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Dear Guiders . . .

Each year on February 22, girls and Guiders the world over participate in World Thinking Day, marking the joint birthdays of our founders, Lord and Lady Baden-Powell. What a great opportunity to help spark your girls' interest in the global sisterhood of Guiding!

In the centre of this issue of *Canadian Guider*, you'll find a special pull-out Friendship Flyer insert with activities focused on the 2014 World Thinking Day theme: *girls worldwide say . . . "education opens doors for all girls and boys."* With fun activities and dynamic discussions, this insert has been designed to help you to increase girls' awareness about the wider world, to promote cross-cultural understanding and to educate girls on global issues that will inspire them to learn more and to do more.

The importance of giving girls a global perspective has never been greater. Our world is more connected than ever, so it is essential that we offer girls the tools they'll need to make sense of it all and to fulfill the Guiding Promise to "take action for a better world!" Happy Thinking Day, everyone!

In this issue . . .

Whether we embrace it eagerly or would prefer to hide from it, the great Canadian winter is here! While winter certainly brings its share of ups and downs, embracing it is a lot easier when you have great things to do with your girls. As the saying goes, time flies when you're having fun! In this issue, we've packed our pages with ideas and activities you can do with your girls indoors or out during the winter months.

For example, our Outdoor Guider section is all about quinzees. For instructions on building them and for some fun winter crafts to go with them, see page 23. In Dressing for the Weather (page 32), you will find interactive activities to get girls thinking about and planning their own winter clothing lists. Ideas to Go (page 36) has all kinds of winter craft projects and a fun snowball activity for girls of all ages. And for those cold, cold nights when you just want to stay cozy inside your unit meeting space, Minute to Win It (page 42) offers fun, fast-paced challenges that are sure to have everyone cheering each other on! Have a wonderful winter!

Sharron Callahan

Sharron Callahan

Inset Photo: courtesy Sharron Callahan • Background photo: Samantha Morlock



Beyond Winter

Beyond our winter offerings, this issue features articles on the Canadian Arctic (page 4), a multi-branch unit (page 10), a journey to Our Chalet (page 12) and a dynamic Guider from Hay River, NWT (page 14). Other items include a discussion on arts/crafts and STEM (page 20), Earth-friendly crafts (page 30), a Valentines for Vets heart poppy craft (page 17), a new program promoting financial literacy (page 7), tips on effective communication (page 8), advice on setting up a unit website (page 16), and fun ways to thank the people who help make Guiding great in your unit (page 40). Happy winter... and beyond!

Cover photo by Erika Quee

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Science, Leadership, Service and Culture

A Canadian Arctic Experience

BY MELISSA RINGLER

International travel is an increasingly important part of the overall Girl Guiding experience. Visiting other countries opens girls up to a wider understanding of the world. But domestic travel can be as eye-opening

and mind-expanding as any venture to a distant land. Consider a trip to the Canadian Arctic, one of Girl Guides of Canada's new nationally-sponsored domestic travel experiences.



Photo: Sarah Geiger

Last summer, I joined a group of 12 girls and three Guiders on a GGC-sponsored trip to Churchill, Manitoba. Our goal was to gain a deeper understanding of the history, culture and biology of the Canadian North. The trip, called Canadian Arctic, was run by Global Explorers, a not-for profit organization that provides “transformative journeys for students and educators,” with the goal of “inspiring responsible global citizenship.”

This travel experience included four key components; science, leadership, service and culture. Over the course of ten days, we conducted scientific research, gained a greater understanding of our personal leadership capabilities, participated in an environmental service project, and became more aware of the issues facing the people who call the Arctic their home.

Teambuilding, Bonding and Belonging

Teambuilding and time for reflection were also areas of focus throughout the trip. From the time we met en route in Winnipeg, our group immediately began to bond. On the 24-hour bus and train journey to Churchill, we developed a sense of community that lasted the duration of the trip. “This trip changed me in so many wonderful ways,” said Nova Scotia Ranger Hannah Kosick, “I learned so much and met so many amazing and talented people. For once, I felt like I truly belonged somewhere.”





Aphids, Plants and Aquatic Invertebrates

The chance to participate in scientific research was one of the aspects of the trip that attracted many of our participants. While staying at the Churchill Northern Studies Centre (CNSC), we spent two days with researchers who taught us some of the basics of fieldwork. The girls learned sampling techniques for gathering aphids, plants and aquatic invertebrates, and to measure water chemistry indicators, such as pH and conductivity, at a variety of wetland sites. Asked to help determine if aphid species preferentially choose specific plants, they also used a microscope camera, and were actively involved in all aspects of the research, including the consolidation and analysis of field data. They all felt they had gained invaluable insights into the depth and scope of scientific research. "This experience showed me that I definitely want to pursue a career in science," said British Columbia Ranger Dena Schertzer.

Belugas, Polar Bears and Permafrost

Most of our days were spent exploring the Arctic landscape with a local guide. It was fascinating to see the wide variety of flora and fauna, and the scenery was breathtakingly beautiful. Highlights included a beluga whale watching excursion, polar bear sightings, touching the permafrost layer below a field of lichen, and sampling edible plants. "I recommend going up to the north at least once in your life to explore a land that hasn't yet been completely affected by human impact," said Alberta Ranger Morgan Scott, "It is truly a Canadian place to be."

Photo: Melissa Ringler

Photo: Barb Robinson

Our guide was a valuable source of information about everyday life in Churchill, and shared with us his wisdom as well as his profound respect for the natural environment and the wildlife that inhabits it. Evenings were spent reflecting and discussing topics such as ecotourism and ethnocide.

Campfire, Clean-up and Caribou Crafting

Travelling with a group also gave us opportunities to meet with members of the local community. We joined a group of Junior Rangers at a campfire on the shores of Hudson Bay, participated in a Parks Canada clean-up initiative near Sloop Cove and the Prince of Wales Fort National Historic Site, and attended a craft workshop with Myrtle deMeulles, a Métis woman who taught us caribou hair sculpting.

The Sayisi Dene

We also learned about the culture, history and traditions of the First Nations peoples in this part of northern Canada. Our pre-trip reading and much of our discussion focused specifically on the Sayisi Dene and the difficulties they faced after relocation in the 1950s. Many of the girls said how much they appreciated this opportunity to learn about the diversity of the peoples of Canada and the cultural issues we face as a nation.

I highly recommend a trip to the Canadian Arctic to other Guiding members. Summed up best by Newfoundland and Labrador Ranger Abbey Newman, it was "the experience of a lifetime!"

Melissa Ringler is a Guider in Williamsburg, Ontario. Check the GGC national and your provincial websites for upcoming travel opportunities for your unit.



Girls Count

GGC Promotes Financial Literacy

Financial skills are imperative to helping girls achieve their goals. Whether those goals include running their own lemonade stand, funding international travel, paying for post-secondary education, starting a business or buying a home, they need to know how to manage their money. That's why, in partnership with TD Bank Group, GGC has initiated Girls Count – a new program that will help girls gain essential money management know-how.



Launched in November 2013 – National Financial Literacy Month – a key feature of Girls Count is the community engagement that will occur between girls and financial role models right in their own neighbourhoods. During the pilot year (2013-2014), interactive financial literacy sessions will be delivered to girls in 38 communities across the country, covering all five GGC branches, from Sparks to Rangers. As early as May 2014, facilitators from local TD branches will be matched with GGC units for the 2014-2015 program year. (Units selected for the pilot will be notified by their Provincial Commissioner.) Girls Count will be available to our full membership beginning in September 2014.

Skills girls can count on

Girls who make informed financial decisions can achieve greater independence through economic security. For decades, our cookie-selling program has given girls in every branch a taste

of money management skills, from the Spark who learns to count change to the Ranger who sets selling goals to fund a canoe adventure. Now, in practical sessions that relate directly to their everyday lives, Girls Count will help them develop the skills and confidence to make increasingly complex and important money decisions as they grow into adulthood.

As part of the program, girls will work with female volunteers from local TD branches to learn about currency and purchasing power, and the importance of goal setting and budgeting, of being a savvy consumer and of understanding the difference between “good” and “bad” credit. TD employees will also help girls at the Ranger level develop know-how in the areas of investments and mortgages.

Banking on the future

GGC knows that girls count! We also believe that TD's female employees will be great role models for them. As girls in Guiding interact with these women who are making their mark on the world of finance, they may begin to look at careers in banking or other professions they previously might not have considered. The Girls Count program will help them make decisions that will empower them as individuals and as future citizens of their communities and of the world. 🌐



Photo: Sandy Nicholson • ©iStock/temmuz can arsiray

Say What!?

Words that Work

Has this ever happened to you? You're super excited to share a new game with the girls. But first you need to get their attention and let them know the game will start just as soon as everyone cleans up their glitter, puts away their finished craft and comes quietly to the circle. The problem is, you just can't seem to get their attention.

Surely, you think, there should be an easy way to get your message across to the girls. Why aren't they doing what you ask, let alone even listening to you? Perhaps it's the words you are using. Perhaps a re-think is in order, to choose words that will work.

Whether it's an individual girl, a few girls in a group, or your whole unit, when you need to get their attention or re-focus them on the task at hand, it can be hard to find the most effective way to speak with them. The words we choose can make a huge difference between dealing with frustrated girl members (or Guiders!) and those who are "connected" with what you are

doing and keen to get on track. (Of course, a calm, clear and confident tone of voice helps, too. While we discourage girls from whining to express their concerns, sometimes we Guiders also need to remember to leave our whining voice at home.)

Check out these common sense examples of ways you can phrase words that will work when you want to communicate more effectively with your girls and get them to connect with you and with your intentions. ☺



Photo: Sandy Nicholson

Instead of saying ...
If you forget your
permission form,
you can't go on
the trip.

Try saying ...
To come on the trip,
you need
to bring your
permission form.

Instead of saying . . .

Clean up your tent so that we can play our game.

Try saying . . .

I'll be glad to get our game started as soon as you clean up your tent.

Instead of saying . . .

Pay attention.

Try saying . . .

We can get started as soon as everyone is quiet and listening.

Instead of saying . . .

Don't shout.

Try saying . . .

Take a deep breath, and try telling me calmly so I can help.

Instead of saying . . .

Keep your craft supplies neat and tidy.

Try saying . . .

When your craft supplies are neat and tidy, please join me for a game.

Instead of saying . . .

You're not going to stay in this group and act like that.

Try saying . . .

We want you to be part of this activity, but to do so you need to choose a more appropriate behaviour.

Instead of saying . . .

If you can't remember your pencil, you'll just have to do without.

Try saying . . .

Why don't you ask and see if someone has an extra pencil you can borrow.

Instead of saying . . .

If you forget your permission form, you can't go on the trip.

Try saying . . .

To come on the trip, you need to bring your permission form.

Instead of saying . . .

Bring your work on badge night or you won't get the badge.

Try saying . . .

I'll look at any work that is brought in on badge night.

Instead of saying . . .

Stop arguing with me.

Try saying . . .

I'll be glad to discuss this as soon as the arguing stops.

Instead of saying . . .

You're not leaving your tent without your hat.

Try saying . . .

You may leave your tent once you have your camp hat on.

Instead of saying . . .

Don't bother your neighbours.

Try saying . . .

It's not ok to interrupt the fun and learning of others.

Instead of saying . . .

If you can't treat the paintbrushes properly, you'll have to sit out this project.

Try saying . . .

Paint brushes that aren't cared for properly will dry out and harden and we won't be able to do painting in the future.



Building Bridges

A Multi-Branch Unit Success Story

BY KATHRYN LYONS*

Photo: Kathryn Lyons

When a group of Guiders wanted to introduce Guiding to an Ottawa neighbourhood, they had no idea who, if anyone, would show up for registration. What they got was a mix of ages. What they have built is a unit that bridges the ages brilliantly!

Five years ago, four Guiders posted recruitment flyers in classrooms and mailboxes in the diverse and lively Ottawa neighbourhood of Sandy Hill. When eight girls ranging in age from Sparks to Guides responded, we faced an immediate challenge. How could we welcome and facilitate each and every girl? Our solution was to form a multi-branch unit. And so the 12th Ottawa Guiding Unit was born.

Showing dramatic growth in the past five years, our unit now boasts 13 leaders and 50 girls, ranging in age from Sparks to Pathfinders. While each branch is big enough to go it alone, our

experience has persuaded us that we and the girls are far better together than we would be apart. The strength in our unit is that we are always building bridges.

Each branch has primary leaders and follows their respective programming. We meet at the same time in our local community centre, with the Pathfinders staying 30 minutes longer than the other branches. For some meetings, each branch does their own thing. For others, they work together on some or all of their activities.

Bridging

Bridging is a seamless part of our regular programming. On an informal level, the girls all see one another on arrival at meetings, at ceremonies and special events, and while selling cookies. Also, we all camp



together, which provides excellent opportunities for the older girls to plan and lead parts of camp. This exposure helps facilitate our more formal bridging strategies and activities. One example of more formal bridging, which we initiated last year, gives each branch the opportunity to plan and lead a meeting for all the other branches. The girls choose their themes, pick activities and take the leadership role in running the meeting. This bridging strategy gives all the girls a chance to see the other branches in action, as well as to take a turn in leading a meeting.

Retention

One of the most significant benefits of our multi-branch unit is retention. When our first set of third-year Guides completed their

program, they asked us if we would start a Pathfinder unit. Since then, our Pathfinders have steadily increased in number. We retain girl members because they do not have to change units as they progress through the branches. Regular exposure to what's next builds positive anticipation, while familiarity with the meeting place, time and leaders helps the girls to feel comfortable. It also helps sisters and friends of different ages stay connected as they progress.

Resource Sharing

Our Guiders meet a few times a year for planning and use Google Drive, a downloadable file-storage and sharing resource to exchange information. We also routinely share supplies, special guests, and theme nights. Finances, records, and communi-

cation are centralized for the whole unit, which helps reduce administrative tasks and allows all the leaders to focus on being with the girls.

Family Support

Our families tell us that they love the convenience of having everyone in the same place at the same time, especially those who have more than one daughter in the unit. They find enrollments, outings, camps and other special events much easier. They also appreciate our streamlined communication and the consistency and continuity within the unit's leadership.

Flexibility and Growth

Our two "mom Guiders" and their daughters appreciate that they can be involved in Guiding at the same time and still enjoy their own experiences. As the daughters progress through the branches, the moms also shift around to different branches. This kind of movement isn't limited to moms, however. Having four different branches in one place means all the leaders gain some exposure to the programs and particularities of each level.

Future Plans

What's next on our agenda? Rangers, of course! Our third-year Pathfinders have already asked us if there will be a Ranger unit next year. It seems only natural that we continue to grow with them and to expand our unit to new heights. While a multi-branch unit may not be appropriate for every Guiding community, the 12th Ottawa Guiding Unit has demonstrated that program sharing and inclusive meetings can build strong bridges, not just among the branches of Guiding, but between leaders and parents, as well. 🌐

Kathryn Lyons shares leadership of the 12th Ottawa Guiding Unit with Megan Bowers, Brooke Cameron, Marianne Dossantos, Beth Eaton-Loken, Chelsea Harris, Abby Kassirer, Morgan Kenny, Melissa Kohlman, Sandra Kuchta, Claire Sanderson, Allison Sephton and Katie Zeman-Maitland.

**Kathryn also shares the authorship of this article with them.*

Our Chalet and Beyond

A Young Guider Achieves a Goal

BY KENZA DESCHENES-KHERCHI

Setting goals and meeting challenges is very much a part of the Guiding experience. For our members who have special needs, inclusivity and encouragement are often vital to this process. Here is the inspiring story of a 21-year-old Guider who has achieved a goal she set when she was 14, and who intends to meet all the challenges necessary to continue on to her future goals.



Photos: courtesy Kenza Deschenes-Kherchi • Illustration: ©iStock/retrorocket

Last summer I went to Our Chalet, a place I have wanted to visit since my mid-teens. I was inspired by the article “Paddling and Participating” that I had read in *Canadian Guider* (Spring 2012, page 17). It was about a Pathfinder who has spina bifida and who participated in Guiding Mosaic 2010, an international camp held in Guelph, Ontario. After reading the article, I decided that if a girl who has physical challenges could attend an international camp, a young woman who has Asperger’s syndrome (an autism spectrum disorder), could go to Our Chalet.

My mother helped me plan this visit and travelled with me, and we both enjoyed many wonderful adventures at Our Chalet and throughout Switzerland. I was personally delighted by my roommate, Verity, who is from England, and also had great times with other girls from England, Japan and the United States. We did many activities and daily chores together, getting around our language differences, and all delighting in Swiss cuisine that included ratatouille, rushtis, rösti and chocolate mousse.

Rock Climbing and Zip Lining – My First Time!

On day trips, we enjoyed outdoor adventures, including a hike to Adelboden Adventure Park, where I tackled rock climbing and zip lining for the first time, with great encouragement from my new friends. Another day, we took a train to the top of Niesen Mountain, and had lunch in the village of Spiez, later taking a ferry across to Thun. I adored taking the boat across that stunning blue lake! In Thun we did a treasure hunt at the Château Oberhofen, a beautiful castle filled with lovely ornate treasures.

Zermatt and Interlaken

On our free day, my mother and I took a funicular up a mountain to the wonderful village of Zermatt, where we ate lunch by a lake and visited the boutiques and an antiques museum. On another day, a group of us visited Interlaken, where we attended a demonstration on making chocolate. We had lunch by some lovely waterfalls, and took a lift to the top where there was a beautiful view of the clear blue waters.

More New Challenges!

On our last day, we walked an hour and a half to the Choleren Gorge, where we had the choice of rappelling or walking down. I chose to walk down the rather tricky stairs. My mom chose to rappel, which she did very well! After lunch by the edge of the river, we went to the Trummer wood workshop. That evening, back at Our Chalet, we held an indoor campfire, sang Girl Guide songs and received the Swiss Challenge badge.

This wonderful trip was my first outside of North America, and it has greatly boosted my sense of independence and self-esteem. It has also strengthened my desire to work for the Duke of Edinburgh’s Award, by which I hope to further demonstrate that people with special needs can meet challenges and earn awards. My goal continues to be showing girls who have special needs that travel to international destinations is a great way to gain self-esteem and to develop independence. 🌟

Kenza Deschenes-Kherchi is a Guider in St-Lambert, Quebec. Canadian Guider thanks Quebec Council Communications and PR Coordinator Rebecca Purver for her assistance in gathering the materials for this article.



“I have never seen Kenza fail to meet a challenge in Guiding. She tackles everything head on and is not afraid to ask questions. She continuously betters herself as a Guider, attending every single district event and training available to her. Kenza is very comfortable advocating for girls with special needs in Guiding and is always willing to speak about issues that are important to her. She is a person to whom all girls and women in our district can look up, and I am one of them.”

— Sarah Di Milo, Commissioner,
Riverview District, Quebec

“I have had the privilege of knowing Kenza since 2007 when I was leading her Senior Branches unit. Immediately I noticed how dedicated she was to Guiding. She was at every unit meeting, volunteered to attend the monthly district meetings, and was instrumental in planning the district winter camp in 2008. Now that she is a Guider, as her co-leader, I continue to witness her energy and commitment to the organization. She is always ready to help plan and lead activities, and the girls love her!”

— Carla Farnesi,
Guider, 2nd Greenfield Park Sparks,
St-Lambert, Quebec

A “GO-TO” Woman

Hay River's Erin Griffiths

BY EILEEN HENDRY
(WITH RESEARCH
BY NICOLE GRIFFITHS)



Hay River is a small, remote and isolated community in the Northwest Territories. It is also a community that offers a wide variety of activities and opportunities to its residents. And, as often happens in small communities like this, there are “go-to” people for getting things organized whenever volunteers are needed. Erin Griffiths is one of those people. It is our luck that she is also a Guider.

Photo: Hannah Courtoreille

Erin's commitment to community service has been a lifelong journey, which began when she became a Brownie in Swift Current, Saskatchewan, and has continued through Guides, Pathfinders, Rangers, and adult leadership positions in Guiding. She says one of her key role models in Guiding and in life was her mother, Joyce Riach, who led her Pathfinder and Ranger units on countless hikes, camping trips, and other adventures.

Since moving to Hay River in 1994, Erin has brought her energy and enthusiasm to many roles in Guiding, from Spark, Brownie and Guide leader to camp coordinator. During her most recent role as District Commissioner, girl registrations in our district have increased by almost 40 per cent! We attribute this success directly to Erin's talent and effort in recruiting and supporting excellent adult volunteers for our various units, as well as her adept organization of annual bridging events.

Memories and Support

Erin has many fond memories of summers spent at Saskatchewan Girl Guides' Camp Can-ta-ka-ye, of annual overnight hikes with the Swift Current Girl Guides and Scouts, and of life-long friendships formed in Guiding units and on international trips. These memories inspire her to create similar experiences for the girls and leaders in Hay River.

A person with Erin's skills and accomplishments could be intimidating, but her genuine interest in the people around her creates a welcoming atmosphere that immediately puts both girls and adults at ease. Working with Erin as part of our Guide unit's leadership team for the past two years has been enormously fun and rewarding. We always say, "I'll do it if you will," because we know we will be there to support each other. At our planning meetings, instead of thinking only about what we will be doing with the girls in the next few weeks or months, I find myself thinking of what we will do with them in the next few years.

Adventures and Challenges

One of our biggest adventures to date was travelling with second- and third-year Guides to the Alberta 100th Anniversary Provincial Guide camp last summer.



Photo: courtesy Eileen Hendry

Travelling more than 3,000 kilometres and spending 12 days with a group of 10- and 11-year-olds could have been a huge challenge, but Erin effortlessly provided each of the girls with exactly the right balance of independence, mothering and fun to create a fantastic experience for everyone. When we asked the girls to report on the trip, they all said they wanted their next trip to be longer!

That trip is one of the highlights of my Guiding life so far, and I am already looking forward to our next big adventure. Learning from experience with Erin, I know that, no matter what challenges arise, we will meet them all. It might rain in our tents; bears might visit our campsite; we might not get any customers at our fundraisers; but we will always find a way to make things work and, of course, to find the fun in the process!

Fundraising and Fun

Erin is a tireless fundraiser and has taken a lead role in many cookie sales days and in organizing fun events to raise money for the purchase of a Hay River Girl Guide camping site and cabin. She tirelessly undertook the organization of a magic show as one of the events held for the purchase of the camping facility. She has since organized this magic show a number of times as a fundraiser for Guiding, even talking her husband into purchasing a stage for the show. She really is the queen of fundraising fun!

A Medal Winner and a Friend

It makes great sense that, for her contributions to Guiding and to the community of Hay River, Erin received the Queen Elizabeth II Diamond Jubilee medal in 2012. She exemplifies many of the values and abilities we try to teach girls in Guiding: leadership by example, environmental awareness and caring for the community and the world. However, for me first and foremost, she is a true friend and "sister in Guiding." 🍷

Eileen Hendry is a Guider in Hay River, Northwest Territories. Nicole Griffiths, also of Hay River, is Erin Griffiths' daughter, whose research for a school Guiding History project formed part of this article.

Illustration: © iStock/laziesVisa (edited)

Do you know an amazing Guider?

If you know of a Guider who is going above and beyond to build and keep Guiding vibrant in her community, email us (cdnguider@girlguides.ca). Canadian Guider is eager to publish profiles of these wonderful women!

Just a “Click” Away

Creating a Unit Website

BY STEPHANIE BANGARTH

As busy Guiders, who have so many other responsibilities and commitments in our lives, we always welcome ways to streamline our Guiding chores. One easy way to consolidate and share information with parents, girls and other Guiders is to create a website, where all your ideas, comments, tips, events, projects, schedules, forms and updates are just a “click” away!



Q Why did you set up the website?

A The website is a great way to keep everyone in the loop about our unit’s activities. There’s an online schedule that everyone – leaders, parents, and girls – can check at any time. It is a great planning device. We also post all of the paperwork to the website, which cuts down on some steps we would otherwise have to take manually, such as handing out forms at the end of a meeting. Also, paper forms can get lost or misplaced, whereas having them up on the website ensures that everyone has access to them all the time.

Q What platform did you use? How easy was it for you to set up the website?

A Our website is Google-based so it is pretty simple to set up – and it is free. I found it by Googling “free website” and it was the first

M elinda Hanneson, a Guider with the 184th Mississauga Guides, in Ontario, has set up a unit website to keep parents, Guiders and girls up to date on activities, and to provide easy access to paperwork and event information. To help other Guiders set up similar websites, I asked her to share her ideas and experience on website building with *Canadian Guider*.

on the list. It is also partly secure, in that the name of the Guide unit is not searchable. You need to be sent a link in order to access the website. I also used the Google website template, which is easier because you don’t have to know any programming code.

Q What do you put on your website?

A We have a calendar, to show the parents and the girls what we are doing. It is a big hit with everyone. The girls are always curious about how many camps we are going to do, so this is a great way to get them thinking about camp preparations. The calendar is linked to my iPad and my iPhone so events are updated automatically both on the site and on my devices. This means that last-minute fun things can be accommodated – a guest speaker, a meeting change, and so on.

Each event has its own event listing/page with complete information on it. For example, for our recent trip to the Royal Botanical Gardens (RBG) in Burlington, the event page included links to the permission forms, maps and directions, and the RBG webpage for information on the gardens. When necessary, we also include a kit list specific to each event on the webpage.

The general unit website also has a useful weblinks page, which includes Guiding and camping websites, blogs, songs and information on the Promise, Law, and Motto. It also has a link to the Lady Baden-Powell page for information on how to achieve that award and where to place the badges on the girls’ sashes.

Last but not least, we also post photos of the girls and our events. We do this instead of burning a DVD for parents. This way the photos are always

available and are a great way to remind everyone of all the fun we have.

Q What works? What doesn’t?

A We have a large Guide unit, so keeping on top of communications is very important. When I send out an email to parents and girls, I can embed a link to the website instead of emailing forms. The calendar is also a really great tool to use with a smartphone. I like it because I can see at my convenience what is on the schedule for the coming week or in the future. We also created one generic email address for our unit that all leaders can access but that one person – our Contact Guider - is appointed to answer.

As for creating and maintaining the website itself, it does involve a bit of a learning curve, because if you aren’t uploading materials on a regular basis, you can sometimes forget the steps. It could be more user-friendly, but most people should find it accessible. We haven’t received a lot of feedback from our site users, but I do know that many people check the calendar, because Google provides a feature that enables me to see how many “hits” it gets. Overall, our intention was to cut down on work for our Contact Guider, and the website does help facilitate that. 📧

Stephanie Bangarth, of Cambridge, Ontario, is Chair of the Canadian Guider Editorial Committee.



Valentines for Vets


GGC members are strong supporters of the Veterans Affairs Canada Valentines for Vets program, which distributes personal notes of appreciation in cards to veterans in longterm care facilities. For Valentine's Day 2014, consider adding these poppy hearts to your cards.

What you need:

- red and black felt or paper (Scraps left over from other projects are excellent for this craft!)
- scissors
- glue

What you do:

1. Cut four equal squares of red felt or paper.
2. Fold each square in half; cut a half heart shape; and open to a full heart.
3. Cut two small circles of black felt or paper.
4. Place a dot of glue on one black circle.
5. Arrange the four hearts so their tips meet on the glue side of the black circle.
6. Place a dot of glue on the other black circle and fix it on top of the four heart tips.

You can enclose your heart poppy or glue it to the front of your card. Add your personal message of appreciation and send your Valentines cards by February 1 to: Valentines for Vets, Veterans Affairs Canada, Canada Remembers, P.O. Box 7700, Charlottetown, PE C1A 8M9. For more information on this program, go to: veterans.gc.ca 

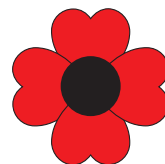


Illustration: ©iStock/ulimi

SCHOLARSHIPS 2014



Girl Guides of Canada
Guides du Canada

Let Guiding support you as you follow your dreams!

2014 applications will be available at girlguides.ca/scholarships
Application deadline is April 1, 2014



Cookies go Kosher

A Sweet Step for Inclusivity

This spring, when our classic chocolate and vanilla cookies go on sale, they'll be certified as Kosher. Here's how girls and Guiders in an Ontario multi-branch unit made it happen.

When the 613th Unit of Pathfinders, Guides and Brownies in Thornhill, Ontario, get together for their weekly meetings, they face a unique hurdle. They cannot bring Girl Guide cookies to their meetings, because non-Kosher* food products are not permitted in the synagogue where they meet. Happily, that is about to change!

Ironically, according to unit leader Sara Silverman, the first question the girls asked when the unit was opened was “When do we start selling cookies?” They badly wanted to raise funds for Girl Guides and for camp, trips and other activities. As a result, the unit's leaders wrote to Girl Guides of Canada and asked us to investigate the possibility of making our cookies Kosher.

Working closely with our baker, Dare Foods Limited, we were able to make it happen. All of the ingredients in our chocolate and vanilla cookies were already either Kosher certified or deemed Kosher by their nature. At Dare's manufacturing facility for our spring cookies, they had removed all non-Kosher ingredients, which paved the way for us to have the classic cookies certified. As Dare was already making Kosher products in the plant, this was an easy and inexpensive process.

The manufacturing of food products such as our cookies is a complex process that involves coordinating recipe formulations, plant logistics, packaging, and consumer satisfaction. This process enables us to produce a reasonably-priced, tasty product that our customers love and that will help raise the funds that keep Canadian Guiding going. That's one of the reasons that

Girl Guides of Canada is pleased that receiving Kosher certification for



our classic chocolate and vanilla cookies was a relatively simple and fiscally feasible endeavour. At this time, it's not possible to have our chocolatey mint cookies certified as Kosher, because the facility that adds the chocolatey coating uses non-Kosher ingredients in its other production lines.

"We are very excited about selling cookies and generating the money we need to offer the full program," said Sara's co-leader, Michelle Nauenberg. "Because we were unable to generate sales from Girl Guide cookies, our unit did not have the



funds to offer many opportunities for camping and trips that other units take for granted." Sara said the girls are thrilled that they helped make this happen. One girl, Avigail, aptly summed up the group's enthusiasm, saying, "It feels like our unit has made a difference!" 🌟

* For information on what Kosher means, go to ou.org and type "What is Kosher" into their search engine.

Calling All Campers!

NEW Cookie All Stars Camp Credit!

Do your girls love to camp? Are they planning to attend GM 2016? Check out the new reward level just added to the Cookie All Stars incentive program.

Beginning this Guiding year, we have a new camp credit option available to girls who reach the top two reward levels of Cookie All Stars. Any girl who sells between 40 and 79 cases of cookies over two campaigns can choose a \$125 Future Shop gift card or a \$150 camp credit towards GM 2016 registration. For girls selling more than 80 cases, the options will be a \$300 camp credit or a \$250 Future Shop gift card (or technology item to be announced).

The new Cookie All Stars camp credit for GM 2016 will be available until June 2015. For more information, visit the GGC Cookie All Stars page at girlguides.ca

Arts, Crafts and STEM

Fostering Creative Thinking

BY ERIN HAMANISHI

Beyond the ability to foster self-expression, cooperation, patience, self-esteem and sensory-motor skills, crafts also teach our girls skills such as observation, spatial awareness and visualization. All these aptitudes are prerequisites for success in many areas of life, including careers in science, technology, engineering and math (STEM).

We all know arts and crafts are fun and empowering. Just witness a Spark inquisitively watching colours blend as she creates a finger painting, or a Guide proudly holding up her latest hat craft. But there is another dimension to arts and crafts. They require, inspire and nurture creative thinking.

A creative mind can go beyond the conformities of established theories or rigid scientific methods. It can ask inspired questions and make discoveries that lead to scientific breakthroughs. “The greatest scientists are all artists as well,” said Albert Einstein. Like Einstein, many successful scientific innovators have been nourished and propelled by their creative pursuits. Think of Leonardo da Vinci, Galileo Galilei and Sir Isaac Newton (incidentally, whose intense curiosity about the colours of the rainbow led him to refract light through a prism and reveal the relationship between light and colour, the two major elements in visual art).

Observation

One of the key components of the scientific method is observation. Before we can ask any questions about the world around us, we must first observe the how, what, where and why. Observation is not simply seeing and hearing, it also includes the ability to discern – to recognize something special and important. Like many skills, powers of observation can be cultivated and practised.

Maria Sibylla Merian, a German naturalist and scientific illustrator who lived from 1647 to 1717, spent years observing nature. This enabled her to produce work that was of tremendous artistic merit, while also contributing significantly to our scientific understanding of metamorphosis and the interactions within ecological communities.

Similarly, participation in arts and crafts provides the opportunity for girls to observe the world around them. This past winter, as I was elbow deep in indigo dye at camp, a Pathfinder asked, “Why is the liquid green, and not blue like my jeans?” She had observed something unexpected (indigo dyes fabric blue, yet the dye itself is green). I was thrilled that our tie-dying arts activity provided the opportunity for scientific curiosity.

Visualization

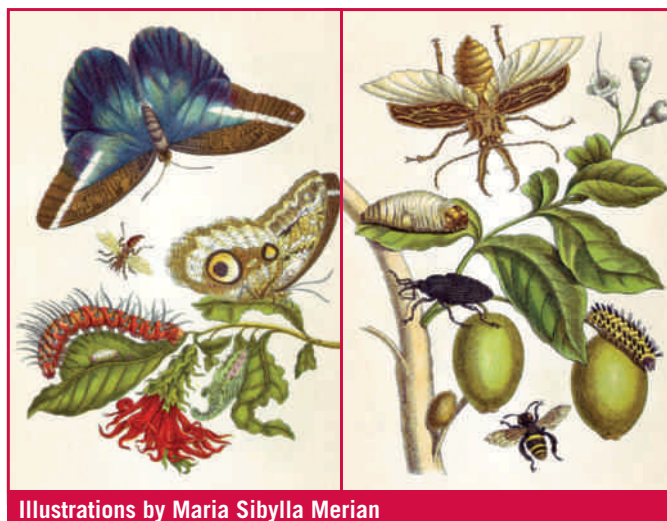
After spending time observing the things around us, we need to make sense of it all. Imagine a Brownie working on her My Space interest badge. As she draws images of her “space,” she employs visual and spatial skills. She might think about the location of her bed or bookshelf and the relationship between different things in her room. She might also consider how she moves about in her room.

Spatial skills are essential in STEM-related fields. A chemist may visualize molecules with different spatial configurations; a geologist may need to consider processes that have led to the formation of mountains; a surgeon may use both visual and motor skills to perform surgery. Fortunately, spatial skills can be learned and developed. For example, crafts such as origami or pop-up books help girls to develop spatial abilities, which can promote success in a variety of different fields, and enhance creativity and innovation later in life.

Guiding and STEM

In Canada, there are significantly more girls and women pursuing STEM-related careers than there were in previous generations; however, there is still much work to be done before all the STEM gender barriers are removed. Of course, not all our girls will enter STEM fields, but we can create supportive environments that will foster an array of skills that give them every opportunity to excel to their fullest potential, no matter what path they may choose. As you include a diverse array of activities within your programs, don't forget arts and crafts, and their relevance to STEM! 🌍

A Guider in Toronto, Ontario, Erin Hamanishi has a PhD in genetics and systems biology, and is currently doing research at the University of Toronto, in the field of molecular genetics/biology.



Illustrations by Maria Sibylla Merian

Tips to Foster Creativity

- **Include activities that give girls opportunities to develop their spatial recognition and visualization skills.**

Photography encourages girls to look at an object from a variety of different angles. Map-making encourages them to think spatially.

- **Include a wide variety of arts and crafts and get the girls' input.**

Some may be enthusiastic about dance; others may prefer drawing; still others may prefer crafts. Encourage all of them to try everything.

- **Encourage girls in all their artistic pursuits.**

There is no such thing as “bad art.” If we can remove negativity and self-doubt, girls will be freer to fully explore their creativity.

- **Take time for questions!**

Some of the most interesting science-related conversations and discoveries have originated from a single question. Encourage the girls to make observations, and applaud their curiosity and their creative thinking!

Seeing and Observing

STEM Activities

BY BECKY VINCENT

Light and colour are essential to the visual arts. These two activities, suitable for all ages from Sparks (with help from leaders or older girls) to Rangers, are a fun way for girls to “see” for themselves the way our eyes perceive images and how they can sometimes be tricked by both light and colour.

Test Your Colour Vision

What you need:

- crayons
- scraps of paper
- dark room

What you do:

1. Turn off the lights and let your eyes become adjusted to the darkness.
2. Pass out the crayons. Try to guess what colour they are.
3. Use the crayon to write what colour you think the crayon is on a scrap of paper. When everyone has taken their guess, turn the lights back on and see if you were right!

What you can see and observe:

Two types of cells make up the lining of the retina in the back of the eye. These are what enable us to see. Rod cells control our perception of the difference between light and dark (black and white vision). Cone cells control our perception of colour, and require high light levels to accurately detect colours. In low light levels, they don't work very well, which is why it's so easy to fool your eyes in this trick!



Hidden Pictures

What you need:

- pale yellow crayon
- regular white paper
- red tissue paper

What you do:

1. Draw a bird on the white paper with the yellow crayon.
2. Cover the drawing with the red tissue paper. What happens?
3. Do you know the word (camouflage) that describes when an animal uses its colours and patterns to blend in with its surroundings?

What you can see and observe:

When you print or draw something, the colour is determined by the pigments you use. In the printing process, yellow, magenta and cyan inks are combined to make all the colours. Red is formed by a mixture of yellow and magenta. When the red tissue paper is placed over the yellow bird, your eyes cannot distinguish the yellow of the bird from the yellow in the tissue paper. The bird becomes camouflaged, and “disappears” from view. Animals that have colouring similar to their surroundings are often camouflaged, and a predator's eyes cannot distinguish the colors well enough to separate its meal from the background that surrounds it. 🐞

Becky Vincent, a Guide in Richmond Hill, Ontario, publishes a wealth of Guiding activity resources on her website at: dragon.sleepdeprived.ca





Fun and Function

The Great Canadian Quinzee Adventure

BY LAURA ALLGROVE

Last year, our Pathfinders built snow quinzees during our district camp. The finished quinzees were not perfect, but they did not have to be perfect to be functional shelters. For example, one had an over-large entrance and none of them had a raised sleeping area. Nevertheless, all six girls spent the night comfortably and enjoyed a great Canadian winter camping adventure.

Photo: Darlene Clark



From breakfast on, the girls spent most of the day working on their quinzees, taking breaks for meals and fun activities. They built three quinzees for six girls.

The temperature overnight hovered near zero, but we all slept well and kept warm and dry. The next day, after our Pathfinders had removed all their sleeping gear from each quinzee, the Sparks, Brownies, and Guides attending the camp had a chance to explore these fun and practical shelters themselves. The younger girls loved the chance to see what the older girls got to do, and the third-year Guides could not wait to have their own quinzee adventure the next winter.

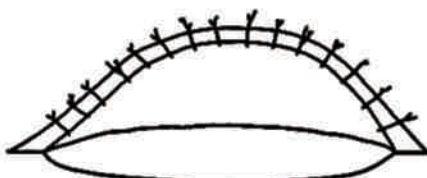
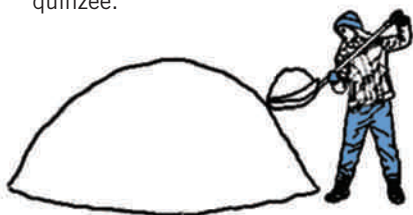
Photo: Connie Morgenstern

Quinzee Construction 101

Step-by-Step Guide

1. Please eat a good breakfast. You will need the calories to keep warm and to work efficiently.
2. Decide how many quinzees you need for the night. One quinzee will sleep two or three people.
3. Choose an area that is flat and has no rocks, long grass or underbrush. Do not make a quinzee under a tree or anything that can dump snow on it.
4. Mark off a circular area approximately 3 metres (10 feet) in diameter. With boots or snowshoes, stomp out a circle to provide a solid place to build your quinzee.
5. Begin piling snow from outside the circle on top of the stomped area.
6. Lightly pat down the snow as you build the pile; the snow being piled on top will compact it anyway, so you don't have to pat too hard.
7. Continue piling and patting until your snow pile is approximately 2 metres (6½ feet) high.
8. Once you have the height, poke sticks approximately 40 centimetres (16 inches) in length through the top and sides of your snow pile. These will guide you in creating the optimum wall thickness as you dig out the interior of your quinzee. Let the snow pile sit for approximately three hours to firm up.
9. Take a lunch break. If necessary, change into dry clothes. Go snowshoeing. Keep warm.
10. Decide where the door of the quinzee is going to be. Start by digging inward at ground level. As the quinzee is being dug, angle the floor upwards so the sleeping area will be slightly higher than the door opening. This prevents outside air blowing directly into the quinzee. If the snow in the area is very deep, the door can be dug down and then up. Try to keep the entrance small – just big enough to crawl through.

Illustrations: courtesy survivalworld.com





Two photos above left: Laura Allgrove

11. Now it is time to dig out your sleeping area. Everyone has a job. One girl inside does the digging and everyone helps take away the debris she shovels out through the door. Get the girls to trade off regularly. Use snowshoes, small shovels, pots, pans and tarps to scoop out and remove the excess snow. Tip: Wear waterproof clothes.
12. Keep hollowing out the snow pile until the ends of the sticks that were poked through appear to guide you. The quinzee walls should be 30 to 45 centimetres (12 to 18 inches) thick. The ceiling should be dome shaped and smooth (to prevent dripping) with a height that enables the girls to sit up straight.

13. Carefully make two 5- to 10-centimetre (2- to 4-inch) ventilation holes through opposite ends of the ceiling to allow air circulation. Always make sure these ventilation holes stay open and clear of snow or ice.
14. Place and light a small candle in the middle of the floor in the quinzee. (See page 26 for instructions on making your own quinzee candles.) Leave the candle to burn for an hour. This will cause a thin crust of ice to build up on the inside. Check that those insulation holes are still open and blow out the candle. (Save it for your quinzee door lantern – also on page 26.) NEVER leave a candle

- burning overnight. Instead, use glow sticks for light. And NEVER use a cook stove inside a quinzee.
15. Outside of your quinzee, make and eat dinner and dessert – you need calories to keep warm at night, too!
16. At bedtime, place a tarp or ground sheet on the floor of the quinzee, followed by thermal pads and sleeping bags. Wear a toque to bed, to help prevent your hair from getting wet through contact with walls and ceiling of the quinzee.
17. Settle in. Sleep well! ☺

Laura Allgrove, of Williams Lake, B.C., is a former member of the Canadian Guider Editorial Committee.

Two photos above right: Connie Morgenstern





Quinzee Cuisine (Edible Snowfaces)

- powdered mini-donuts
- candy corn
- mini chocolate chips
- white frosting

1. For the nose, push the big end of the candy corn into the hole of the mini donut.

2. Use the frosting to glue the mini chocolate chips onto the donut to create a face.
3. Enjoy with a hot chocolate or some other warm drink!



Quinzee Candles

- mini tinfoil cups
- candle wicks
- skewers
- candle wax
- crayons (paper removed)
- clean tin cans & cooking pot

1. Put candle wax and a crayon into a tin can. (Use a different tin can for each colour.)
2. Fill the cooking pot with a few centimetres/ inches of water. Use as a double boiler by placing the tin can in the cooking pot to carefully melt the wax.
3. Tie one candle wick to each skewer and lay a skewer across each tinfoil cup so the wick just touches the bottom of cup.
4. Pour the melted wax into the tinfoil cups until they are almost full.
5. Allow approximately 30 minutes for the wax to cool completely and harden throughout.
6. Remove the skewer and trim the excess wick.

Quinzee Door Lanterns

- paper lunch bags (white, if available – if not, brown)
- scissors
- tea lights or quinzee candles

1. Cut small holes at random in the sides of a paper bag.
2. Fill the bottom of the bag with snow.
3. Place your quinzee candle (or use a tea light) in the centre of the snow.
4. Place your lantern near your quinzee door.
5. Guiders – blow out the candles and collect the lanterns when you go to bed.



Girl Guides
of Canada
Guides
du Canada

2013 Photo Contest Winners



JUDGES' CHOICE:
Kathleen Lezon

2013 Photo Contest

FIRST PLACE
WINNERS:



Kelly Malcolmson



Dale Capan



Johanne Bottrill



Michelle Shank



Angela Forseille

2013 Photo Contest

SECOND PLACE WINNERS:



Megan Lamothe



Van Chau



Erin Pecknold



Mandy Wilson



Nicola Paetkau



Girl Guides
of Canada
Guides
du Canada

2014 Photo Contest

ZOOM LENS

Ready, Aim, Click.

Coming soon!

Watch for details
in *Guidepost* and
Canadian Guider
Magazine on how
to enter our 2014
photo contest.

Hit us with
your best shot!

UPCYCLE



NSP Earth-Friendly Crafts

Crafts are a fun part of the Guiding program. In keeping with the National Service Project's Operation Earth Action initiative, upcycled crafts are both fun and environmentally-friendly. What a great way for girls help our planet – creatively!

Photos: ©PhotoSpin

When we use anything destined for our trash or recycle bins to make something creative and/or useful, we upcycle it. However, the process is not just about making that craft. It's also about a way of thinking and living. As with all the Rs (Reduce/Reuse/Repurpose/Recycle) it's about how our small, everyday actions can mount up to large and beneficial impacts on our environment.

Organize a Trash to Treasure meeting

Ask the girls . . .

- What types of things do you typically throw away? How could you reuse or repurpose them?
- How do you decide when things are used up and get thrown away?
- What items do you have at home that are reused or repurposed?
- What things might stop you from reusing or repurposing something? Why are they a problem? How can you work around them?
- How does reusing and repurposing help the environment and why is this even better than recycling?
- How often have you used trash items to make crafts?



Photo: Melissa Charenko

CD Snowman

Here's a fun winter craft that upcycles two pieces of common household trash in three easy steps:

1. Paint a frozen orange juice lid and an old CD white or cover them with scrap white felt.
2. Once dry, glue together, add buttons, and draw on face.
3. Use pompoms and pipe cleaners for earmuffs, scrap fabric for a scarf, and pipe cleaner for the arms.

Coffee Can Fire Extinguisher

This three-step "craft" turns a common coffee tin into a something that might one day save your kitchen, your house and your family:

1. Strip the paper off an empty coffee tin and wash it out. (Save the plastic lid for future upcycling projects, as a mixing plate for crafts that use paint, or to catch water under potted plants.)
2. On a self-stick label or directly on the tin, write or paint the message: *In case of a fat or oil fire, throw contents directly on the flames. Do NOT use water!*
3. Fill the tin with baking soda and place it beside your stove. Once a week, stir the baking soda, to keep it loose and clump-free. (Do not seal it with the plastic lid. In a fire emergency, you don't want to have to worry about getting the plastic lid off the tin and making sure it doesn't also go into the flames, where it would create toxic fumes.)



Photo: Sharon Jackson

Try the following activity ideas:

Trash Swap: Have each girl bring in an item that she is ready to throw away and thinks can't be reused or repurposed. Ask the girls to randomly swap items and challenge them to find a new way to repurpose them.

Metal Mania: Bring in various sizes and shapes of clean tin cans that have no sharp edges, and let the girls get creative with how they can be repurposed or upcycled. You can also use plastic, glass, fabric, etc.

Junk to Funk: Have the girls bring in items they find in their family's junk drawers and pile them in the room. Ask them to select items from the pile to upcycle into something funky that's either decorative or repurposeful. Have them work alone or in pairs.

Art Nouveau: Using items that would normally be thrown away or recycled, have the girls create pieces of art. Host an exhibition to display the works for family, friends and other units.



Log your Trash to Treasure activities at nsp.girlguides.ca/treasure.aspx. Once you have completed two NSP activities, be sure to order NSP crests for your girls. ♻️



Photo: Geraldine Withey

What to Wear?

Dressing for the Weather

BY PAT MCWILLIAMS

What we wear can make all the difference in how we experience the outdoors, especially in winter. **Comfort and protection** from the elements are crucial to **ensuring adventures outside are enjoyable and fulfilling**. Here are some activities that will teach your girls the essentials of dressing for the weather.

We set these activities up for our Guides to work on in patrols. Each patrol conducted an independent experiment, after which we reassembled so they could describe their observations and tell us how they planned to put them into everyday practice.

Illustrations: ©iStock/minimil (edited)

Fingers or Thumbs?

Questions

Which keep your hands warmer – gloves or mitts? Does it matter what material they are made of? Does it help to layer them?

Materials

An assortment of mini mitts, fleece mitts, woollen mitts, gloves and waterproof mitts, a pan of ice and a dish of snow.

Activity

Put different mitts or gloves on each hand. Put your hands in the snow for a while; lay your hands on the ice for a while.

Observations

1. Which are warmer?
2. Which stay dry?
3. Which would be best for the wind?
4. When would you wear mitts? When would you wear gloves?
5. What will you choose to wear when we go on outings? Will you bring a change in your backpack? Why?



Brrrrr!

Question

Does being cold really affect how well or how quickly we can do things?

Materials

Small cooler with snow or ice water, shoes with laces, stop watch.

Activity

Tie the laces on one shoe and time how long it takes. Put your hands in the snow or ice water for 15 seconds. Tie the other shoe and time how long it takes.

Observations

1. What affect do you think chilly fingers have on tying shoes, or buttoning your coat or finding warm clothes in your backpack?
2. Why is it important to keep your hands warm?
3. What do you think are the best ways to do that?

Put a Lid on It!

Question

What happens when you leave the top of your head uncovered in the cold weather?

Materials

Three empty pop cans, a pan of ice, a hat and a pair of ear warmers.

Activity

Fill the three pop cans with hot water. Put a hat on one, ear warmers on one, and nothing on one. Place the three hot cans on the pan of ice and wait 15 minutes.

Observations

1. As they sit on the ice, what is happening to the water in:
 - the can with a hat?
 - the can with ear warmers?
 - the can with no hat or ear warmers?
2. What does this mean when you go outside?
3. What will you wear on your head next time, and why?

Toasty Feet

Question

What socks should you choose for your feet? Which boots are best for you?

Materials

A felt pack boot, a pointy fashion boot, a gum boot, cotton socks, wool socks, a pan of ice.

Activity

Place each boot on the ice. Place one of each type of sock on the ice. After waiting a little while, put your hand in each boot, to determine how cold or warm it feels. Put one dry sock and one wet sock from the same pair on your hand. Take off your shoes and check out your own socks.

Observations

1. Which boot is warmer inside?
2. Which type of sock is warmer? Does it matter whether they are wet or dry?
3. If you layer the socks, what happens?
4. What are your socks like now? Dry? Wet? Warm? Cold? Why is that? If we were outside how would your feet and toes feel right now?
5. What type of boots will you be wearing on our next winter outing, and why? What type of socks will you choose? Why? Will you bring extra socks? Why?



Dressing Daisy

Trace one of your patrol members on a lifesize sheet of paper. This figure becomes "Daisy." (We used ends of paper rolls donated by our local newspaper. Map-makers and printers also will often donate ends of paper rolls. Failing that, the girls can draw Daisy freehand on a large piece of paper.)

Patrol/Group 1

Daisy is getting ready to march in a parade. The ground is covered with wet snow and the temperature is just below freezing. Draw or list how you would dress her so she can march for one hour.

Patrol/Group 2

Daisy is taking a two-hour bus ride to a cross-county ski trail. Draw or list how you would dress her for the bus ride.

Patrol/Group 3

Daisy has been on the cross-country ski trail for 30 minutes. It is just below freezing. Draw or list how you would dress her for the weather.

Patrol/Group 4

Daisy is going to a campfire. It is snowing, and -10 °C. There is a wind. Draw or list how you would dress her for the weather. ☔

Pat McWilliams is a Guider in Calgary, Alberta.

There are other great ideas for dressing for the weather in **Safe Guide** and the **Outdoor Activity Leadership (OAL)** resources on Member Zone.

Cookie-Selling Skills

Sparks vs. Pathfinders

Do the advantages and challenges of selling Girl Guide cookies differ from age group to age group? *Canadian Guider* asked a Spark and a Pathfinder Guider to shed some light on their unit's cookie-selling experiences.

SPARKS: Alice Gaveronski, Saskatchewan

Do Sparks have unique cookie-selling strengths?

Sparks are so full of enthusiasm and fun, cookie customers immediately want to interact with them. When we sell door-to-door in the community around our public school meeting place, we pull wagons with cases of cookies. Two adults and two Sparks manage each wagon. The Sparks work in pairs, and hold a box of cookies in each hand, taking turns to ring the door bell and ask, "Would you like to purchase a couple of boxes of Girl Guide cookies?" The key word, couple, seems to resonate successfully with potential customers, when they see two small figures eagerly holding two boxes of cookies each.

What are your main advantages?

- Sparks are eager and ready to learn new things and enjoy new experiences (both outside selling door-to-door, and when selling indoors at stores, malls and other venues).
- We receive lots of help from their parents.
- When selling in stores, most Sparks want to please everyone and are so friendly that they don't hesitate to approach shoppers as soon as they walk through the door.

What are your main challenges?

- For the chocolatey mint cookie season, the early darkness on October evenings and the cold weather can cause fatigue and tension.
- We worry about confronting barking dogs, who sometimes frighten our Sparks, as well as the leaders and parents.
- Sparks can quickly lose interest if there are not many customers when we sell in stores and malls.

What works well for Sparks selling cookies?

- Having two parents and two Sparks for a scheduled time-frame for indoor sales.
- Scheduling half-hour time frames to ensure the Sparks enjoy their first "cookie-selling" experiences.
- Giving them a cookie as a treat and a big "thank you" at the end of their shift.
- Assigning one adult to collect and be responsible for the "cookie dough."
- Having quick and easy cookie activities available to work on if cookie sales are slow. (Hint: Cookie shipping cartons make great colouring "books.")



Photos: Sandy Nicholson



PATHFINDERS: Aynsley Smith, Manitoba

Do Pathfinders have unique cookie-selling strengths?

Pathfinders have already learned basic selling skills, including approaching people in public and handling money during the exchange. The role they take in setting the unit's goals enables them to speak confidently and knowledgeably about what cookie revenues mean to them. ("Your money is helping me go to England, where I hope to learn about the history of Guiding, see the sights and visit a World Centre.") They can also supervise Spark and Brownie cookie sellers as they go door-to-door. At stores, farmers' markets and malls, their experience and confidence enables them to spread out and reach more people. Their math skills enable them to handle multiple sales, even under pressure during busy periods.

What are your main advantages?

- Pathfinders are able to think on their feet. For example, from past experience with people refusing cookies for dietary reasons, they are quick to suggest, "If cookies aren't on your diet, would you consider purchasing a box that we can drop off at the local food bank for you?"
- Because they have a say in setting the unit's goals, they develop a passion for how the sales revenues will be used.
- The Cookie All Stars program is a terrific incentive with older girls. Pathfinders can see and achieve specific goals more easily than can younger girls.

What are your main challenges?

- Pathfinders are often concerned about what their friends will think if they see them selling cookies. However, a quick reminder about what they are gaining from the experience can easily turn them around.
- We need to find selling times that fit into their very busy schedules.

What works well for Pathfinders selling cookies?

- Reminding them of the benefits, for example, funding trips, camping, and special events.
- Encouraging them to use their social networks to promote cookie sales.
- Having them help younger girls sell, which enhances their leadership skills.
- Finding several different opportunities to sell cookies. These very busy girls require lots of options. 🍪



Winter



Photo: Laura Allgrove

Nutty Skier (B,G,P,R)

submitted by Laura Allgrove

(This craft is not appropriate for girls who have nut allergies!)

What you need:

- hot glue gun
- scissors
- walnuts
- craft sticks
- thin craft sticks, toothpicks, bamboo skewers or twigs
- felt
- googly eyes
- small red pompoms
- pipe cleaners
- scrap knitted fabric or polar fleece
- red marker

What you do:

1. Glue two googly eyes and a pom-pom nose on the walnut and draw a mouth.
2. Position and glue ski poles one to each side of walnut character. Allow glue to dry.
3. Using the felt, cut out a pair of mittens. Glue one mitten on top of each ski pole so it looks like the nut is holding it.
4. Glue the craft stick skis to the bottom of the walnut.
5. Fashion earmuffs from pipe cleaners and small pompoms, or a toque from a scrap of knitted fabric or polar fleece and glue in place.

All-Seasons Snowball Fight (S,B,G)

submitted by Rachel Shoup

Have a snowball fight any time of the year!

Ask the girls to draw a picture of their favourite thing to do at meetings, or create a brief questionnaire for them to fill out. Include questions on such things as their favourite colours, animals, school classes, books, crafts, games, and songs, or things they want to do in their upcoming meetings. Do not have them put their names on their papers.

Once everyone has finished their drawings or questionnaires, ask them to crumple up their papers into a ball. Divide the group in two, and go crazy having a snowball fight across the meeting space. The paper is light enough that no one gets hurt and it's fun to safely throw things at each other.

Once the snowball fight is over, for Sparks and Brownies, get the girls into a circle, and show the drawing or read out answers from the balls at random. Have the girls guess whose paper is whose! For Guides, randomly give the girls snowballs, and have them figure out whose paper they have.

Faux Snow and Mini-Quinzees (S,B)

submitted by Laura Allgrove

Use a paper shredder to turn paper that is heading for recycling into faux snowflakes. Fill an empty kiddie pool with the shredded paper, supply small animal figurines, plastic cups, dolls, teddy toys, etc., and challenge your Sparks and Brownies to build snow quinzees for their toys!

FUN!

Photo: Geraldine Withey



Wrapping Paper Stars (G,P,R)

submitted by Melissa Charenko

Suitable for older girls to do on their own or to help younger girls, these stars make great upcycled decorations for Christmas trees or homemade mobiles.

What you need:

- old wrapping paper (in different patterns and solids)
- scissors
- glue

What you do:

1. Using contrasting colours and/or patterns cut seven squares per star.
2. Fold them in half on the diagonal. Unfold and then fold sides in.
3. Glue together the star points in an overlapping pattern to make a star shape.

These make excellent holiday season gifts for senior centre visits, especially for units that go caroling. They also work well as a camp craft, and solid colour stars can be turned into “chore wheels” if you write the chores on one side and the girls’ names on the other.

Mini Inuksuk (G,P,R)

Instructions and Illustration from:

myguidestuff.com

An inuksuk (ee-nook-sook) is made of large stones piled in a representation of a person. Inuksuits are traditional landmarks created in the Arctic where there are no trees and few distinguishing features of the land to use for reference when traveling. Your girls will have fun creating mini versions of these fascinating navigation “posts,” and will learn a bit more about the Canadian North in the process.

What you need:

- empty “clear” film canister or pill bottle
- small round and flat stones or pebbles
- white craft glue or glue gun
- large-eyed yarn needle
- small piece of yarn

What you do:

1. Make a small hole in the bottom of the film canister with a needle or scissors. Fold the yarn in half and thread the two loose ends through the needle.
2. Thread the needle and yarn through the hole in the canister. Do not pull the yarn all the way through, so the loose ends are inside the canister and the loop end is outside. Remove the needle.
3. Tie a knot in the loose ends of the yarn. Trim the ends and pull on the loop end to hide the knot inside the canister.
4. Glue the stones together in an arrangement you like. It doesn't have to be exactly like the example shown.
5. Make sure your Inuksuk will fit into your canister before gluing it together!
6. Glue the Inuksuk's feet to the inside of the lid and then glue the canister and lid together.

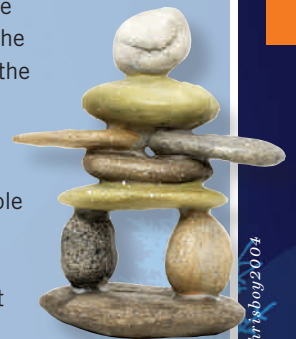


Photo: © iStock/chrisboy2004

Crystal Icicles, Snowflakes and Ornaments (G,P,R)

Instructions adapted from: myguidestuff.com

Photos: courtesy Brianna Willis, craftthyme.com

What you need:

- borax powder (also known as sodium borate, and found in grocery and hardware stores - usually with laundry products)
- glass jars (You can also use drinking glasses.)
- metal spoon
- pipe cleaners
- cotton string
- pencils, drinking straws or chopsticks
- boiling water
- food colouring (optional)

What you do:

1. Place the metal spoon into a glass jar.
2. Slowly fill it to three-quarters full with boiling water. (The spoon is a safeguard against the glass cracking due to the sudden temperature change. Even with a metal spoon, never pour boiling water into a cold glass!)
3. Stir in borax powder a spoonful at a time until no more will dissolve.
4. For coloured ornaments, add a few drops of food colouring.
5. For icicles, wrap the end of a piece of pipe cleaner or string around a pencil, drinking straw or chopstick. Rest the pencil, drinking straw or chopstick across the top of the jar, so the pipe cleaner or string is immersed in the liquid and does not touch the sides of the jar.
6. For snowflakes, cut three pieces of pipe cleaner and link them together in the centre to form six points. Remember, all snowflakes have one thing in common: they are six-sided crystals of ice. Attach one of the points to one of the points to a pencil, drinking straw or chopstick with a piece of string. Follow Step #5.
7. For ornaments, fashion pipe cleaners or pieces of string into desired shapes (trees, bells, balls, stars, etc.), and follow Step #6.
8. Set aside. The crystals will begin to “grow” in a few hours, and should reach maximum growth overnight.
9. Hang your icicles, snowflakes and ornaments on your Christmas tree or in a window, or make them into a mobile.





Photo: Melissa Charenko

Snow Goggles (B,G,P,R)

Instructions and illustration from: myguidestuff.com

Traditionally, Inuit snow goggles (*iggaak*) were carved from bone, ivory, or wood, or made from sealskin. They provided important protection from the bright reflection of sunlight on arctic snow. Today, we have high-tech UV filters in sunglasses and goggles, but these *iggaak* gave the Inuit protection from sunlight and blowing snow, too.

What you need:

- lightweight cardboard (an old file folder or cereal box)
- rubber bands (thin ones work best)
- scissors
- craft knife
- markers or crayons

What you do:

1. Print the goggle pattern and trace it on to the cardboard (or create your own).
2. Decorate and colour the goggles.
3. Cut out the eye slits using a craft knife. Adults or older girls will need to help Brownies and young Guides with this step.
4. Cut around the outside of the goggles with a pair of scissors.
5. Punch two holes at the sides of the goggles as shown.
6. Poke one end of a rubber band through the first hole to form a small loop.
7. Wrap the other end of the rubber band over the edge of the goggles and pull it through the loop. The rubber band should now be attached to your goggles.
8. Repeat with the second rubber band on the other side.
9. Wear your *iggaak* by looping the rubber bands over your ears to hold them in place.

3D Stars (S,B)

submitted by **Melissa Charenko**

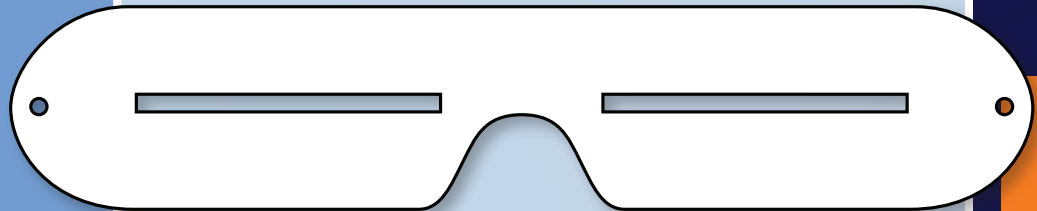
These stars are easy enough for younger girls to put together, and also make great ornaments or mobiles.

What you need:

- fun foam
- scissors
- metallic pens
- glue

What you do:

1. Cut two stars out of fun foam.
2. Cut slits in both.
3. Slide together.
4. Decorate with metallic pens.
5. Use glue to make them more secure (optional).



Chocolatey Lip Balm (B,G,P,R)

submitted by **Rachel Shoup**

What you need:

- small cosmetic jars
- petroleum jelly
- chocolate chips or white chocolate chips
- vitamin E capsules
- measuring spoons
- microwave-safe container
- spoon
- microwave oven
- safety pin or corkboard/map tack

What you do:

1. Measure out three tablespoons of petroleum jelly and add approximately five chocolate chips. (Use more or less for more or less flavour.)
2. Microwave a few seconds at a time, stirring in between, until you have a liquid.
3. Poke a hole in a vitamin E capsule with a safety pin. Squeeze all the vitamin E into the mix, and stir until well combined.
4. Carefully pour into the small containers.
5. Wait for it to solidify, and enjoy your delicious chocolatey lip balm!



With your
help,
we can
lick any
problem.
Thanks!

Wit and Whimsy

Humorous and Heartfelt Thank You Notes

BY LORELEI PURVIS

Every Unit Guider knows that our activities with the girls are greatly enhanced, and sometimes only made possible, because parents/guardians and other helpers lend us a hand. We all want to thank them appropriately, but without breaking the unit piggy bank. By attaching a note with a few witty and whimsical words, we can turn everyday items into humorous and heartfelt tokens of our appreciation.

Tooth Picks

- Thanks for your input. Sorry I was so picky.
- You have a knack for getting at the little bits. Thanks!

Paper Towel Roll

- Thank you for helping clean up a messy situation.
- With your help we're really on a roll. Thanks!
- Thanks for getting the paper work done.

Salad Dressing

- You really dressed up the occasion. Thanks!
- Thanks for tossing us some great ideas!
- Things would be pretty plain without you. Thanks!

Mints

- Your ideas take our breath away. Thanks!

Note Cards

- That was a truly "noteworthy" achievement. Thanks!

Small Shaving Foam Container

- You really helped us smooth over the rough edges, thanks.

Non-Prescription Pain Killers

- I know this job has been a real headache. Thanks for your continued support.

Small Static-Guard Spray

- Since you've joined us, the static is gone. Thanks!

Batteries

- You've really added energy to our group. Thanks!
- Thanks for charging us up!

Raisins

- Thanks for raisin' us up!

Tea Canister

- Since you've joined our team, things are really brewing. Thanks!

Candles

- No one holds a candle to you. Thanks for lighting our way!

Wine Glass

- A toast to a job well done! Thanks!

Grapes or Bananas

- Thanks a bunch!

Life Savers

- You really saved the day! Thanks!

Lollipop

- With your help, we can lick any problem. Thanks!

Dried Soup Mix

- Your participation has brought the right mix into our group. Thanks!
- Your input really seasoned the pot. Thanks!

Small Hair Spray

- Thanks for helping us get things under control.

Small LED Flashlight

- Thanks for helping us see the light at the end of the tunnel.

Glue Stick

- Thanks for sticking to the job 'til it was done.
- We'd be really stuck without you. Thanks!

Air Freshener

- Thanks for the fresh ideas!

Homemade Sweets

- Thank you. Here are your just desserts! 🍪

Lorelei (Lori) Purvis is a Guider in Brampton, Ontario.

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MINUTE TO WIN IT!



Grab 'n Go Games

COMPILED BY LAURA ALLGROVE

Are your girls fans of the television show, *Minute to Win It*? It is so popular, people of all ages are playing these fun games with household objects at parties and events. Here are some Girl Guide *Minute to Win It* challenges you can try out with your unit. These “grab ‘n go” games are great for meeting warm-ups, for bridging events and, of course, for those rainy days at camp. Just remember, the challenge is to complete each game in one minute!

Laura Allgrove, of Williams Lake, B.C., is a former member of the Canadian Guider Editorial Committee.



Face the Cookie

What you need: Girl Guide cookies (when you have them – otherwise any cookies will do)

What you do:

1. When the clock starts, players grab a first cookie and place it on their foreheads.
2. Using only the face muscles, the challenge is to move the cookie from their foreheads to mouths.

Balancing Blocks

What you need: wooden baby blocks, plastic plates

What you do:

1. When the clock starts, players place a plate on top of their heads and attempt to stack five blocks vertically on the plate.
2. Players may not move their plates with their hands once placed on their heads.
3. To complete the challenge, all five blocks must remain stacked vertically for three seconds within the 60-second time limit.

Nose Dive

What you need: cotton balls, petroleum jelly, bowls

What you do:

1. Players place a dab of petroleum jelly on their noses and put their hands behind their backs.
2. When the clock starts, the players must transfer cotton balls one at a time from one bowl to another, using their “sticky” noses. The challenge is for each player to transfer five cotton balls from the first to the second bowl without using her hands.

A Bit Dicey

What you need: wooden popsicle sticks, dice

What you do:

1. When the clock starts, players stack their dice (four dice for younger girls, six for older girls). The challenge is they have to stack them on a popsicle stick held between their teeth!



Noodling Around

What you need: pieces of penne pasta (uncooked), pieces of spaghetti (uncooked), table

What you do:

1. When the clock starts, players grab a spaghetti noodle and place it in their mouths.
2. Players must pick up six pieces of penne, so they remain concurrently on the spaghetti. The challenge is they do this with their hands behind their backs!

Johnny Applestack

What you need: apples, table

What you do:

1. When the clock starts, each player begins stacking apples.
2. Players may not alter the apples in any way.
3. The challenge is to stack five apples so they are freestanding, one on top another.

Breakfast Scramble

What you need: cereal boxes, cut into 16 even rectangles each

What you do:

1. Stack the rectangles face down in random order.
2. When the clock starts, players begin turning over the pieces to reassemble the front of the cereal box.

Defying Gravity

What you need: balloons

What you do:

1. Using hands, head, knees and feet, each player must keep three balloons off the ground for a full minute. 🌀



Illustrations: ©iStock



Thank You!

GGC 2013 Supporters and Partners

There are no limits to what girls and women can achieve in Guiding. Through the support of our generous donors and partners, we continue to provide girls with the opportunities, skills, knowledge and encouragement that will propel them into a bright and resilient future. We are deeply grateful to the individuals, corporations and foundations who supported our programs and initiatives in 2013.

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Photo: Sandy Nicholson
 GGC is grateful for any and all donations, but in the interests of space, we are able to publish only the names of donors who have contributed \$100 or more.



Thank you all for:

- helping girls see the impact they can have in their own lives, their community and the world around them.
 - inspiring girls to explore the natural world and shaping tomorrow's green citizens.
 - sparking girls' interest in the world by supporting our international travel program.
 - fostering the next generation of educated, productive, responsible citizens and leaders through our scholarship program.
- ✓ all of the above!

GGC Tributes

Girl Guides of Canada-Guides du Canada Members are frequently recognized in their communities for the wonderful work they have one during their Guiding lives. As many of them may be familiar to you, we thought we would share the following announcements (July 2013 to November 2013) with you:

In Memoriam Recognition

- | | |
|-----------------------|------------------------|
| Zena Baird, NL | Cecile Lindsay, NS |
| Rose Ballard, BC | Marilyn Parks, BC |
| Bernice Bishop, NL | Effie Peiluck, MB |
| Marjorie Claussen, BC | Joan Quick, SK |
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| Kerri Fletcher, BC | Jean Sharpe, NL |
| Shari Irving, AB | Charlotte Swedberg, ON |
| Pauline Kuiack, ON | Mary Townsend, ON |
| Lucille Laporte, ON | |

A Tribute Opportunity

Supporting Scholarships

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

For more information, please email us at: colek@girlguides.ca



Awards

Fortitude

Madison Costantini, Oakville ON
Gillian Olver, Pefferlaw, ON

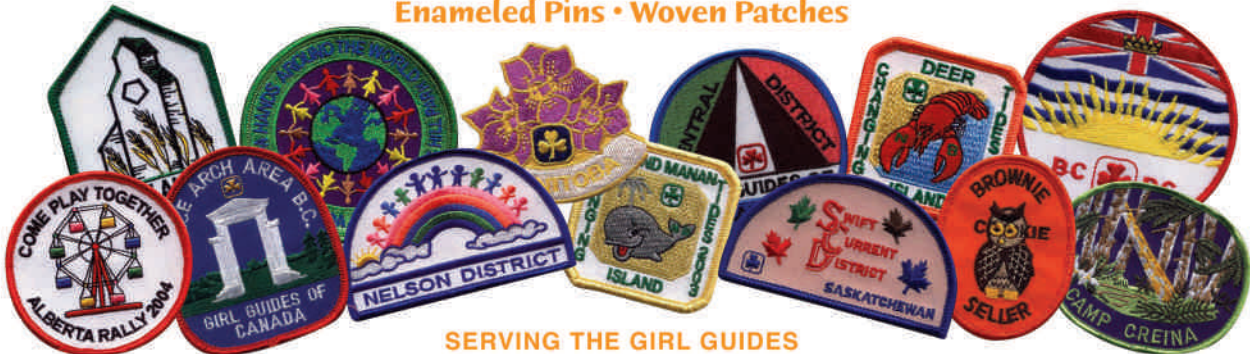
Honourary Life

Anne Cameron, Kamloops, BC

Photo: Sandy Nicholson

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Girls First

GGC Programming Excellence

In the fall, Girl Guides of Canada-Guides du Canada (GGC) announced the launch of Girls First, a five-year comprehensive review and revision of our programming and program delivery.

As always, GGC will continue to offer high-impact, hands-on programming that helps girls and young women to learn more about global awareness, science and technology, healthy relationships, citizenship and more, and to see the impact they can have in their own lives and in their communities.

Girls First will focus on the development and application of a girl-centred, sustainable, outcome-based program model that will generate:

- a new look and feel for our programming that is current and relevant, meeting the expectations of girls and strengthening branch continuity
- a clear framework for program outcomes to ensure that girls are achieving the Mission through ongoing programming excellence
- increased opportunities to showcase GGC as a leader in youth programming.

Thank you for your continued support as we embark on this exciting initiative. Look for more updates in upcoming issues of *Canadian Guider* and *Guidepost*. 🍀



In Memoriam Reta Currah

Chief Commissioner, 1981-1986

Former Girl Guides of Canada Chief Commissioner Reta Currah, a dynamic and energetic force in Canadian and global Guiding, passed away in hospital in Ottawa in October 2013. Joining as an 11-year-old Guide, Reta stayed in Guiding for more than 50 years. She became a leader in McMasterville, Quebec, a Commissioner in the Kingston, Ontario and Montreal, Quebec areas, Provincial Commissioner for Quebec, and GGC Deputy Chief Commissioner.

As our Chief Commissioner, Reta delighted in seeing Guiders and girls in action as she travelled all over Canada. “Women have a mammoth task, but if we do our best, our world should be a better place in which to live,” she once told *Canadian Guider*. Her daughter, Jane, and her granddaughters also embraced the Guiding spirit.

During Reta’s term as Chief Commissioner, Canadian Guiding took on a more international scope, including the launch of our international twinning projects. She also served as Chair of the Western Hemisphere Region Committee from 1987 to 1990.

Reta was active in WAGGGS as women and girls in post-Communist countries such as Hungary and Poland were returning to the Guiding sisterhood. Former Chief Commissioner Elaine Patterson remembers her speaking of meeting an elderly Guider from Poland at an international camp. During the communist rule, she had preserved her Guiding uniform in a can in her backyard. “That really moved Reta,” said Elaine. “Knowing that these women had such commitment to the girls in their country, they secretly kept the Guiding spirit alive.”

Reta also volunteered extensively in her church and local hospitals, and was a lecturer in micro-chemistry at the University of Toronto and a member of the Chemical Institute of Canada. She is survived by her three children, and several grandchildren and great-grandchildren. 🍀



Hail and Farewell

Canadian Guider Editorial Committee Changes

We are pleased to announce that our Editorial Committee has three dynamic new members, who will carry on the wonderful work of our equally dynamic outgoing members. As we bid a fond farewell to Laura Allgrove, Lisa Donnelly and Jaime Myslik, we welcome Melissa Charenko, Melissa Moor and Rachel Shoup. Our committee chair, Stephanie Bangarth, will remain for another year. Please join us in applauding and thanking all of these fabulous GGC volunteers!

Here are brief profiles of our newest members:

Photo: courtesy Melissa Charenko



Melissa Charenko

Originally from Toronto, Ontario, Melissa is currently studying for her PhD in Environmental History and the History of Science, in Madison, Wisconsin. She has worked with Sparks in Calgary, Brownies in Hamilton, Guides in Toronto, Girl Scouts in Wisconsin, and girls and women from all over the world as a volunteer at Our Cabaña in Mexico. Melissa is an avid backpacker, knitter, and the co-director of a Books to Prisoners project.

Photo: courtesy Melissa Moor



Melissa Moor

A Brownie Guider in Ottawa, and contributor to *Canadian Guider* and the Girl Guides of Canada blog, Melissa is excited to be a member of our Editorial Committee. After graduating from the University of Ottawa and Queen's University, she spent a year participating in the Canadian Political Science Association's Parliamentary Internship Program. In 2011, she attended WAGGGS' Young Women's World Forum at Our Chalet in Switzerland. She is currently in India, where she is volunteering at Sangam.

Photo: courtesy Rachel Shoup



Rachel Shoup

Formerly a Spark and Guide leader, Rachel is currently a Brownie leader in Guelph, Ontario, where her friends know her as Rainbow. She holds a Bachelor of Arts in Environmental Governance and English from the University of Guelph, and enjoys practising yoga, creating with fibre, and trying out new recipes in the kitchen. 🌍



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Hold a GGA meeting and discuss these star qualities!



Information on the 2014 GGA's will be available online in January 2014

20 Girl Guide Members will receive the beautiful Girl Greatness Award Pin



Award recipients will also receive a certificate signed by the Chief Commissioner.

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