an audience's attention, and to be a voice of authority. But what if leadership isn't always charismatic, authoritative or even visible?

You may have come across a girl in your unit who doesn't exhibit those seemingly conventional leadership qualities. She



may be very shy. She may not want to perform in skits. She may not want to speak in front of the group. But she loves Guiding; she enjoys being with her friends and trying new things; and she doesn't mind blending into the background to support her team and her community. To many, this girl may not appear to be a leader. But to us as Guiders, she is likely exhibiting some of the qualities we admire most in our leaders.

Girl Guides of Canada's Mission is to "enable girls to be confident, resourceful and courageous, and to make a difference in the world." To accomplish this, we need to recognize the unique qualities in each girl and to nurture and support her style of leadership. Here are a few tips on how to do this:

## Recognize and applaud individuality.

Take the time to get to know each girl and discover her talents, skills and interests, so you can plan activities that may further develop them. Each girl has unique talents and skills, which means her leadership capabilities and style will be unique. The key for all of us is to embrace our own uniqueness and to measure success by our own standards, rather than by someone else's. Remember to consistently provide the girls with words of praise and encouragement that relate to their specific accomplishments.

## Promote critical thinking.

Critical thinking is crucial to making a difference in the world. When a girl engages in critical thinking, she possesses the ability to look at an issue beyond the surface, to dive deep and look at root causes and complexities. This enables her to effectively brainstorm and analyze potential solutions. The simplest way to help girls build critical thinking

skills is to ask them questions during activities. For example, if your unit is doing a shoreline clean-up, ask the girls relevant questions: "Why are cigarette butts the most commonly found item on shorelines?" "What happens to our oceans when cigarette butts build up?" "What might motivate someone to toss cigarette butts away without regard to the environment?" "What can we do to motivate them to do otherwise?" This prompts the girls to analyze situations, understand the root causes, find creative solutions and take steps to change the world.

## Encourage innovation and risk-taking.

Every successful leader at some point has tried something new and failed. In the early 1970s, Bill Gates started Traf-O-Data, a business venture that failed. However, learning from that experience, just a few years later he and his team launched Microsoft Corporation, the success of which needs no elaboration. Encourage your girls to try new things and to take risks. There is no idea too wacky or weird to at least consider. If an idea fails, reassure them that failure is a part of the innovation process. The important thing is to learn from failures and to keep trying until they succeed.

## Be patient and supportive.

It takes time to realize leadership potential. During this process, girls will probably encounter some setbacks. Assure them that it's okay and that you are there to support them no matter what. All they need to do is, as we say in Guiding, do their best! 🌟

*Alison Chan, of Toronto, Ontario, is Coordinator, Unit Guider Support for Girl Guides of Canada.*

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# A Helping Hand

## Girl Guides of Canada-Guides du Canada SCHOLARSHIPS

The Girl Guides of Canada-Guides du Canada (GGC) National Scholarship program recognizes and awards members pursuing post-secondary education. Each year, GGC's scholarships support members heading to college, university or a vocational program on a full-time or part-time basis and whether in their first year or later in their studies. In 2015, GGC awarded scholarships to 31 members.

*Congratulations to the 2015 GGC Scholarship recipients:*

Aloette Cosmetics of Canada Inc. Scholarship	Bayer Inc. Science Education Scholarship	CIBC Scholarships		
 <p><b>Carolyn</b> First Year, Science</p>	 <p><b>Chantal</b> First Year, Science</p>	 <p><b>Eliesse</b> First Year, Political Science &amp; French</p>	 <p><b>Fiona</b> Post Graduate, Special Education</p>	 <p><b>Morgan</b> First Year, Science</p>

Col. Karen Ritchie Memorial Scholarship	Dare Foods Limited Scholarships				Dr. Roberta Bondar Scholarship
 <p><b>Heather,</b> First Year, Mechatronics Engineering</p>	 <p><b>Deanna</b> First Year, Medical Science</p>	 <p><b>Heather</b> First Year, Social Sciences</p>	 <p><b>Renée</b> First Year, Environmental Science</p>	 <p><b>Tashina</b> First Year, Arts</p>	 <p><b>Nicole</b> Post Graduate, Biological &amp; Chemical Sciences</p>



GGC National Scholarships



**Alicia**  
First Year,  
Biology



**Ariana**  
Post Graduate,  
Arts



**Devon**  
Second Year,  
Mechanical Engineering



**Elizabeth**  
Third Year,  
International Development  
& Globalization



**Erin**  
Post Graduate,  
Philosophy



**Helen**  
Post Graduate,  
Office Administration



**Jillian**  
Post Graduate,  
Gender Studies



**Juliana**  
First Year,  
Kinesiology



**Natalie-Anne**  
Post Graduate,  
Early Childhood Education



**Natalya**  
Fourth Year,  
Social Work

Humber Glen Trefoil  
Guild Scholarship



**Jessica**  
First Year,  
Science

Kingston Trefoil Guild  
Scholarship



**Laura**  
Fourth Year,  
Education & Science

Norma Osler Education  
Scholarship



**Meghan**  
Post Graduate,  
Education

The Equitable Life  
Insurance Company of  
Canada Scholarship



**Michaela**  
First Year,  
Arts

The Masonic Foundation of Ontario Scholarships



**Abigail**  
First Year,  
Neuroscience &  
Mental Health



**Elizabeth**  
First Year,  
Arts



**Mariah**  
First Year,  
Psychology



**Megan**  
First Year,  
Environmental Science



**Samantha**  
First Year,  
Psychology



**Emily**  
Post Graduate,  
Food, Agriculture &  
Resource Economics

WBE Canada  
Scholarship

# Girl Guides Has Given Me...

## Scholarship Recipients Write About Guiding

The GGC Scholarship application process includes a brief statement from each applicant, describing in her own words the impact Guiding has had on her life. Here is what four of this year's 31 scholarship recipients wrote about what Guiding has given them.

### CIBC Scholarship



**Fiona**  
Post Graduate,  
Special Education

“When I started university, I volunteered as a leader in a local Brownie group, and that was one of the main reasons I chose a career as a teacher. I love working with kids and giving them extra support. In Guiding we include everyone, so it was always my philosophy that the students with special needs be included.”

### Dare Foods Limited Scholarship



**Renée**  
First Year,  
Environmental Science

“I will be focusing on Environmental Science, an area that was introduced to me in my early years in Girl Guides. My years in Guiding have allowed me to discover nature and to participate in hands-on activities, such as tree planting, bog restoration and much more.”

### The Masonic Foundation of Ontario Scholarship



**Elizabeth**  
First Year,  
Arts

“Guiding has taught me the importance of being a smart, independent girl. In a world that often encourages girls to be quiet, well-behaved, fragile and one-dimensional, Guiding taught me that it is okay to be a complex human being with a wide range of interests and talents.”

### GGC National Scholarship



**Natalya**  
Fourth Year,  
Social Work

“As a Girl Guide, I was constantly exposed to strong female role models who were careful to instill a sense of empowerment within each of us. They taught us the importance of caring for our environment and our community, and to respect ourselves and others.”

### Thank you Scholarship Supporters!

Thank you to the individuals, groups, foundations and corporations who helped make the 2015 Scholarship program possible.

- Aloette Cosmetics of Canada Inc.
- Bayer Inc.
- CIBC
- Supporters of the Col. Karen Ritchie Memorial Scholarship
- Dare Foods Limited
- Humber Glen Trefoil Guild
- Kingston Trefoil Guild
- The Family of Norma Osler
- The Equitable Life Insurance Company of Canada
- The Masonic Foundation of Ontario
- WBE Canada



Would you like to support GGC's National Scholarship Program to help girls and women pursue their educational goals and reach their full potential? To find out how you can contribute, email [scholarship@girlguides.ca](mailto:scholarship@girlguides.ca) or call 416-487-5281 ext. 242.





# Thirty Years Strong!

## Happy Anniversary GGC Scholarships

BY STEPHANIE BANGARTH

Education is critical to the empowerment of girls and women everywhere. That's why in 1985, as Girl Guides of Canada—Guides du Canada (GGC) celebrated our 75<sup>th</sup> Anniversary, we initiated our national scholarship program. Thirty years later, GGC scholarships are still going strong, offering our members financial assistance for education and training at post-secondary colleges, universities and vocational schools.

**H**appy 30<sup>th</sup> birthday to the GGC Scholarship Program! What began in 1985 to coincide with the 75<sup>th</sup> anniversary of Guiding in Canada has grown into a program that helps Guiding members further their education and training, from humanities to science and teaching to vocational school, with financial support based on everyday life achievements as well as academic achievements. Whether they are in a small town in Saskatchewan or Newfoundland, the larger cities of Montreal or Toronto, or in rural Alberta or BC or everywhere else, our scholarship applicants do so much to challenge themselves, to contribute to their communities, and to stay wonderfully active in Guiding in ways large and small but ultimately significant. Education for

girls and women is one of the most critical areas of empowerment.

Being involved with the GGC Scholarship Program has been an important way to bridge my commitment to Guiding with my commitment to university teaching. I've been involved as a team member in the past and now serve as the Team Lead alongside my fellow members of the Scholarship Team. It's also been a great way to stay involved with Guiding at a time when I can't participate on a weekly basis. Reading the many applications from girls and women from across Canada is so very inspiring. It is incredible to learn about the many activities that our members are involved in every day. And I get to work with other women who share that same passion.

As a university educator, I know that my undergraduate and graduate students are facing financial struggles. No matter what the amount, a scholarship can provide crucial funding to help students focus on their studies without having to think about how to afford tuition, rent and food, or even how to conduct their research. I especially appreciate how we offer scholarships for part-time studies. It's really fantastic that GGC provides this opportunity for its members. Between you and me, serving on this team is so rewarding that it never, ever seems like work! 🍀

*Stephanie Bangarth is a Guider in Cambridge, Ontario, and Team Lead of the Girl Guides of Canada—Guides du Canada Scholarship Team.*

**SCHOLARSHIPS 2016** 

Let Guiding support you  
as you follow your dreams!

Applications open winter 2016 on [girlguides.ca/scholarships](http://girlguides.ca/scholarships)  
Application deadline is April 1, 2016

 Girl Guides of Canada  
Guides du Canada

**Girl Greatness Starts Here** [girlguides.ca](http://girlguides.ca)

# Feedback and Forward Movement

## A GGC Report Card

Girl Guides of Canada–Guides du Canada (GGC) conducted a national survey in 2014 to assess the perceptions about Guiding of adult members, girls, their parents and parents of girls of Guiding age. The feedback we received will help guide our work as we move forward to ensure a strong and growing membership and to improve our volunteer support strategies.



Photo: Wayne Eardly

### Girl Members and Parents

#### Where we get high marks . . .

**Satisfaction with Guiding is high among both girls and parents:**

**88%** of girls like or like very much the Guiding experience.

**84%** of parents are satisfied or very satisfied with their family's experience with Guiding.

**Unit Guiders play a significant role in girl member and parent satisfaction with Guiding:**

**85%** of girl members feel supported by their Guiders.

**85%** of parents believe the quality of their girls' Guider is very good.

The way she lights up when it's Sparks day... She loves going and that makes me feel good. A positive group and great Guiders.  
– Parent of a Spark

I like that she has the opportunity to try and to learn things that we might not be able to do otherwise.  
– Parent of a Brownie

#### Where we can do better . . .

**Girls and parents would like to see all branches include more outdoor programming.**

**Parents would welcome increased consistency of programming across units.**

I want to go camping or have sleepovers like my friends in other units do. – Brownie

She is not interested anymore since she is nine years old and is bored with all the arts and crafts. She would prefer being outdoors more (camping, hiking).  
– Parent of a Brownie



## Adult Members

### Where we get high marks ...

**81%** of Unit Guiders are satisfied or very satisfied with the organization.

**91%** of Unit Guiders would recommend the organization to others.

**Adult members feel GGC has contributed to their development of self-confidence, independence, their range of transferable skills and their lasting friendships.**

### Where we can do better ...

**Guider satisfaction tends to be low in relation to processes involved in arranging trips, training and communication. "Red tape" is cited by many respondents as a concern for being able to offer new and challenging experiences to girls.**

**36%** of Unit Guiders find it difficult to find the right tools or support to effectively carry out their roles.

**25%** of members feel GGC could improve our performance when it comes to communication.

You have to plan a month in advance to get all the paperwork done... so they just don't get the girls out in nature as much as they might like.  
- Adult member

Women just don't have time to commit to the amount of work involved. I am dumbfounded as to the amount of record keeping, forms, rules and restrictions.  
- Unit Guider

## General Public

### Where we get high marks ...

**92%** of parents of non-registered girls say they have heard of GGC.

**78%** of parents of non-registered girls have a very positive or positive impression of the organization.

### Where we can do better ...

**44%** of mothers of girls who are not members indicated they themselves were members as girls, but have not enrolled their daughters.

**The main barriers to parents enrolling their daughter(s) in Guiding are lack of interest shown by their daughter(s) and the number of other activities they participate in outside of school.**

### Interesting to note...

**50%** or more of the people who are asked for the first two things that come to mind when they think about GGC say cookies. Other strong associations included camping, girls, education and discipline, and uniforms. This points to an opportunity to build awareness of the full scope of what GGC has to offer.

**Awareness of GGC is impacted by seeing girls selling cookies, seeing members in their uniforms, and hearing about GGC from friends or their daughters.**

## Moving Forward

Feedback from the surveys is being reviewed to help us define our focus moving forward. Central to this, our goals remain to:

- ☒ support Guiders in offering new challenges to their girls
- ☒ streamline processes
- ☒ enhance lines of communication
- ☒ convert parents' awareness of Guiding into increased registration numbers. ☒

# Five Great Girls!



## The GGC 2015 Girl Greatness Awards

Canadian Guider congratulates all recipients of the 2015 Girl Greatness Awards, five of whom we have profiled here, with comments from their nomination submissions. Check out [girlguides.ca](http://girlguides.ca) for the full list and profiles of this year's recipients! Nominations for the 2016 Girl Greatness Awards will open in winter 2016.



## Making a Difference

### Betty – Sparks

Betty loves to sew and has her very own purple sewing machine! Last fall, she and our mom found an organization called Dress a Girl Around the World. They collect handmade pillowcase dresses from seamstresses around the world, to send to girls in many different countries. Betty got to work right away. She really wants to be a fashion designer when she grows up, so she enjoyed picking out just the right fabric and matching it with the colour of the straps and pockets so that each dress is extra special. She started off with just a few dresses, but she loved making them so much that she decided to keep going and sew as many as she could.

## Resourcefulness

### Devon – Brownies

I would like to nominate my friend, Devon, who is a second-year Brownie. In her first year, her unit had only three girls. Devon did not want her second year to be with a small group, so she took it upon herself to get more girls to join. She came to school with posters and spoke to me and other classmates about all that we could learn and do in Brownies. Devon was very resourceful and we now have eight great girls in our Brownie group! Thanks Devon!



## Courageous

### Riley – Guides

Riley was born with a very rare disease called Fibrodysplasia Ossificans Progressiva (FOP). It is so rare that fewer than 800 people in the world have it. It causes the muscles to turn into bone and makes it hard to move. Although Riley has this condition and can't raise her arms over her head, she is better at a lot of things than I am. When our unit went to a pool to take our swim and boat tests, Riley was worried that she might not pass because she can't do the front crawl. She shouldn't have worried because she has very strong legs and she was faster than most of the other girls. Riley is sometimes not allowed to play sports if she might get hurt, but she finds other ways to participate and stay active.





# Confidence

## Nerissa – Pathfinders

Last year, when I was a second-year Pathfinder, I came out to my unit as gay. I remember asking my friends about their views on gay marriage, just to test their reactions. Finally, over midnight snacks of hot chocolate and porridge, the words flew out of my mouth before I knew what I was going to say. “My name is Nerissa,” I said, “and I am gay.” Immediately, there was a huge weight lifted off my shoulders, a weight I didn’t even know was there. The other girls were all extremely supportive, and my leader was, as well. It was all I could have asked for. Now, a year later, I have come out to all my friends and family, and I am proud to be a part of the LGBTQ+ community; I am also part of my school’s Pride Club. This year I even arranged for a local organization to do a presentation about LGBTQ+ in my unit. Coming out has been nerve-wracking and taken lots of confidence, but in the end it’s been totally worth it.

# Making a Difference

## Laura – Rangers

As a member of Girl Guides for 13 years, Laura is always keen on making sure all people feel included with complete respect, and she loves giving back to her community. She is an active volunteer with the food bank, Santa breakfasts for youth, Scouts and Guides and bog restoration projects, to name a few. Throughout her years in our organization, Laura has exemplified the true meaning of the ideal Girl Guide. She builds community with members old and new, and when our unit expanded, she went out of her way to ensure the new girls felt welcomed and included in our long-established group. 🇨🇦



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# MAD Days

## Opportunities to Make a Difference

Every year, Girl Guides of Canada–Guides du Canada (GGC) marks a select number of commemorative days that raise awareness for issues affecting girls and women around the world. These Make a Difference (MAD) Days represent an opportunity to challenge members to collectively

take action and fulfil our Mission by making a difference. Approximately one month prior to each of these MAD Days, look for special instant meeting programs to be released on [girlguides.ca](http://girlguides.ca) so you can plan meeting events and/or activities in support of them.



October 11  
**2015**

**International Day of the Girl**

Commemorating and supporting girls' rights, and seeking an end to global gender inequality, the International Day of the Girl provides opportunities to bring awareness to the challenges that girls face worldwide, and to promote their empowerment.

December 3  
**2015**

**International Day of Persons with Disabilities**

Focusing on issues related to all forms of disability, the International Day of Persons with Disabilities is designed to encourage us to find innovative ways to break down barriers and promote an inclusive society for all.

February 22  
**2016**

**World Thinking Day**

The World Association of Girl Guides and Girl Scouts (WAGGGS) World Thinking Day celebrates the global Guiding Movement. GGC members use this celebration to learn about important issues facing girls today, and to connect with our Guiding sisters around the world.

March 8  
**2016**

**International Women's Day**

For more than a hundred years, the accomplishments and struggles of women worldwide have been brought to our attention through International Women's Day. As members of one of Canada's oldest and largest organizations serving girls and women, we work to inspire, nurture and empower both the girl who walks through our doors and the woman she will become.

May 2-8  
**2016**

**National Mental Health Week**

An integral part of overall health, mental health involves how we think, act, feel and interact with the world around us. National Mental Health Week is an opportunity to learn more about mental health issues, to speak out against the stigma that is so often attached to them, and to make changes in support of better mental health.



# fyi



Photo: Wayne Eardly

## Awards

### Fortitude

Michelle Bahro, Watford, ON  
 Melanie Bynes, Sarnia, ON  
 Mary Dillabaugh, Almonte, ON  
 Denise Hirtle, Halifax, NS  
 Emma Humphrys, Mississauga, ON  
 Bethany Koepke, Burnaby, BC  
 Bonita Loomer, Middle Sackville, NS  
 Shandy Reichenbacher, Edson, AB  
 Rebecca Rutter, North Vancouver, BC  
 Penny Stephens, Aurora, ON  
 Cecile Tuttosi, Punnichy, SK  
 Annie Varvarikos, Pointe-Claire, QC  
 Lorraine Vinterlik, Raymore, SK

### Honorary Life

Mary Adams, Peace River, AB  
 Ruth Ball, Sherwood Park, AB  
 Sharron Callahan, St John's, NL  
 Elaine Lingnau, Calgary, AB  
 Barbara Marling, Lloydminster, SK  
 Margaret Newton, Toronto, ON  
 Valerie Nilson, Maple Ridge, BC  
 Barb Young, Rocky View County, AB

### Beaver

Carla Lyon, Toronto, ON

### Medal of Merit

Victoria McDougall, Saskatoon, SK  
 Allison Sephton, Ottawa, ON

## • IAS Training

- By now, all adult members and non-member volunteers have been emailed
- a link for the required Integrated
- Accessibility Standards (IAS) training
- materials. Don't forget that we need
- you to indicate that you have read the
- training materials. Please go to:
- <http://bit.ly/1JOBH2G>.



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## In Memoriam GGC Tributes

Girl Guides of Canada–Guides du Canada (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 former members' names (March 2015-July 2015) with you:

Susan Arts, ON  
Nora Bellefeuille, ON  
Joyce Degenhard, ON  
Jean Gunter, ON  
Georgia Guy, ON  
Helen Johnson, ON  
Peggy McKeever, BC  
Barbara Mosher, NS

Sheila Norman, QC  
Josie Saxby, SK  
Susan Still, AB  
Audrey Straight, NB  
Paula Timleck, ON  
Marilyn VanGundy, AB  
Georgina Wazny, ON

## A Tribute Opportunity

### Supporting Scholarships

If you, your unit or your Trefoil Guild would like to make a donation to the GGC National Scholarship Fund in memory of these women, we would be grateful to accept contributions.

For more information, please email us at: [barkley@girlguides.ca](mailto:barkley@girlguides.ca)

**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

*I am Free to be MYSELF*

*Free To Be MYSELF*

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**



# Welcome New GGC Board Members

We are pleased to welcome the following members to the Girl Guides of Canada-Guides du Canada Board of Directors:

- **Sunita Mathur**, from Toronto, ON
- **Robyn McDonald**, from Surrey, BC
- **Jennifer Mercanti**, from Oakville, ON

The new directors were installed on June 6 at the Annual General Meeting in Newfoundland and Labrador. You can find their bios on [girlguides.ca](http://girlguides.ca)

We'd like to extend our sincere thanks to three retiring Board members: Carla Lyon (Deputy Chief Commissioner - Governance), Vicki McDougall and Allison Sephton. We are grateful for all their all their hard work and dedication during their three-year tenure. We wish them all the best.

## Calling All Rangers . . .

Canadian Guider is looking for contributions from our older girl members. Rangers, if you have an idea, a story or just some thoughts on Guiding you want to share with our readers, please contact us at: [cdnguider@girlguides.ca](mailto:cdnguider@girlguides.ca)



Photo: Wayne Eardly



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# 2015 MINT COOKIE CAMPAIGN – SO MUCH MORE



## COOKIE DAYS IN CANADA

**SATURDAY OCTOBER 17<sup>TH</sup> & SUNDAY OCTOBER 18<sup>TH</sup>**

The introduction of SmartCentres locations for Cookie Days in Canada during the past classic cookie campaign was a tremendous success. This fall we are adding **124 MORE SmartCentres locations**. This means that – along with the great coverage provided by our long-term Sears partnership – there will be

- **MORE** location choices – 65% more, to be exact
- **MORE** units able to participate in Cookie Days
- **MORE** opportunities for units in suburban centres
- **MORE** chances to work toward your Cookie All Stars group sales crest

**Booking starts the end of August. Watch for further information in GuidePost.**

