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Interest Badges: Aeronautics; Becoming a Teen; Career Awareness; Chemistry; Computer Skills; Dancing; Design Your Own Badge; Design Your Own Space; Fashion; Feeling Good; Fitness Fun; Healthy Eating; High on Life; Music Fan; Outdoors in the City; Physics; Picture This; Plants and Animals; Streetwise; Weather; Writer

Program Area Challenges: You and Others: Learn About Leadership in a Group, # 4; Learn How to Plan, # 1. Discovering You: Stay Fit and Healthy, # 4. Build Skills in Communication, # 2; Learn How to Plan, # 5; Learn About Safety, # 1. Discovering You: Discover What’s Important to You, # 1; Stay Fit and Healthy, # 5; Understand How to Be Responsible, # 1, 3. Beyond You: Discover Your Community, # 2; Try New Things, # 1.

This handbook belongs to

Name: ____________________________________________________________

Address: _________________________________________________________

Phone: __________________________________________________________

E-mail: __________________________________________________________

In an emergency please contact:

Name: __________________________________________________________

Phone: _________________________________________________________

Or

Name: _________________________________________________________

Phone: _________________________________________________________
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Unit, Guider and Patrol Information

I am a member of the ___________________________ Guide Unit.

We meet at ______________________ on ____________________.

from ___________________________ to ________________________.

Unit Guider 1:

Name: __________________________________________________________

Phone: _________________________________________________________

E-mail: _________________________________________________________

Unit Guider 2:

Name: __________________________________________________________

Phone: _________________________________________________________

E-mail: _________________________________________________________
Unit Guider 3:

Name: ___________________________________________________________

Phone: __________________________________________________________

E-mail: __________________________________________________________

I am in the ____________________________ patrol.

My patrol leader is ______________________________ .

Phone: __________________________________________________________

E-mail: __________________________________________________________

My patrol second is ______________________________ .

Phone: __________________________________________________________

E-mail: __________________________________________________________
What are Guides?

Guides are girls aged 9 to 11 who are involved in Guiding. There are millions of Girl Guides all over the world. Guides get together regularly to have fun, make new friends and experience adventures.

What do Guides do? Guides do a bunch of different activities together. They talk with friends, learn new things and help others in different and cool ways. Here are some of the things you get to do:

• Camp
• Play games
• Make crafts
• Get outdoors
• Help others
• Sing songs
• Earn badges
• Make new friends

But more than anything, Guides have fun!

Inclusivity Statement

Girl Guides of Canada – Guides du Canada (GGC) recognizes and values the richness of human diversity in its many forms, and therefore strives to ensure environments where girls and women from all walks of life, identities, and lived experiences feel a sense of belonging and can participate fully. This commitment to inclusion means GGC’s culture, programming, and practices encourage self-awareness and awareness of others; room for difference; and environments where girls and women feel safe, respected, supported, and inspired to reach their potential.
To be a Guide you will need to:

- Take part in a Promise and Law activity that shows you understand the Promise
- Learn the Motto, the Guide Sign and the Handshake
- Know how to tie your tie with a reef knot
- Attend three Guide meetings

Once you’ve accomplished these four tasks, you will be enrolled. Your Unit will plan an enrolment ceremony where you make your Guide Promise and you will be presented with your Enrolment pin. Family and friends are often invited to this special ceremony.
Guide Promise, Law and Motto

**Promise**
I promise to do my best,  
To be true to myself, my beliefs and Canada.  
I will take action for a better world  
And respect the Guiding Law.

**Law**
The Guiding Law challenges me to:
- Be honest and trustworthy
- Use my resources wisely
- Respect myself and others
- Recognize and use my talents and abilities
- Protect our common environment
- Live with courage and strength
- Share in the sisterhood of Guiding

**Motto**
Be Prepared

**Sign and Handshake**
The Girl Guide Sign and Handshake are how Girl Guide Members greet each other. The Sign is used when the Promise is said. Notice that Guides shake hands with the left hand. This is based on the legend that warriors would lay down their shields (which they held in their left hand) to show their trust and friendship.
Why make a Promise?

There are many things that make Guides different from other groups but the most important one is that Guides around the world make a similar Promise. This includes your own Guider. It means that all Guides aim for the same goals and that they can trust each other to do their best and take action for a better world.

What does the Promise mean?

The Promise is all about achieving your own personal best, being true to your beliefs and taking action for a better world. This will be different for each Guide.

The main ideas in the Promise are:

1. doing your best,
2. being true to yourself, your beliefs, and Canada,
3. taking action,
4. and respect the Guiding Law.

This is a personal promise and commitment. So take a few minutes to consider what the promise means to you.

Making your Promise

Making your Promise is a very important part of being a Guide. You should understand what it means to you and then make your Promise when you’re truly ready.

Keeping the Guide Law

Trying to live by the Guide Law challenges us in the way we live and the choices we make. Think about the ways you can follow the Law in your daily life.
Promise and Law Word Search

Find the words in the grid and circle them. Words can appear horizontally, vertically and diagonally.

GUIDING LAW CANADA
BEST PROMISE BELIEFS
MYSELF HONEST ACTION
RESPECT TRUE BETTER
WORLD
How the Guide Program Works

During your time as a Guide, you will participate in a variety of activities that will go towards completing a program area. You and your Guiders will work together to plan out the program and to choose the activities that interest you and the other girls in your Unit.

The Program Book

Each Unit will have a program book. This book explains the activities you need to do as you work on your program. Together, you and your Guiders will use this book to plan your program.

Program Areas and Interest Badges

There are four program areas in the Guide program and each area has four challenges. You will participate in activities to meet these challenges. The activities needed to complete each of the program areas are found on page 92. For example, to complete the You In Guiding program area, complete all four program area challenge badges (Understand the Promise, Law and Motto; Learn about Guiding; Learn About WAGGGS; Be Involved in Your Community), and one interest badge from both of the two theme areas (Adventures in Guiding, Cookies Rising).

In addition to the program area activities, you can earn interest badges. The interest badges are designed to allow you to explore topics that you would like to learn more about. You will do some interest badges to earn your program area badges. And, you can do other interest badges just for fun!

The interest badges are organized by theme and are connected with the program areas. You will find the interest badges on page 94.
How the Guide Program Works

Community Service Badges

The *You in Guiding* challenges include community service projects. When you do a service project, you earn a community service badge. These projects should require more effort than a simple everyday service and they should be more long term.

There are three badges for different types of projects:

- **Supporting Your Community**
  service project - Helping people or community beautification

- **Going Global**
  international service project

- **Green Connection**
  environmental service project - Community environmental awareness

Camping Badges

The camping badges are earned as you learn about camping. They provide opportunities to gradually build your camping skills during your time in Guides.

- **Camp-out**
- **Basic Camper**
- **Experienced Camper**
Lady Baden-Powell Challenge

The Lady Baden-Powell challenge gives you the opportunity to learn more about Girl Guides and to share your enjoyment of the sisterhood of Guiding.

This challenge will show you that you are a valued Member of a great organization and that you can make a difference in the world around you. The Lady Baden-Powell challenge is designed for girls looking for an extra challenge in Guides.

When you complete the challenge, you receive the Lady Baden-Powell pin and certificate. General information on this challenge is available on pages 274-277. A more detailed booklet along with the Challenge certificate are available on Member Zone. The Lady Baden-Powell Challenge is an achievement worthy of your initiative and effort and can be worn on the Pathfinder uniform.
The Guide Uniform

Guides wear the following uniform:

• Guide uniform T-shirt
• Navy cargo pants
• Guide tie
• Guide badge sash
• Reef knot pin (to close the badge sash)

The Guide uniform is available through the online store at www.thegirlguidestore.ca.

You can purchase the pieces individually or together as a Guides Starter Kit.

Please note, all previous GGC uniforms are accepted.
Tying the Guide Tie

The Guide Tie is tied with a reef knot. This is an easy-to-tie knot that is also easy to undo. You can use the technique: right over left and under, left over right and under.
The Guide Badge Scarf

**Guide Enrolment pin:** (gold) worn after enrolment, at the top of the badge scarf; may be worn out of uniform (presented to you when you are enrolled).

**Membership pin:** below the Title Tape, beside the World pin (shows the number of years you have been Guiding).

**Patrol emblem:** below the Membership pin and World pin (shows which patrol a girl belongs to).

**Patrol Leader/Second Stripes:** two white stripes worn by patrol leaders. One stripe worn by patrol seconds. Worn horizontally below Program Area Badges.

**Brownie Fun and Adventure pin,** **Brownie Enrolment pin,** or **Lady Baden-Powell Challenge:** below the Enrolment pin.

**Title Tape:** horizontally, below the Fun and Adventure pin (registered name and number of a girl’s Guide unit).

**World pin:** below the Title Tape, beside the membership pin (shows the World Trefoil).

**Program badges:** below the patrol emblem (girls earn these as they work on the program).

**Interest badges,** **Camping badges and Community Service badges:** in a position of the girl’s choice on the front or back of the badge scarf (girls earn these as they work on the program).

**National or Provincial Challenge crests:** in a position of your choice on the front or back of the badge scarf (girls earn these as they work on the program).
Insignia and Badges

All badges and insignia are worn on the badge scarf. The picture shows where to wear them. Only those shown in the picture and listed below are worn.

Other insignia worn on the badge scarf include:

Spark Helper or Brownie Helper crest
Awards of Valour and/or Fortitude
Special event or anniversary patches or crests
Friendship pin of another country
World Centre pin
Western Hemisphere pin

Canadian Units on Foreign Soil (CUFS) identification badge: worn by Members of CUFS, removed on return to Canada.

Girl Guides of Canada flashes: left sleeve, 1.5 cm from the top. Worn on uniform while outside Canada. May be worn for one year following return to Canada.

Provincial/territorial title tapes or flashes: worn when attending events in other provinces/territories, centred at the top of the right sleeve along the armhole seam. May be worn for one year following return home.
Insignia and Badges

Guide Enrolment pin

Brownie Fun and Adventure pin

Brownie Enrolment pin

Lady Baden-Powell Challenge pin

Title tape

1st Wiarton Girl Guides
World pin

Membership pin

Patrol Leader stripes

Patrol Leaders also wear the whistle lanyard.

Guide Challenge pin
How the Guide Unit Works

Patrols

Your Guide Unit may be divided into patrols. These are smaller groups of friends within the Unit. A patrol is small enough so that every girl feels she belongs and it is big enough to be a team that can make things happen. Patrols will range in size depending on the number of girls in your Unit. You may have patrol sizes that range from four to seven members.

About Patrols

- You get to choose your patrol
- Members can be different ages
- You may choose your own patrol name or choose from the available emblems
- The patrol elects their patrol leader
- The patrol makes decisions and plans and does activities together
- Patrols work together and have fun!
How the Guide Unit Works

Patrol Emblems

Blue bell
Bluebird
Canary
Clover
Daffodil
Daisy
Forget-me-not
Holly
Kingfisher
Lily of the valley
Oriole
Pansy
Your patrol’s emblem could be any of these. Or, maybe your patrol can choose its own emblem. It could be another kind of bird, flower or any animal.
**Teamwork**

Your patrol will have more fun if you work as a team.

To work successfully as a team, EVERYONE needs to:

- Acknowledge and value each other for who they are and what they bring to the team
- Know what they are doing and why
- Be enthusiastic!
- Listen to one another
- Do what they say they will do
- Participate and learn new skills
- Have fun!

**Patrol Leaders**

Every patrol has a leader who has been chosen by the girls in the patrol.

Patrol leaders are:

- Team players
- Friendly
- Open to new ideas
- Reliable
- Helpful
- Able to make decisions
- Enthusiastic

**Patrol Seconds**

Seconds are assistants to the patrol leaders. She assists the patrol leader and acts in her place if she’s away.
How the Guide Unit Works

Unit Planning

It is the job of your patrol leader to represent the patrol’s views at the Unit planning meetings. All girls and Guiders will attend the planning meetings, but the patrol leaders will present the patrol’s ideas on behalf of the girls in their patrol. Together you will choose some of the activities to do as a Unit. You will also make sure that your patrol’s plans fit with other patrols and everyone will decide what camps, events or outings to participate in. Make sure you tell your patrol leader if you are interested in an activity or project.

Guiders

Your Unit has Guiders (adult leaders) who are there to ensure you have a safe and fun Guide experience.

A Guider is always:

• Interested
• Ready to listen
• Sympathetic
• Fun
• Supportive
• Encouraging
• Aware
• Fair

Guiders will work with you and your Guide friends to plan programs and activities for the year.

Taps

At the end of a meeting, your Unit may sing a traditional closing song called Taps. The words and music for Taps can be found on page 290 of the program book.
What’s Next?

Pathfinders

So you’ve enjoyed being a Guide — where can you go from here? Pathfinders is the next branch of Guiding for girls aged 12 to 15. In Pathfinders, you’ll meet new friends, learn new things and possibly participate in international events. There are more opportunities in Pathfinders for camping and outdoor activities, as well as doing things for your communities.
Extraordinary Options

In some places in Canada there are groups who participate in Extraordinary Options (also known as Extra Ops). They include Trex and GirlSports. Trex is the Extra Op that focuses on camping and the outdoors, while GirlSports improves leadership skills through sport and recreation. These groups are for girls 12 to 17.

In an Extra Ops Unit you will plan your activities based on your interests, experience and desire to stretch your limits. Girl Guides of Canada-Guides du Canada will encourage and help you learn how to question and assess your options; how to set and achieve goals; and most of all, how to believe in yourself and your unique abilities.

International Events

International events include special international camps where girls and women from around the world meet to share experiences. Canada also holds events for Guiding visitors from other countries. Many Pathfinders represent Canada each year at international events in Canada as well as in other Guiding countries around the world.

Visit www.girlguides.ca for further information.
Footwear and Outdoor Clothing

During Guide meetings, you will be active as you play games. For safety and comfort, be sure to wear shoes that stay on your feet such as running shoes that won’t slip. For variety and a change of pace, you will sometimes go outside during your meeting. It’s important that you wear/bring appropriate seasonal outdoor clothing to all meetings.
Permission and Personal Health Forms

Your parents or guardians will need to complete forms so that you can take part in some activities. Two important forms are the permission form and health form. The permission form allows you to attend special activities away from your regular meeting location. The health form provides additional information that helps your Guiders create a safe environment for you. It is important that your Guiders are aware of conditions such as asthma, food allergies or any medication that you may need to take during meetings and events. All medications must be provided by your parent or guardian, in its original container, and clearly labeled. Without these forms you will not be able to attend these activities.
Cookies

Twice a year, members of all branches of Girl Guides of Canada-Guides du Canada participate in fundraising campaigns where they sell Girl Guide cookies.

There are two types of cookies:

**Spring Campaign** classic vanilla and chocolate sandwich cookies

**Fall Campaign** chocolatey mint cookie

You’ll have fun while you learn and practise useful skills like:

- Planning and goal setting
- Teamwork
- Safety awareness
- Problem solving and decision making
- Money and time management

**Why We Sell Cookies**

When someone buys a box of cookies, they are supporting thousands of Members just like you. Cookie funds are used to run your activities and programs. Before you set out to sell cookies, your Unit should decide together on the project or activity that the money you raise will go toward.

This is a good opportunity to set a Unit goal, as well as a personal goal.
Ceremonies and Special Days

As a Guide you will participate in ceremonies that celebrate special events or recognize people for their achievements.

Here are some of the ceremonies:

**Enrolment Ceremony** Enrolment is when a new Guide makes her Promise publicly and becomes a member of the worldwide Guide Movement.

**Horseshoe Formation** This is the traditional method of opening a meeting. The horseshoe represents the Guide Unit, with the open end as the place girls go in and out of their communities.

**Campfire** Guide meetings traditionally close with a campfire — a program of songs, skits, yells and games.

**Guides’ Own** A Guides’ Own provides an occasion for Sparks, Brownies, Guides, Pathfinders, Rangers, Junior Leaders and Guiders to express their feelings about the values they hold. A Guides’ Own is usually held when girls are together over a period of time, such as at camp, not at a weekly meeting.

**Advancement to Pathfinders** The Guide Unit bids farewell to those leaving and wishes them well and the Pathfinder Unit greets them with warmth and encouragement.

**Thinking Day** The birthday of Lord and Lady Baden-Powell. Girl Guides all over the world celebrate this day in international friendship and world peace.
How Guiding Began

Lord and Lady Baden-Powell

Lord Robert Baden-Powell (known in Guiding and Scouting as B-P) was born in England on February 22, 1857. When he was 19 years old, he joined the army and ventured to South Africa and India. He was responsible for teaching military scouting to other men in the army, which included learning about the countryside around them. To instruct the men, Lord Baden-Powell created games, and eventually wrote about these games in a book called *Scouting for Boys*. When he returned to England, he discovered that many people had taken to playing these games.

In 1909, Lord Baden-Powell called a rally to bring together all those who were practicing his scouting games. The rally was held at the Crystal Palace in London where thousands of boys and their leaders came, as well as a small group of girls. Because the girls wanted to join too, Lord Baden-Powell asked his sister Agnes to be in charge of the girls, whom he referred to as Guides.

Agnes Baden-Powell

Agnes wrote the very first handbook for Girl Guides. She offered good advice to girls as well as information on many subjects including camping. Agnes also set up a Girl Guide Headquarters in London, England. During the early years of Guiding, Agnes was President of the Girl Guide Association in the United Kingdom. She especially loved nature and camping. Even in her senior years she called herself the “Grandmother of the Guides.” Agnes died in 1945 at the age of 86.
How Guiding Began

Lady Baden-Powell

In 1912, Lord Baden-Powell met Olave St. Clare Soames aboard a cruise ship going to the West Indies. They discovered they shared the same birthday, February 22, and felt that this was a special sign. By the end of the cruise they were secretly engaged. Although they were concerned that their families would not approve of the marriage because Lord Baden-Powell was much older than Olave, they were married later that year and Olave became Lady Baden-Powell.

Olave enjoyed the great outdoors. As a child she learned to garden, swim, sail, row, skate, bicycle, ride a horse and play tennis. She also had musical talent and played the violin very well.

In 1917, after their third child was born, Olave turned her talents to Guiding and was elected Chief Commissioner. From that time on, Olave and Lord Baden-Powell dedicated their lives to promoting the ideals of Guiding and Scouting. In 1930, Olave was named World Chief Guide.

Everyone who met Olave was moved by the presence of this great woman. She demonstrated a quiet, real strength in her voice, along with the sincere warmth of her ever-present smile. And, in turn, she seemed impressed by each girl and Guider she met.

On many occasions, Lady Baden-Powell recalled the names of people she had met only briefly many years before. She had an exceptional memory, but more importantly, an even more phenomenal heart. Olave was over 85 when she finally had to give up her travels. In 1977, at the age of 88, Lady Baden-Powell died peacefully in her sleep.
How Guiding Began

Otter Woman

Over the years, the Baden-Powells travelled all over the world. After Lord Baden-Powell’s death in 1941, Olave returned home to England. However, she soon realized that Guides still needed her and so she continued visiting and encouraging Guides and Scouts the world over.

In her life, she travelled to over 100 countries including 15 visits to Canada. During her 1935 visit, the Sarcee First Nation in Alberta gave her the name Emonis-Ake — Otter Woman — after the beautiful fun-loving animal. Olave was honoured by many for her work reaching out to the youth of the world.

Thinking Day

The spirit and enthusiasm of Lord and Lady Baden-Powell live on in the Guiding Movement around the world. Every year on February 22, Guides everywhere celebrate the joint birthday of Lord and Lady Baden-Powell. This is called Thinking Day because Guides think about their sister Guides in other countries and celebrate international friendship. You may celebrate Thinking Day in your Guide Unit in many different ways, through special ceremonies, activities or parties.
Guiding is found in countries all over the world.

**WAGGGS (World Association of Girl Guides and Girl Scouts)**

The World Association headquarters is located in London, England, and brings together Girl Guiding and Girl Scouting Associations in 145 countries across the globe, representing a total membership of more than 10 million individual members.

**CWFF (Canadian World Friendship Fund)**

Girl Guides of Canada-Guides du Canada maintains and administers the Canadian World Friendship Fund to support WAGGGS projects. These include: the World Centres, mutual aid, World Thinking Day Fund, assistance to countries starting or re-establishing Guiding, and assistance to WAGGGS countries suffering from natural disasters. It also provides financial assistance to girl and adult Members selected to represent Canada at international events, as well as for girls from other WAGGGS countries visiting Canada, through the In Travel grants program. Contributions to the CWFF are voluntary and may be made at any time.

Additional information is in the Resources section under Guiding Around the World.
Safety Tips

Safety is the number one priority in all Guiding activities, whether you are camping, selling cookies, or surfing the Internet. Here are some tips to keep you safe when you’re out and about:

• Walk home in a group whenever possible — or ask a parent to come and get you.
• Let friends and family know where you are going, who with, how you’re getting there and when you expect to be back. If you’re going to be late, phone and let others know.
• Avoid using alleys or badly lit routes.
• Walk confidently and keep your hands out of your pockets.
• Keep money and jewelry out of sight.
• Be aware of your surroundings. Listen and watch for traffic and people around you. Don’t listen to portable music or keep your head down looking at your phone when walking alone.
• If you think you are being followed, keep moving towards the nearest public place.
• If someone asks for directions, don’t get too close. Stay clear of cars and never get into a car to give someone directions.
• If you’re travelling on public transit, sit as close as possible to the driver. If you’re on a transit train, sit close to an exit door and near other passengers.
• If someone tries to steal your belongings, give them up. Things can be replaced, you can’t be.
• Have your house keys ready so you can get indoors quickly.
• If you feel threatened, take action! Make noise to attract attention — shout, run away, tell an adult at once.
Being Safe Online

The Internet is an amazing place. You can get help with your homework, do research for a project or chat with a person from the other side of the world. But for all of the positives, there is one negative that you have to watch out for when surfing the web. You can’t tell who you’re really chatting with in a computer chat room. Chat rooms might be fun to visit, but you need to know some safety rules. And, while the Internet is an incredible tool, it also contains images and information that is not appropriate for young people to see or read.

Source: Junior Girl Scouts Handbook, pg. 94, Girl Scouts of the USA, 2001

My Online Safety Pledge

• I will not give out personal information such as my address, telephone number, parents’ work address/telephone number, or the name and location of my school without my parents’ or guardians’ permission.

• I will tell my parents or guardian right away if I come across any information that makes me feel uncomfortable, I have questions about, or I do not understand.

• I will never agree to get together with someone I “meet” online without first checking with my parents. If my parents or guardian agree to the meeting, I will be sure that it is in a public place and bring my parent or guardian along.

• I will never send a person my picture or anything else without first checking with my parents or guardian.

• I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents or guardian right away so that they can contact the online service.
• I will talk with my parents or guardian so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

Provided courtesy of the National Centre for Missing and Exploited Children (NCMEC), 1994 Copyright ©. All rights reserved.

For more information, check out the CyberCitizen challenge at www.girlguides.ca.

**Friendship Rules!**

Here are simple ways to be a good friend.

1. Take care in how you treat your friends because they may take what you say the wrong way. For instance, laughing at what a friend says or does may make your friend angry even though you didn’t mean to make them feel that way.

2. Be aware of how your behaviour and words may affect others.

3. Communicate how you are feeling.

4. Trust one another. This is a sign of a good friendship.

5. Appreciate your friends for their positive values. Don’t concern yourself with how they look or dress. What matters most is what they are like on the inside.

6. Be yourself. Friendship means getting to know each other like sisters.

*Adapted from: Studio 2B Collection (11–13 years) Premier Issue, pg. 52, Girl Scouts of the USA, 2002.*
Take the Friendship Quiz

1. Your friend has told you a secret that can really hurt another friend’s feelings.
   
   You…
   
   a. Tell the friend what the secret is about
   b. Keep the confidence
   c. Tell the secret to someone else and swear her to secrecy

2. Your friend calls to tell you she just bought an outfit that you’ve wanted for weeks.
   
   You…
   
   a. Are genuinely happy for her
   b. Tell her you don’t think it will look good on her — it’s not her style
   c. Wait until she wears it and spill pop on it

3. You promised to go to the mall with your friend when another friend calls and invites you to go to the movies.
   
   You…
   
   a. Dump your friend by telling her something came up and you go to the movies
   b. Go to the mall with your friend and stay angry the entire time you are there
   c. Suggest the three of you go to the movies

4. Your friend calls you because she is having a crisis just as you’re walking out the door for soccer practice. If you’re late, the coach will make you run laps after practice.
   
   You…
   
   a. Arrive late to soccer practice and run the laps
   b. Tell her you have to go and hang up
   c. Tell her you’re on your way to soccer practice and you’ll call her when you get home.
5. Your friend is telling you what she did last weekend.

You...

a. Listen and ask questions
b. Can’t wait until she stops talking because you want to tell her your exciting news
c. Look around while she is talking and pretend to listen saying, “uh huh, uh huh.”

Scoring

1. a =0   b=5   c=3
2. a =5   b=3   c=0
3. a =0   b=3   c=5
4. a =3   b=0   c=5
5. a =5   b=3   c=0

Friendship Whiz (Score of 20 – 25)

Wow! You know that friendship rules! You should share your ideas on friendship with others.

Friendship Apprentice (Score of 16 – 19)

You are a good friend. Try to improve your listening skills and to keep your commitments better.

Friendship Beginner (Score of 5 – 15)

Friends are special treasures. Think about how you would like to be treated and treat your friends the same way.

Source: Studio 2B Collection (11-13 years) Premier Issue, pg. 52, Girl Scouts of the USA, 2002.
Bullying

Getting bullied is about being a victim of physical, verbal or emotional violence. For example, teasing, hitting or being threatened. Getting bullied is about being shunned or isolated by people. Bullying is about power. Bullies enjoy the power they get by making others miserable.

How to stop a bully:

• Encourage your friends to help by standing up for you.
• Ignore the bully and, whenever possible, avoid the bully.
• Walk away from the bully.
• Stand up to the bully and tell him or her to stop.
• Tell your parents or a trusted adult that you are being bullied.
• Try not to show you are upset. The bully will know that they are hurting you. A sign of pain or discomfort from you means they are achieving their goal.
• Make sure your Guide Unit is a bully-free zone. Treat each other with respect. Ask your Guider if your Unit can participate in the Girls United challenge.
Welcome to Guides On the Go!

The Guide Program

The Guide Program Book includes all the information you need to complete your program. This book is used by both you and your Guiders in planning your Unit’s activities.

What’s in the Guide Program Book?

The Guide Program Book is divided into the following sections. Sections are colour-coded and numbered to help you find the information you need.

- Introduction
- Program Areas
- Interest Badges
- Camping Badges
- Lady Baden-Powell Challenge
- Resources
Introduction

The Guide program is based on four program areas and related interest badges. Additional badges can be earned in community service projects and camping. The Lady Baden-Powell Challenge is the ultimate award you can earn as a Guide.

Program Areas

Each of the four program areas has four challenges and related interest badges that are organized by themes. To earn program area badges, you must do activities related to the challenges and earn interest badges from each of the themes. Together, you and your Guiders plan the program and choose activities that interest you.

Interest Badges

There are dozens of interest badges for you to choose from that will help you learn more about things that interest you, learn and improve skills, explore careers and make a difference in your community. You can work on these badges on your own or your Unit can work on them together.
Community Service Badges

Guide Units will participate in community service as part of their You in Guiding program area. There are three badges that can be earned. A service project is designed to help you use your skills, creativity, and feelings to make a positive contribution to your community.

Camping Badges

The camping badges are earned as you learn about camping. They provide ways to gradually build your camping skills during your time in Guides. See the camping section for details on badge requirements.

Lady Baden-Powell Challenge

The Lady Baden-Powell challenge is the ultimate challenge you can earn as a Guide. To earn the Lady Baden-Powell challenge you will need to complete all four of the program areas. Please refer to the Lady Baden-Powell section for more details.
**You in Guiding Challenges**

- Understand the Promise and Law and Motto
- Learn About Guiding
- Learn About WAGGGS
- Be Involved in Your Community

In addition you must complete TWO interest badges from the following theme:

- Adventures in Guiding
Interest Badges

Earn TWO of the following interest badges from the **Adventures in Guiding** category:

- Campfire Leading
- Canadian Guiding
- Cultural Awareness
- Folklore
- Heritage
- Peace
- Provincial/Territorial Heritage
- Travelling
- World Guiding
- Cookies Rising
Understand the Promise and Law and Motto

Complete ALL of the following:

1. As a Guide you will learn your Promise and Law. The Promise and Law will guide you in how you live your life.
   To help you know and understand the Promise and Law:
   - Think of everyday situations where the Promise and Law can be used. A sample situation would be: You notice your new classmate looks lonely at recess. Write a variety of situations on separate slips of paper and put the papers in an envelope or other container. Take turns picking a situation and talking about it, the possible choices and consequences, and how the Promise and Law relate to it. You may want to act out one or more of these.
   - Create a craft to help you understand and remember the Promise and Law. This could be a model, a collage or a poster to show what the Promise and Law mean to you. Use it in a ceremony.
   **OR**
   - Demonstrate the meaning of the Promise and Law by learning something new and using it to help others.

2. Participate in the election of your patrol leaders. Why are patrols important? What is the most important thing about a patrol? What things have to happen to make it work effectively? What are the qualities of a good patrol leader? What are the duties of that position and what can other members of the patrol do to help the patrol leader? Select candidates for patrol leaders and hold elections.
3 “Be Prepared” is the Girl Guide Motto. There are many ways we can be prepared in life. It means before you do anything, you should: think about what you might need to have with you; who to tell about your plans; who should join you; consider what might happen; and think about what you might need to be ready for. Perform skits that demonstrate what happens if you’re not prepared. Then do the same skit to show how things could turn out when you are prepared.

How can you use the Girl Guide Motto in your daily routine? Talk about your answers with others. Then, choose one new way and try it for a whole week.

4 Learn the Girl Guide Sign and Handshake. Dance to music. When the music stops find a partner who is not in your patrol and make the Sign and use the Handshake. Add to this activity by saying the Motto at the same time. Or, an activity leader could say half of one of the Guide laws and you and your partner could say the rest.

5 In Girl Guides, you will learn useful skills like tying knots. The reef knot is a knot used to tie two similar-sized ropes together; it’s easy to tie and untie. Use the ends of your Guide tie to tie a reef knot. In your patrol, practice your reef knot by tying everyone’s tie together. Have a race with other patrols to see who completes the circle first.

6 Participate in an enrolment ceremony. The format of the ceremony is in the Resources section. If you are new to Guides, make your Promise. If you’ve been a Guide before, renew your Promise as a group.

To be enrolled you will need to:

- Take part in a Promise and Law activity that shows you understand the Promise
- Learn the Motto and Guide Sign and Handshake
- Know how to tie your tie with a reef knot
- Attend three Guide meetings
Learn About Guiding

Complete FOUR of the following:

1 Lord Baden-Powell first encountered girls interested in becoming Scouts at the Crystal Palace Boy Scout Rally. However, instead of girls attending Scouts, along with his sister Agnes Baden-Powell, he created Girl Guides. Select someone to tell this story. In patrols, create the story in a skit, mime, puppet show, poster, display, story, rap or poem.

2 In patrols or other groups find out about Guiding in Canada. Use the information from About Guiding in the Resources section to make a word search, word scramble, crossword puzzle, multiple-choice quiz, true or false quiz, or a game of charades. Make a presentation to other girls.

3 Learn the five branches of Guiding. Use pictures of girls in uniform and set up a relay game. For each team, place a set of pictures, ages and names of each branch (one piece of information per piece of paper) at one end of the room. In teams, one girl at a time runs to pick up a piece of information. As you collect them, sort them into the correct categories. If possible, do something fun with girls from a different branch.

**OR**

Participate in a large Guiding event with girls from other Units. Find out which Units are participating. Make bingo cards listing things you could find out about others during the activity. For example: someone who has the same name; someone who is the same age; someone who goes to a certain school; and, someone who likes to do what you do. Create approximately 20 different scenarios. A bingo card could have 16 or more squares in rows of four. Indicate one of the scenarios on each square. The game could be completed when you’ve done one row or two, or the whole card. The group can decide on the rules.
4 As a Guide Unit or patrol, write your own code for participation. How can everyone be involved in the decision making, help running the Guide Unit or patrol and feel like they belong? Participate in a monthly Unit council in which your patrol presents its ideas about what you would like to do.

5 Go on an adventure with Pathfinders and/or participate in an advancement ceremony with Pathfinders.

6 Do any activity of your choice to learn about Guiding.
Learn about WAGGGS

Complete FOUR of the following.
Refer to Guiding Around the World in the Resources section to help you complete these activities:

1 WAGGGS stands for the World Association of Girl Guides and Girl Scouts. There are over 145 countries that belong to WAGGGS! Because you are a Girl Guide, you are also a Member of WAGGGS. Isn’t it great to have sisters in Girl Guides and Girl Scouts all over the world? Show eight of the WAGGGS Member countries on a world map. Pick one country and learn their Promise. Examine the differences in the Promises and consider why these differences might exist. Find out about the countries’ cultures, look for similarities and differences, examine their beliefs, explore whether the girls eat different foods, have different holidays, or dress differently than you do. Have a party to celebrate a holiday in that country

OR

Play a game or learn a song from another WAGGGS country.

2 WAGGGS has four World Centres. Locate them on a world map. At the World Centres you could meet girls from all over the world. Play a game where you go to a World Centre and the girls you meet do not speak English. You could get to know them better by sharing with them what you like to do and discovering what their interests are. With a partner, mime how you could do this.

3 The Canadian World Friendship Fund (CWFF) and the World Thinking Day Fund support international Guiding and friendship. Find out about the different projects that the CWFF and World Thinking Day Fund support and how you can get involved.
4 The World Flag is blue with the World Trefoil at the upper left. Draw a picture, create a puzzle or decorate a cake of the World pin or the World flag.

OR

Make up a Jeopardy-type game or matching game about the meaning of its parts to inform the new Guides in your Unit.

5 Find out about the Promise and Law, uniforms, or enrolment pins of five WAGGGS countries. Use this information and play a relay game. Write each piece of information on an index card and make a set of cards for each team. In a relay, the team members run to pick up a card then run back to their team, and together they assign it to the correct country.

6 Do any activity of your choice that helps you to learn more about WAGGGS and International Guiding.
Be Involved in Your Community

Complete FOUR of the following:

1. Learn about a local community issue and discuss how you can make a difference with your Guide Unit or patrol. Create a graffiti wall on mural paper or Bristol board that shows your involvement in the community issue.

2. Find out about an issue concerning girls your age. Issues you may want to consider could include, but are not limited to, include: low self-esteem, peer pressure, bullying, poverty, vandalism, shoplifting, special needs, or learning differences. With your Guide Unit or patrol, discuss how you can make a difference. What kinds of supplies and equipment will you need? Who will be able to help you? With your friends, write your own declaration of young peoples’ rights for kids your age.

3. Get involved in a Supporting Your Community service project*. As a Unit, you could design your own project or help another community group. Ideas you may want to consider could include, but are not limited to: help at the food bank; something to help your meeting place (plant a spring bulb garden); hold a book swap for the children in your neighbourhood; visit a seniors’ residence and perform songs and dances or do a craft together; make small party favours for Meals on Wheels; stuff envelopes for charity.
4 Participate in a Green Connection environmental service project* and help promote environmental awareness. Assist in a community shoreline or park cleanup, or another activity of your choice.

5 Perform a Going Global international service project*. For example: collect school supplies for an aid agency to send overseas; run games at a fall fair to raise money for the Canadian World Friendship Fund; participate in a World Association of Girl Guides and Girl Scouts (WAGGGS) fundraiser or participate in a walk for hunger.

6 Complete any activity of your choice that helps you to be involved in your community.

*When you do a service project, you earn a community service badge. These projects should be longer term and require more effort than a simple everyday service. You will participate in the planning and evaluation of the project. Usually a project takes about six hours to complete including planning time.
Program Areas

You and Others Challenges

• Learn About Leadership in a Group
• Build Skills in Communication
• Learn How to Plan
• Learn About Safety

In addition, you must complete ONE interest badge from each of these themes:

• Personal Growth
• Safety
Interest Badges

Earn ONE interest badge from each of the following theme areas:

**Personal Growth**

- Becoming a Teen
- Child Care
- Event Planning
- High on Life
- Life Skills
- Postal
- Recycling
- Career Awareness
- Collecting
- Heritage Home Skills
- Interpreting
- Pet Lover
- Reading

**Safety**

- Boat Safety
- Fire Safety
- Law Awareness Wise
- Canoe Safety
- First Aid
- Street
Learn About Leadership in a Group

Complete FOUR of the following:

1. Help others learn a new activity, such as a sports skill, game or craft. You can do this with other Guides in your Unit or with younger girls. When you’re in charge of an activity, you want everyone to have fun. Here are some tips to help ensure that your activity will go well. Practice by yourself and explain out loud the skills or rules, or give the directions. Have the equipment ready before you gather the group to do the activity. After giving instructions, ask if anyone has any questions. Have a practice try. Choose games that are cooperative, where everyone plays together and no one is eliminated.

2. Play a game that explores how groups work together. Create a scenario where a group has to come to an agreement to deal with conflict, make decisions or solve problems.
   - Step 1: Gather information on everyone’s point of view.
   - Step 2: Brainstorm as a Unit possible solutions.
   - Step 3: Give feedback on the ideas.
   - Step 4: Reach a decision on a course of action.
   Here are a couple of suggestions: one girl doesn’t help keep the tent tidy; or, half the group wants to do a game and the other half wants to do a craft, but there’s only time for one activity. Practice giving feedback.

3. In patrol groups, design and lead an activity that could be done on an outing or at camp. For example, set up a scavenger hunt of places of interest in your community or a nature observation game. Make a list of approximately 12 items you might see. Create a different bingo card for each patrol with nine items on each card. During your activity, patrols try to complete their bingo card. Some other ideas include: design a maze on the pavement with chalk or use a stick to create a maze in the sand; one patrol gathers five or six articles and shows them to the other patrols and then hides the items in a defined area for the other patrols to find.

4. Leaders are all around us — your mom, your teacher, the captain of your
sports team, the prime minister, an inventor, or a famous person from the past, such as Mother Teresa. In patrols, create a collage that showcases people you consider to be good leaders. Showcase the qualities that make them good leaders. Choose one and discuss what you think makes that person a good leader. What qualities do you have that make you a good leader? Identify another quality you have discovered that you will learn to use.

OR

Using magazines and newspapers make a collage of people you consider to be good team players, such as athletes and band members. What qualities do you have that make you a good team player? Name one team player quality that you would like to improve upon. Set yourself a team player goal and try your best to achieve it.

5 One quality that all good leaders have is a sense of responsibility. Make a list of the tasks that your patrol is responsible for. Set up a duty chart or other organizational tools to help the patrol take responsibility for the running of meetings, a camp, or another event.

OR Make a list of the tasks you are responsible for during the week. Do you complete them without being reminded? Use a task-planning tool such as a To Do list, daytime planner or electronic calendar to keep you organized and help you fulfill your responsibilities.

6 Do any activity of your choice to learn about leadership in a group.
Build Skills in Communication

Complete FOUR of the following:

1 Communication is about listening and giving feedback. We have many ways of communicating. We primarily use words, body language and facial expressions to share thoughts and ideas. Active listening is checking back with others as to what they are saying. Play a communication game and practice giving feedback. For example:
Write two or three sentences about an accident or something that may happen at camp. Include details such as the colour of an item, the time an event happened, or descriptions of an action. Instruct one person from each patrol to come to the opposite side of the room where you tell the story to only those girls. Then they stand opposite their team and the second person on the team comes up to the first person that heard the story and repeats the story to her. The first person then goes back to her team and sits down quietly. The second person tells the story to the third person, and this continues until the entire team has heard the story. The last person then tells her version of the story. Discuss how a story changes with the number of times it is retold. How can you use the results of this experiment when giving directions?

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

2 Explore non-verbal communication using facial expressions and body language (e.g., how you stand, hold your arms, or make gestures). For example: Each patrol creates situations where someone might show emotion. For instance: you overheard someone say something mean about you; you just received really good news; you don’t understand a problem; or, you’re trying to explain a serious and complicated story. Together, and without using words, try to show how someone would look in that situation.
A tangram is a seven-piece puzzle that makes a square. Each patrol can make one out of paper, cardboard, or other material and then trade the puzzle with another patrol. Give one or two pieces to everyone in each patrol and, without talking, complete the puzzle. Each girl can only offer her own piece and cannot take a piece from anyone else. See what other shapes you can make with the puzzle.

Here’s an example of a tangram puzzle.

3 Think of a message you want to tell others. This could be a notice about an upcoming Unit activity, a healthy lifestyle, a new invention or product, or your own idea. What is the best way to communicate your idea? What words, images and colours should you use?
Design an ad, poster or commercial for your message and show it to others. Did they understand your message? If not, what could you improve on to help them understand your message better?

4 Brainstorm five problems that might occur when people live or work together. Write each of the problems on a slip of paper. In a group, select a slip and use communication skills to act out solutions. In your problem solving, show the difference between a good communication style and a bad communication style. Here are some good and bad communication styles: a good listener pays attention to what the other person is saying. When they’ve finished talking the listener asks questions to help understand. A good, assertive response is respectful, such as, “I find that TV show sort of boring. Could we watch another?” An aggressive response doesn’t give an opportunity for a positive response. For example, “You’re going to watch THAT show! It’s a dumb show. I’m changing the channel”. A passive response means that others decide for you, such as when you don’t do anything and watch the boring show.
5 We communicate our ideas and emotions through the arts. Explore dance, music, drama or mime as a way to communicate. Select music and then create a dance to communicate an idea or emotion. 

OR

Use drama, mime or charades to communicate feelings. Write the names of feelings (e.g. fear, shyness, happiness) on pieces of paper. Have each person pick a piece of paper and take turns acting out the feelings. Which ones are easy to show? Which ones are difficult? Why?

6 Do any activity of your choice to build skills in communication.
Learn How to Plan

Complete FOUR of the following:

1. Plan and organize a party for younger children. Decide on a theme, food, decorations, a schedule of activities, what you will need and develop a budget. Have each patrol look after one part of the planning. Participate in evaluating the party and its activities. Evaluation and reviewing activities is a powerful way of learning how to make things better the next time. Use “Stop, Start, Continue” to talk about what you wouldn’t do the next time (stop), what you would do differently (start) and what worked well so you could do it again (continue).

2. Create a marketing campaign for selling Girl Guide cookies. Remember to use appropriate manners and safety precautions when selling cookies. See below for tips to keep in mind.
   - Never sell alone. Bring a parent along whenever you can. Always use the buddy system.
   - When you leave home to sell, always tell an adult where you’re going and when you expect to return.
   - When selling door-to-door, never enter anyone’s house or apartment.
   - Don’t crisscross the road. Sell on one side of the street, cross where it is safe, and then sell on the other side.
   - Look both ways when crossing the street.
   - Never sell to people in cars. If someone wants you to come close to the car, say “NO!” and run home or to a block parent house.
   - Never carry large amounts of money. Return home frequently to deposit money collected.
   - Carry money in cookie dough envelopes, not in your pockets.
   - Only give your first name, never your address or phone number when selling.
   - Sell only in neighbourhoods and areas
familiar to you.

• If selling in malls, don’t wander off. Let the customers come to you.

• Make sure you know the name and phone number of someone to call in case of an emergency.

• If you must sell when it is dark, wear bright colours and carry a flashlight. If you can, sell door-to-door during daylight hours only.

3 Plan what you would like to achieve in your life. Divide a sheet of paper into three columns. In the first column, write three things you want to accomplish in your life. In the next column, write the approximate age you will be when you expect to achieve that goal. In the third column, write down what you’ll need to do to achieve those goals.

4 Managing money is an important planning skill. With your patrol, think of the things you would like to do with your Unit. Your list might include going on special trips, doing crafts, buying books or making a donation. Bring these ideas to the Unit council. With your Guiders, brainstorm some of the costs. These will be the expenses. Next, think about how your Unit will acquire money. Will it be from weekly dues, cookie sales or other sources? This is your income. As a Unit, decide what activities you have enough money for, and what activities you’ll need to save up for. Create a savings plan.

OR

Find out what expenses are required for running a household. For example, telephone, electricity, water, rent, food and clothes. Use catalogues or newspaper advertisements to find out information on these costs. What are some energy efficient practices that will lower household costs?
5 In your patrol think about a business you could start now. Write the answers to the following questions:

- What product or service will you provide?
- Who will be your customers?
- How will you get the money to start your business?
- How much will you charge for your product or service?
- How will you advertise your product or service?

Share your plans with the rest of the Unit.

6 Do any activity of your choice to learn about planning.
Learn About Safety

Complete FOUR of the following.

Invite safety experts such as first aiders, lifeguards, firefighters or police officers to help you with these activities:

1 Learn and practice basic first aid. What are your local emergency numbers? What do you do if someone is choking? Use the first aid information below to create first aid situations. Write them on separate pieces of paper. Each patrol selects one (not their own) and uses a first aid kit to demonstrate how to handle the situation.

OR You could create a relay game for the Unit in which patrols take turns acting out the situations that are picked by the patrol members.

Here is some basic first aid information:

- If the person has fallen, do not move them. If they are unconscious, check to see if they are breathing. If not, find someone to go for help immediately or go by yourself. If you know how to perform artificial respiration, begin it as soon as possible.
- Call 911 (or your local emergency number) and give them your exact location and the approximate age of the person (adult, child, baby). Tell them what you’ve observed.
- Always wear gloves when performing first aid on someone, especially if there is blood.
- Stop bleeding by applying pressure on the wound. If possible, have the person with the wound do this.
- Clean a wound by washing it with soap and water. Cover it with a sterile bandage.
- For a nosebleed, have the person sit with their head a little forward and mouth open to breath while you pinch the nose firmly below the bony part.
- For bruises, apply a cold compress. Soak a washcloth in cold water, wring it out, and cover the bruise. Or, use an ice bag.
- For simple burns, place the burned area in cold water. This will help the pain and prevent blistering.
- Prevent sunburn by using sunscreen and clothing that covers your
body. Cold water compresses help to relieve sunburn.

- Skin that has frostbite looks waxy and white. For darker toned skin it will look waxy and grayish yellow. Gradually warm the area by inserting it in warm (not hot) water or putting a warm cloth on it. Never rub it or massage the skin.
- For possible sprains or broken bones, do not move the limb. Stabilize it as you find it to prevent any movement.

2 Assemble a basic first aid kit for your patrol. Create a short first aid and safety book. This could be a colouring book or an activity book to help educate younger children about safety issues. Some topics you might want to include are: emergency telephone numbers; first aid procedures; and warning signs in an emergency. Think of a slogan to get your message across.

3 Create a safety campaign poster, video, public service announcement or event. Choose a topic and identify some of the key messages to help others learn how to stay safe in your chosen topic. Invite an instructor to your meeting.

4 Be safety wise. Have each patrol pick a theme, such as: home safety, street safety, fire safety or personal safety. Instruct each patrol to create a poster of safe practices and unsafe practices. Exchange posters with other patrols to review as well as identify safe and unsafe practices.

OR Do a fire safety audit of the meeting place. Walk through the building and locate the fire exits. Determine a good meeting place away from the building where you will gather for a head count if there is a fire. Conduct a practice fire drill. How will you know everyone at the Unit meeting is out of the building? Perform a skit about staying calm in a fire emergency, or what to do if clothes catch fire.
5 Make a Be Prepared plan for an outing. For example, a trip to a pool or
water park, a nature hike, an outing to the mall or other activities your
Unit is planning. Answer questions such as: What will you do to ensure
no one gets lost? If they do, how will you get help? What will you do if
someone needs first aid? What if someone’s parent doesn’t come to pick
them up?

6 Do an activity of your choice that will teach you about safety.
Discovering You Challenges

• Discover What’s Important to You
• Discover Your Creativity
• Stay Fit and Healthy
• Understand How to Be Responsible

In addition you must complete ONE interest badge from both of these themes:

• Being Healthy
• Girls Creating
Interest Badges

Earn ONE interest badge from each of the following theme areas:

Being Healthy

• Cycling
• Fitness Fun
• Horsepower
• Skiing/Snowboarding
• Sport
• Feeling Good
• Healthy Eating
• Skating
• Snowshoeing
• Swimming

Girls Creating

• Art Production
• Dancing
• Design Your Own Space
• Inventing
• Music Fan
• Performing Arts
• Reporting
• Tasty Treats
• Creative Craft
• Design Your Own Badge
• Fashion
• Kitchen Creations
• Needlework Skills
• Picture This
• Singing
• Writing
Discover What’s Important to You

Complete FOUR of the following:

1 With your patrol, brainstorm a list of five values, such as: honesty, fairness or respecting others. Each person then writes the values on a piece of paper. Everyone has 20 votes and uses the votes to rank the values. For example, you may give honesty eight votes, fairness six votes, and then divide the other six votes up among other values. Tally the votes as a Unit and see how the group ranked the values. Were they similar to how you ranked them? Discuss why these values are important.

OR In a small group share a difficult decision you made, what influenced you, what helped you decide, what were the results of the decision.

2 Create a journal or scrapbook that highlights the things you are good at or have an interest in.

3 Plan and carry out Reflections with your patrol. Reflections is a session based on a theme where you think about special things or occasions in life. Use slides (digital or print), music and readings. Add props, such as flowers or special crafts. Keep a Unit or patrol scrapbook or card file of special sayings or lists of inspirational songs. Sort them into themes, such as: outdoors and nature, world friendship or enrolment.

4 Hold a career night. Here are some suggestions:
   • Pick three careers related to technology in daily life.
   • Learn about careers in communication and explain why it would be an interesting job. Consider a TV broadcaster, web designer, editor, librarian, speech therapist, journalist, interpreter, teacher or marketing consultant.
   • Explore careers in health and fitness.
   • Select a well-known woman whom you admire as a role model because of the way she conducts her career and personal life. Discover what you can about her goals in life and share your findings with others.
Discover What’s Important to You

- Interview your leaders to find out about their careers.
- What other career options interest you? Invite some parents, guardians, family members, friends, role models and significant others to come and tell you about their careers.

5 Friends are great! And, Guides is a place to find new friends and celebrate the old. Have a secret friend party. Have each person in your Unit pick a name and then compose a special poem and card for that person to represent the girl and what is important to her. You may have to do some investigating in order to do this. Keep it a secret until you have a special revealing ceremony where everyone reads their poem and then everyone guesses who the subject is.

OR Use numbers to create a code. For instance, A=7, B=8, C=9, and so on. Write out a secret message for a friend. Share the key to the code with her and see if she can decipher your message.

OR Have a monthly friendship club meeting. This is an opportunity for members to get to know each other better. Create a flag or coat of arms that represents your common interests.

OR Plan a friendship awareness event. Choose an issue that affects friendships, such as: bullying, cliques, conflict, or communication breakdown and plan an event that deals with these issues. Invite other Guide units to participate.

6 Complete any activity of your choice to share what is important to you.
Discover Your Creativity

Complete FOUR of the following:

1 Invent a tool, toy or other product. This could be something simple that will solve a problem. Make an invention kit for your patrol that includes a series of questions to guide you and the materials to work with. Use this kit in your Unit and discuss how well it worked.

2 Use fabric, thread or yarn to create something. This is an opportunity to learn to sew, knit or participate in other needlecrafts. For example, make a sock puppet. Practice sewing buttons for eyes and embroider a mouth.

3 Act out a dramatic presentation. Find a simple story and assign characters as well as gather costumes and other props. Characters can be created with hats, jackets and different hairstyles. Make your presentation to parents, guardians, family members, friends, role models, significant others, Brownies, Sparks or a seniors’ group.

OR Play a game of theatre sports, such as: two players are moved around by two or more team members but the two players may not start a movement on their own; create a scene using only a nonsense language and give each patrol three props they must use during the scene. The audience votes on the best play.
4 Explore the visual arts by learning to mix different colours and create a piece of art.
  **OR** Visit a local gallery and learn about an artist. Create a sculpture or try different materials to make art. Invite an artist in your community to help you experience new ways of creating art.

5 Make up a story or play charades.
  **OR** Explore the performing arts with dance, music and drama. Look into a career in that field.
  **OR** Identify examples of literature or art that represent the diversity in your community and present your findings in a creative way.

6 Do any activity of your choice to discover your creativity.
**Stay Fit and Healthy**

Complete FOUR of the following:

1. Create a personal hygiene routine to follow. Develop a plan for healthy skin, teeth and hair. Your plan should include a schedule. Organize a night at the spa, or invite an aesthetics professional to come and speak with your group about personal care.

2. Raise awareness of the importance of a healthy lifestyle. Create an advertisement.
   **OR** In patrols, design a healthy habits kit for younger girls to show them how to create a happy and healthy future. Include activities on healthy eating, physical activity, rest, family and friends.

3. Healthy eating helps you achieve your personal best. Learn the importance of giving your body proper fuel (food) so you can avoid being tired, cranky and even sick. These are some activities that could be done in preparation for a cookout or camp:
   - Brainstorm a list of foods and drinks your patrol enjoys for breakfast, lunch, dinner and snacks. Identify similarities and differences in your food choices.
   - Do a two- to five-minute presentation on what has influenced your food choices, such as: taste, availability, cost, convenience, advertising, religion, tradition, culture, family, friends, nutrition and health.
   **OR** Adults and girls could separately make lists of foods for meals. Compare the lists then review Canada’s Food Guide and the recommendations for serving sizes. Most of us do not eat enough fruits and vegetables. Bring in fruits and vegetables ideal for dinner, as well as measuring cups. Cut the vegetables up and present them on a dinner plate to observe how they look. Make your own poster of fruits and vegetables that you like and indicate how you can add them to your diet.
   **OR** Include and share the different cultural food guides Health Canada has created. This is a great opportunity to explore the variety of choices for each food group.
Staying fit and healthy helps you be prepared for your adult life. Participate weekly in physically active games. These can be just for fun or to help you earn your program. In a patrol, find or develop a game to teach others. Keep a Unit collection of games in the program book.

**OR**

Choose a new sport or fitness activity and plan out the steps you would take to master the skills needed. What type of coaching will you need? How much time will you need to practice? How long will it take?

With your Unit, write positive statements about each other on index cards — one card for each person. Pass the cards around to allow everyone in the group to write something nice about each girl. Each girl can keep the personal messages about her.

**OR**

Create a Great to Be Me jar. Use a clean jar or other container and decorate it with symbols or photos. On separate pieces of paper, write down things to do when you’re bored or blue, such as quotes to read when you need something uplifting. You could include what to do instead of watching TV, such as hobbies or other after school activities.

**OR**

Invite a public health nurse or counsellor to talk about self-esteem and respecting others. Have a discussion on bullying at school, peer pressure to smoke, drug use, theft or rejection by a friend. Make a Fan of Me fan and glue pictures from magazines of your favourite things on it.

**OR**

Discuss the hidden media messages in TV shows, advertisements or magazines. How do they affect your decisions on what to buy, how to wear your clothes or what girls should look like? What TV shows with positive messages would you recommend to your friends or younger children?

Complete any activity of your choice that will help you stay fit and healthy.
Understand How to Be Responsible.

Complete FOUR of the following:

1 Being a good citizen is an important responsibility. It involves being active in making decisions about your community. Design rules or laws that might be needed for two of the following situations:
   • You are the mayor of the first town on the moon.
   • A busy highway is built near an elementary school.
   • A garbage dump is being built next to a farm.
   • A new water park has just opened beside a school.

   OR

2 Brainstorm a list of things you could do to be a responsible citizen of your community. Learn more about organizations and volunteer opportunities that you could explore. As a Unit choose an event and get involved. Design a camp or small project to show you are a model citizen in your community.

3 Create Be Prepared kits suitable for different activities, such as going to a movie, a sports event, your first day at school or going to a friend’s house for a sleepover. Choose one and create a way to market your kit to your Unit by preparing a poster or commercial that illustrates reasons why certain items are included.

4 As a patrol, set some goals for what you would like to accomplish this year. Make sure your goals are SMART (Specific, Measurable, Attainable, Realistic and Timely). Once each patrol has set some goals, develop at least three Unit-wide goals.

4 Responsibility is about making choices. Play a game, create a poster, or make a skit about peer pressure, conflict resolution, decision-making, or problem solving and how you can make responsible choices.
5 Demonstrate how you can be responsible for taking care of a pet, a plant or a child. For example, make a simple puppet (e.g., out of a sock). The puppet could be a pet or a child. Take care of it for two weeks. If it’s a pet, decide what type of pet it is. If it is a child, decide whether it is a boy or girl. Give it a name. Where would the puppet sleep? How often would it need to be fed? Who will look after it while you’re out? What provisions will you need to look after it? What tasks were fun? Which ones weren’t as much fun? Make a responsibilities chart to keep track of your care giving activities. Share your experiences with your Unit after one month.

6 Complete any activity of your choice to demonstrate how to be responsible.
Beyond You Challenges:

• Discover Your Community
• Explore the Outdoors and Nature
• Try New Things
• Learn About Our Environment

In addition you must complete ONE interest badge from each of these themes:

• Fun in the Outdoors
• Science and Technology
Interest Badges

Earn ONE interest badge from each of the following theme areas:

**Fun in the Outdoors**
- Bird Watching
- Ecology
- Exploring
- Forestry
- Hiking
- Outdoor Adventures
- Outdoors in the City
- Water
- Conservation
- Endangered Species
- Farming
- Gardening
- Naturalist
- Outdoor Cooking
- Sailing
- Wildflower

**Science and Technology**
- Aeronautics
- Body Works
- Chemistry
- Engineering
- Plants and Animals
- Weather
- Astronomy
- Business Communication
- Computer Skills
- Physics
- Science
Discover Your Community

Complete FOUR of the following:

1 Learn about the customs and heritage of a cultural group in your community. Invite someone from that community to talk to you about their customs, play a game, or demonstrate a craft from their culture. If they are new to Canada, ask them to talk about the differences and the new experiences they have had here and how they learned about life in Canada.

OR

If your Unit has girls from different cultures, invite them to share something from their culture with the group.

2 Community is about people interacting and sharing ideas as well as living together. Create a pamphlet, map, model, collage or poster that illustrates your community and the places where people meet, find services, find help, learn or enjoy sports. Include things like the schools, community centres, hospital, post office, parks, fire hall, museums, city hall, shopping malls, or make sure to include places that are of particular interest to you.

OR

Find out about an organization that works with young people in your community.

Why is it important to your community? Who in your community is the organization important to and why?

3 Each community has its leaders. These are the people who help the community run smoothly. They could be political leaders or people who organize the sports teams or run a local festival. Learn about a leader in your community and invite them to your meeting. Before they come, prepare questions to find out how and why they became involved in their community.
**OR**

Festivals and community events bring people together to celebrate their interests or heritage. As a Unit, participate in a community event.

4 Examine a public building in your community to see if it is physically accessible to everyone. For example: Is it accessible to people who use wheelchairs; for someone who is visually impaired; for older adults or young mothers with a child in a stroller? How could the building be made more accessible? Use your findings to make an accessibility chart for others to follow when designing a building.

5 Your Guide Unit is a special community of friends who share common interests and activities. Make a time capsule about your Guide Unit. You could include: a Unit photo, an interest badge you all enjoyed doing, a souvenir from an outing, letters about what you hope to accomplish in the next year or anything else that shows who you are now and what you would like to become. Seal the capsule and open just before the girls you joined with are ready to move on to Pathfinders.

6 Complete an activity of your choice to discover your community.
Explore the Outdoors and Nature

Complete FOUR of the following:

1. Participate in an outdoor activity like inline skating, hiking, cross-country skiing or snowshoeing. With a buddy, during your outing, find five things in nature that interest you. This could be cloud formations, interesting patterns in the trees, flowers, animal tracks, insects or coloured leaves.

2. Hold a cookout and practice using a camp stove or try cooking over a fire. Learn about dressing for the weather and how you can stay dry or warm. Did you know clouds form the same way your breath forms in cold weather? The hot air condenses on tiny pieces of dust in the air. Learn more about weather patterns in your area. Try making a rain gauge. Make a windsock and use a compass to determine from which direction the wind is blowing. Weather is more dramatic during the change in the seasons. Describe a dramatic weather event you remember.

3. Demonstrate that you know how to use a compass. Adjust a map to a compass. Take a compass bearing from a map and follow it. Then site an object, walk to it, and return to the starting point. Learn trail signs and follow a trail. The trail signs are in the Resources section of this program book.
4 Practice your outdoor skills. Learn knots and make gadgets. Learn how to put up a tent.

5 Help plan a camping trip indoors or outdoors for at least one night. Create a budget and plan the program, the food and what to take.

6 Complete an activity of your choice that takes you into the outdoors and nature.
Try New Things

Complete FOUR of the following:

1. Choose something you would like to try. Develop an action plan on how to achieve it and use the following steps:
   - Brainstorm ideas
   - Decide on an idea
   - Get information
   - Plan how and when you will do it
   - Put your ideas into action
   - Evaluate what you did
   - Share your success

2. Find out how to use basic tools to make repairs around the home. For instance, learn about different types of screwdrivers and screws. With adult supervision, try out a drill or practice hammering a nail into a board. Learn how to hang a picture on a wall. Learn how to repair clothing. For example, learn how to mend a seam or hem, or sew on a button.

3. Try out a new sport. Learn the rules and play it with your Unit. If you want, modify the game to help you learn the new skills.

4. Science, Technology, Engineering and Math (STEM) support modern life. For example, baking is based on a chemical change in food and engineers use math to design the machines that manufacture everything from your clothes to your MP3 player. Think about how technology affects your life and create experiments relating to STEM. Here are some suggestions:
   - What is carbon dioxide? Where do you find it in everyday life? This is how you can create it: you need a funnel, a pop bottle with a narrow neck, some vinegar, a balloon and a 1/2 cup of baking soda. Pour the vinegar into the bottle until it is nearly full. Then, use the funnel to pour the baking soda into the balloon. Carefully stretch the end of
the balloon over the mouth of the bottle without allowing the baking soda to fall into the bottle. Now, hold the balloon upright and let the baking soda fall into the bottle. Hold the balloon in place. What happens? Why?

• Learn about surface tension by making a needle float on water. You need a source of clean water, a bowl and a needle. This might take a few attempts. Why do you think the needle floats?

• Learn about inertia. You need a drinking glass, a playing card and a penny. Cover the glass with the card and place the penny in the centre of the card. Then, quickly pull the card away. What happens to the penny? Why?

  OR See who can build the tallest structure using: 20 paper clips; books, magazines or newspaper; 30 straws; a ruler; and masking tape. Measure the height and write it down. How many books or magazines does your structure hold up? How can you make your structure sturdier?

  OR Measure yourself in five different ways. For example: the length of your arm, leg, head or hand. Convert the numbers from centimetres to inches, or from inches to centimetres.

  OR Become a science sleuth and investigate how something works or how it’s made. Research some fun experiments to perform. Visit the following website for ideas: www.fatlion.com/science

5 Build your confidence. Choose an activity you are good at and teach it to a group of Sparks or Brownies. Be sure it is something new for them. You’ll feel great when you see how excited they are and how they look up to you.

6 Complete an activity of your choice to demonstrate something new you have tried.
Learn About Our Environment

Complete FOUR of the following:

1. Explore the environment through activities such as a hike or nature study. Do one activity in each season. What are the signs of the season? Look for leaves turning, grasses going brown or buds forming and small green shoots coming up in sun-warmed ground. Take a camera and photograph the same spot in each season. What do you notice is different or the same in each season?

2. Learn about an organization or person who is a leader in promoting a healthy environment. Create an ad about environmentally friendly practices that will help create a healthier world. For example: create a walking school bus; reduce drafts in your home; promoting public transportation; supporting local business; save water by watering the lawn not the sidewalk; compost and recycle.

3. Water has been called the lifeblood of the planet. Think of all the ways you use water in one day. What happens if there isn’t enough water? What happens if the water is polluted? Visit a body of water in your community and observe the plants, insects, birds or animals you find there. Learn about the International Decade for Action – Water for Life. Celebrate World Water Day on March 22.
4 Explore plants, animals, insects, flowers and birds in their natural environment. Play an observation game or create a game about animals and their environment. The Camping and Outdoors section of Member Zone contains many outdoor activity resources.

5 Make a World Family collage, poster, display or booklet. Include photos of people and the environment they live in from as many different places around the world as you can.

OR Natural disasters affect humans around the world, often causing food shortages and other problems such as health risks. Find out about an agency or country that needs help. How can you make a contribution?

6 Complete an activity of your choice to demonstrate what you’ve learned about our environment.
Challenge Badges

Program Area Challenge Badges

- Understand the Promise and Law and Motto
- Learn About Guiding
- Learn About WAGGGS
- Be Involved in Your Community

- Learn About Leadership in a Group
- Build Skills in Communication
- Learn How to Plan
- Learn About Safety

- Discover What’s Important to You
- Discover Your Creativity
- Stay Fit and Healthy
- Understand How to Be Responsible

- Discover Your Community
- Try New Things
- Explore the Outdoors and Nature
- Learn About Our Environment
Program Area Badges

Interest Badge Themes

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- **Do one badge from each**
  - **Adventures in Guiding**
    - Cookies Rising
  - **Personal Growth**
    - Safety
  - **Being Healthy**
    - Girls Creating
  - **Fun in the Outdoors**
    - Science and Technology
In Guiding you can earn interest badges. What they look like and how to achieve them is on the following pages. They are organized under seven badge themes. Each badge theme belongs to one of the four program areas. To help you find a badge quickly, below is an alphabetical listing of badges and their related program area and theme.

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Campfire Leading

**Purpose:** to develop your skills in planning and leading a campfire program.

Complete six of these eight activities to earn this badge.

1. Participate in a campfire program. Show respect by listening to the campfire leader.
2. Learn two folk songs from other countries.
3. Learn two folk songs from other times in history.
4. Write a song or make up new lyrics to a well-known song.
5. Think of several ideas for skits, mime, campfire games, etc. Plan how and where to use them in your campfire program.
6. Plan and lead a small group through a 15-minute campfire that includes: opening, fun songs, quiet songs and closing.
7. Be friendly and pleasant and show that you are in control of your group at all times. Sing and speak so you can be heard. You may ask other members of the group to lead some of the songs.
8. Teach a new song to your group.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Canadian Guiding

**Purpose:** to learn about the Girl Guide Movement in Canada and its history.
For more information, see the Girl Guides of Canada-Guides du Canada website www.girlguides.ca and the Resources section of the program book.

**Complete six of these eight activities to earn this badge.**

1. Find 10 interesting facts about the history of Guiding in Canada. Use this information to make a trivia game, skit, puppet show, poster, display, story or poem.

2. Discover what Girl Guides are doing in another part of Canada. Look through the Canadian Guider magazine or look online at www.girlguides.ca and follow the links to other provincial/territorial Girl Guide websites.

3. Learn more about any four of the following: Lones, Pathfinders, Guides, Canadian Units on Foreign Soil, Link Members or Trefoil Guild Members. Contact a member from one of these groups to find out what she likes best about Guiding.

4. Find out about other adult roles in Guiding (e.g., District Commissioner, Trainer, etc.). Interview an adult volunteer to ask her what she does and why she is involved in Guiding.

6. Collect Girl Guide resource information, such as instructions for games, crafts and camp recipes, that you can add to during your years in Guiding.

7. Plan and carry out a ceremony, talent show, campfire or concert with your Unit or patrol to celebrate Canadian Guiding. If possible, invite girls from another Unit to join the fun.

8. With guidance and assistance from your Guiders, plan and carry out a Guiding event, field trip, hike or service project. If possible, invite girls from another Unit or a group of friends to join the fun.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Cultural Awareness

**Purpose:** to help you to develop an awareness of, and an interest in, cultures other than your own.

**Complete six of these eight activities to earn this badge.**

1. Learn about someone from a culture different from that of most of the Guides in your Unit.

2. Discover some of the things that are special to this person’s culture. These things could include: food, clothing, beliefs and celebrations, weddings and birthday celebrations.

3. Discuss the many things that are the same for you and her (or him). These could include: school, celebrations, family life and the games or sports you play.

4. Play a game that is played by children from the other culture. Or, listen to a folk tale or fable from the culture and act it out.

5. Create something to remind you of what you learned. This could be a toy, a craft, a piece of art, a simple musical instrument, a song, a story or a poem.
6. Ask if there is anything special that she or he would like you to know about their culture.

7. If this person is a new Canadian, ask her or him to share with you some of the joys and fears she/he felt when arriving in a new country. Ask about their experience of living in a new country.

8. Find a special way to thank this person for sharing their time with you (e.g., use calligraphy to write a thank you card, make a centerpiece or create a poster).

Date completed: ____________________________

This badge was: 😊 😐 😞

Evaluated by: _______________________________
Folklore

**Purpose:** to encourage your interest in the folklore of your province/territory and Canada.

Folklore refers to information, wisdom and human expression that is passed on from generation to generation or transmitted and circulated as traditional cultural behaviour.

www.thecanadianencyclopedia.com

**Complete six of these eight activities to earn this badge.**

1. Visit a museum, a fair or place of interest to learn about folklore.
   OR
   Listen to a local storyteller or children’s librarian perform. If possible, ask how he or she keeps an audience interested.
2. Create a scrapbook, quilt block or another craft about a legend, a folk tale or a folk hero.
3. Perform a skit, puppet show or other presentation about a legend, a folk tale, or a folk hero.
4. Find a myth or legend that interests you. Practice telling it out loud and retell it to others.
5. Learn two folk songs. Discover something about the story behind the songs. Teach them to someone else.
6. With a group of people, take turns having each person make up part of a whole story.

7. Think about something funny that has happened to you. Make up a story about it and share it with someone.

8. In your patrol or Unit, tell scary stories.

Date completed: ____________________________

This badge was: ☺ ☺ ☹

Evaluated by: ______________________________
Heritage

**Purpose:** to encourage your interest in your own heritage as well as the natural and cultural heritage of Canada.

**Complete six of these eight activities to earn this badge.**

1. Demonstrate that you know something about your family’s background for several generations. Create a family history timeline, family tree, photograph collection or scrapbook.
   **OR**
   How did you get your name? Find out the meaning of your first, middle or family name. If you could pick your own first name, what would it be? Why? What is a birthstone? Which one is yours?

2. Make a toy, cook a special dish, or learn a game, song, or dance that one of your ancestors might have enjoyed.

3. Visit, or find out about, a National Park or a National Historic Site. Explain why it was created and how it is used today.

4. Learn more about one of these topics concerning Canada’s past, then share your findings: art, handicrafts, music, dance, sports, literature, theatre, architecture.
5. Read an aboriginal story (First nations, Metis or Inuit).
   OR
   Find out about a story, legend, monument or landmark in your community. Share your findings with others.

6. Discover a Canadian who has contributed to Canadian culture in the past or present. Create a story, song or poem about this Canadian or play charades or twenty questions using the names of famous Canadians.

7. Visit a museum, historical society, historic building, cemetery, library or town hall to learn more about your heritage.
   OR
   Find a way to celebrate your heritage (e.g., hosting a heritage night, participating in a community event, etc.).

8. Canada has changed in the past 25 years. How do you think it will change in the next 25 years? Share your prediction in a creative way. Explore the history before the settlers arrived.

Date completed: ____________________________

This badge was: 😊 😐 😞

Evaluated by: _______________________________
Peace

**Purpose:** to develop a local, national and global interest and concern for peace. **Complete six of these nine activities to earn this badge.**

1. Design a collage that explains what peace means to you.

2. Create a poster showing how Canada as a country can help to create peace in the world.

3. Learn a song about peace and sing it with other Guides.

4. Learn a poem about peace or write your own. Share it with other Guides.

5. Talk about some symbols for peace used in the world. Make or draw a symbol of peace using any material you wish. Explain why it symbolizes peace.

6. Describe how you try to promote peace in your home, school and neighbourhood.

7. Learn about a world leader who promoted peace in the world.
   **OR**
   Interview someone such as a social worker who has helped or is helping others heal from violence in their lives.

8. Take part in a peace rally or a Remembrance Day ceremony.

9. Discuss with your Guider how your Unit can participate in the National Day of Remembrance and Action on Violence Against Women.
Provincial/Territorial Heritage

**Purpose:** to help you discover the richness of your provincial/territorial heritage.

**Complete six of these eight activities to earn this badge.**

1. Read a poem or a story written by a writer from or living in your province/territory.

2. Learn your provincial/territorial song or a song about your province/territory.

3. Visit an art museum, craft show, or an exhibit by an artist or craftsperson in your province/territory.

4. Share how your province/territory and your community got their names.

5. Tell, dramatize or draw a picture about the daily life of early settlers in your community. Discuss your community’s history and why you find it interesting. Explore your community’s history before and after settlement.

6. Create something in the same way early settlers would have (e.g., prepare a meal, take part in making soap or candles, quilting, embroidery, basket weaving, rug braiding, or make an article of clothing).
7. Visit two of the following:
   • An historic site
   • A display of the history of mining, farming, fishing, forestry or industry
   • A unique natural site
   • An historic government building
   • An early building in your community

8. Learn about and then explain the symbolism of your provincial/territorial coat of arms and flag.

Date completed: ____________________________

This badge was: ☑ ☑ ☑

Evaluated by: ____________________________________________
Travelling

**Purpose:** to teach you how to prepare for enjoyable travel.

**Complete six of these eight activities to earn this badge.**

1. Discover the name of an organization that helps travellers. Find out how it helps them.

2. Find information needed to plan a trip, real or imaginary. Visit a travel agency, library or website, or send away for travel brochures.
   **FIND**
   • A map of the place you are planning to visit
   • What transportation you need to get there
   • The cost of transportation tickets and how to get them
   • The accommodation available, cost and how to make reservations
   • Identify tourist attractions like the CN Tower and how much they cost

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

4. Fill out a passport application. (Available from most postal service outlets and online.)

5. Watch a travel video about a destination you would like to visit. Your local library will have different travel videos to choose from. Talk about the places of interest that are pointed out and any tips provided in the video for enjoying a visit to this location. Do you still want to visit?
6. Know the currency of another country and how to convert it into Canadian funds.

7. Imagine you are spending a weekend away from home. Decide on three destinations that would interest you and make a list of the items you would pack.

8. Go on a trip (one day or longer) with your Guide Unit or your family. Keep a diary, collect postcards, take photographs, make a video or slide show or draw pictures of your travels. Share them with others when you return.

Date completed: ____________________________

This badge was: ☺ ☻ ☼

Evaluated by: _______________________________
World Guiding

Purpose: to help you learn about the worldwide association of which you are a Member.

Complete six of these eight activities to earn this badge.

1. Find out more about the life of Lord or Lady Baden-Powell. Share what you learned by role-playing a skit, puppet show, television interview, or costume tea party.

2. Discover similarities or differences among the Girl Guides of five WAGGGS countries, such as their Promise and Law, uniforms or enrolment pins.

3. Help younger girls learn about Girl Guiding around the world by creating a game, storybook, colouring book, poster or display of your own choice.

4. Make a simple treat from a WAGGGS country and serve it to your patrol or Guide Unit.

5. Discover more about a WAGGGS country. For example, learn more about the clothing, food, music, language, famous people, celebrations or climate. What do Girl Guides do in that country? To help in your search, ask an International Adviser or other resource person, look through a Girl Guide newsletter, magazine, or book, or look online at www.wagggsworld.org.
6. Find out more about a World Centre. Then, make a tourism commercial, poster, or postcard about that World Centre.

7. Plan and carry out a WAGGGS or World Centres theme party, meeting, event or sleepover, or participate in a WAGGGS World Centres activity. If possible, invite girls from another Unit to join the fun.

8. Plan and carry out a ceremony, talent show, campfire or concert with your Unit or patrol that celebrates World Guiding. If possible, invite girls from another Unit to join the fun.

Date completed: ____________________________

This badge was: 😊 😞 😞

Evaluated by: ________________________________
Cookies Rising

**Purpose:** Girl Guide cookies are the official fundraiser of Girl Guides of Canada. Cookie sales are the main ingredient we use to build Guiding in Canada. But cookie sales do more than provide the essential fuel that makes Guiding go. They also help you develop important life skills like team building, interacting with customers, representing Girl Guides of Canada, managing money and all the other activities that come from participating in our two annual cookie campaigns.

The Cookies Rising badges give you clear outcomes to help you build your skills with every cookie campaign you participate in. Those outcomes are:

**Financial**
- Handling money
- Budgeting cookie money
- Goal setting
- Customer base

GGC
The sample activities on the following pages make it easy for you to plan and earn your Cookies Rising badge.

To complete this module, do four activities. If you cannot find an activity you want to do, look at the goals listed with each section and create your own activity. Be sure to check with your Guider.

Each year you are in Guides, you can do four different activities to earn the badge. You can earn all three badges – one each year!
**Goal setting:** learn goal setting techniques

- Create a chart for the Unit with each girl’s cookie selling goals listed on it. Help the Guides to break down the goals into small chunks, like three or four boxes at a time. Keep this chart posted at the Unit meetings, and as girls sell their cookies, they can mark off how far they have come in their goals. Have the Guides brainstorm fun ways to encourage each other to achieve their goals. For example, maybe when a girl has reached the halfway point, she gets to bring in her favourite song to share with the Unit during snack time. Come up with something that will motivate your Unit! Make sure to use these ideas to celebrate the progress the Unit is making at each meeting.

**Being a good citizen:** respecting your neighbours and the community while selling cookies

- Citizenship begins at home and in the community. And cookie selling takes Guides out into the community, where they can demonstrate what good neighbours they are. So, with the Unit, talk about what they can do to show respect for their neighbours and community when they are out selling Girl Guide cookies. Ask the girls to brainstorm together a list of 10 things that you think make being a good neighbour such as not cutting across someone’s grass or garden, following road and safety rules when out selling, asking permission from a local business before selling in front of their store, or teaming up with a local organization like a senior’s centre or youth centre and asking people to purchase cookies for them if they don’t want any themselves. Then, create skits that illustrate these good habits and put on these skits for the other patrols – or even for Brownies and Sparks!
**Initiative:** brainstorm new and different ways to sell cookies by assessing the resources available in your community

- Post two large sheets of paper on the wall. Ask the girls to brainstorm a list of all the places in your community where they could go to sell cookies and write them on the first sheet of paper.
- Then, brainstorm a list of the interests, hobbies and things the girls like to do in the community and write them on the second sheet of paper.
- Now, carefully cut each place in the community off the first list, fold each one individually and put it in a bag. Then do the same thing with the interests, hobbies and activities and place in another bag. Shake the bags.
- Next, divide the Unit into patrols or small groups. One girl from each group will come up and choose a piece of paper out of the first bag (community places) and a piece of paper out of the second bag (interests and activities).
- Each group should then come up with a plan for how to run a cookie selling event combining the place and activity they picked from the bags. For example, if your group pulled out “Town park” and “Basketball” you might plan a three-on-three basketball tournament where kids in the community could form teams of three and pay a registration fee (say $5.00-$10.00 – enough to cover the cost of the box of cookies and any costs you might have such as booking the basketball court and buying prizes) to play. The team gets a box of cookies when they register and the chance to play basketball and win a prize.

**Safety:** understand safety issues that can arise while selling cookies

Here’s something the Unit can do that is a fun way of practicing safe cookie selling.
How to make your game:

• First, brainstorm a list of all the safe things you should do when selling cookies such as always sell with an adult, carry money in a cookie dough envelop or special “cookies only” wallet.
• Then make a list of all the unsafe things girls should never do when selling cookies such as criss-crossing the road from house to house or going into someone’s house.
• Talk about what makes these safe or unsafe.
• Give the girls lots of sheets of paper in different colours. Have them write the safe and unsafe things – one on each piece of paper. Write on the bottom of the safe things, move ahead two squares. Write on the bottom of the unsafe things, move back two squares. Have some blank pieces. You could even write up some silly pieces like hop on one leg for one minute.
• Now, the floor of your meeting space becomes your game board! Choose a starting point and an end point. Randomly arrange all the pieces of paper. These become your game squares.
• If you want you could make big dice (look for instructions online at places like http://www.dltk-kids.com/Crafts/mardigras/mdice.html, or you could just use regular ones.

How you play the game:

• In this game, Guides don’t have a game piece – they are the game pieces!
• First they have to figure out who’s going to go first. That person rolls and moves ahead that many spaces (or pieces of paper!).
• If there is something on the paper, she reads it out and does what it tells her (moves back or forward or jumps up and down!). Then the next person gets to go.
• The first person to the finish is the winner!
Handling money: understand proper ways to carry and handle money

- What’s a float? How do you keep track of all the money coming in and going out? Guides need to learn how to properly handle money when they are out selling so that they come back with the right amount of money. Questions to ask the Guides are for example, when cookies cost $4.00 and most people have $5, $10 or $20 bills, how do you make sure you can give them the change they need? What’s the best way to store the money so that you can easily take money and give change without loonies spilling all over the place? How do you make sure that at the end of the day, you actually have the amount of money you are supposed to have?

- Invite someone who handles a lot of money – a server, a cashier, a teller to come in and talk to the girls about handling money and the responsibilities she has. Girls should find out how she handles the money and ask her what suggestions she has for when they go out to sell cookies. Plan a system to use on cookie selling day for keeping track of the cookies and the money – remember that a case of cookies costs $48. If girls are going to sell two cases, they need to have $96 plus the money from their float at the end of the day. If they don’t have that much, and they have no cookies left, something went wrong! Set up a time to practice their system in the Unit with play money before they go out to sell.

Importance of cookie sales: understand where cookie money goes and how it supports GGC

- Girl Guides of Canada sells 5 million boxes of Girl Guide cookies every year. That’s a lot of money going to support a lot of Girl Guide activities, programming and events. Help the Guides to understand how important Girl Guide cookies are to the functioning of your Unit by creating visual representations, like pie charts.
First, have girls draw pie (or cookie!) charts showing how much cookies cost your Unit and how much money the Unit makes from selling cookies. Then, ask the girls to draw pictures of all the things the Unit does with the cookie money (go camping, buy new equipment and supplies, fund community service projects…) Have the girls talk about how to be able to do more things – for example, that pie chart can’t change. How does the pie get bigger? Get the girls to post their pie charts and pictures of all the things the Unit does with their cookie money around the meeting place.

**Marketing:** find creative ways to get more people to buy more Girl Guide cookies

- Have you ever watched or heard of the TV show “The Apprentice”? In it, teams compete to create the best business plan. Plan an “Apprentice” type activity to inspire the Guides to create unusual cookie selling events. Patrols will develop a marketing plan (i.e. what you want to achieve and how you will achieve it), present it to the Unit, and each plan will be voted on! The winning plan can be used by the Unit for this campaign!

Each patrol can create a marketing plan by answering these questions:

- What is your product?
- What makes it a great product?
- Why would someone want to buy it?
- Are there any negative points about the product?
- How does your product compare to other similar products?
- What are your short-term goals? (How many cases do you want to sell?)
- What are your long-term goals? (What will you be doing with the cookie money raised from this campaign?)
- Who is your customer?
- Why would your customer want your product?
What is your organization?
What are your Unit’s strengths?
What are your Unit’s weaknesses?
What specific opportunities do you have for reaching your customer?
What could get in the way of you reaching your customer?
What can you do to get your product to your customer?
What resources or supplies do you need to be able to sell to your customer?
What people can help you?
How will you advertise your product?

Once each patrol has completed their marketing plan, have each patrol choose someone to speak for the patrol and present the plan to the entire Unit. The other patrols and the Guiders can ask questions about the plan to assess which one would be most appropriate for the Unit. A fun idea might be to invite parents to come to this meeting so they can see the different marketing plans and vote with the girls on the winner!

During the next meeting, have all the patrols work together to start working on the plan to develop the sales activities for the Unit.

Leadership: take responsibility for personal cookie sales

Here’s where you can encourage each girl to shine as a salesperson! Work with the girls and encourage them to talk with their family to help them set a goal for this cookie campaign. Help each Guide to figure out what resources she will need in order to follow up on that goal. The key here is that this isn’t a cookie box or dollar amount goal. This is a self-improvement goal! What skills does she want to focus on? Does she want to be a better public
speaker? Does she want to be better organized? Does she want to manage her time better? Does she want to have more customer service skills? Help her to focus on this one goal and lay out a plan that will help her work on this goal over this cookie campaign and know when she has successfully achieved this goal.

Budgeting cookie money: learn ways to budget cookie money

- Have the girls look at the specific dollars and cents received from the cookie sales. Using their target goal (how many cases for the unit), ask the girls to calculate how much income the Unit will receive from cookie sales. From that income, budget one dollar from each case to go towards your community service or the Canadian World Friendship Fund. Then girls can make a chart that they can post on the wall of the meeting place so everyone can track their sales, income and donations.

Public relations: connect with local media to enhance cookie sales

- Contact your local tv station, radio station or newspaper to see if the Unit can visit them in order to learn all about being a reporter and go on a tour of their offices and newsrooms. Girls can take all that they have learned and use it at your Unit cookie selling event by having their own news team. Have someone who will film or tape and someone who will interview. Girls should have interview questions prepared in advance. They can interview customers, cookie sellers, parents and anyone else they think would like to participate.

If you don’t have any local media that could help out, talk to your local high school or community college to see if there are media students who would like to help the Guides to “report” on their cookie selling event.

Project planning: take the lead in Unit cookie sales
• Have the 3rd year Guides lead the discussion of what the Unit has to do in order to sell cookies. They should come up with a list of all the jobs and tasks necessary for the Unit to sell cookies such as placing the order, picking up cookies or delivering to the girls. Have the girls make a chart showing what the task is and who is going to do each task and by when. Make sure they add a column where they can check off when a task is complete. Girls should include the Guiders and parents in their chart, highlighting what it is that adults need to do as well as what girls need to do to make the cookie campaign a success. Post this chart up in the meeting space so that everyone can be reminded of their tasks and when they need to be completed.

Teamwork: understand the importance of working together
• Before the meeting you need to prepare the alphabet – one letter on one piece of paper. If you know someone with little kids, they might have alphabet mats you could use instead. You will also need to get a stop watch.
• At the meeting, take a piece of rope, tape or even use markings on the floor to create a large circle in the middle of your meeting space. Place
the 26 letters of the alphabet randomly inside the circle. Don’t have them in order!

- Gather all the Guides around the circle. Here is where they work together as a team. Their goal as a team is to touch each letter of the alphabet in order as fast as they can. But, there are two restrictions. One, only one person at a time (or their hand, arm, foot, leg…) can be inside the circle. Two, everyone needs to participate.

- Give them these directions and give them a little time to talk about what they are going to do. What strategies can they use to ensure that they complete the task and meet the restrictions?

- Once they are ready, time them on their first attempt. Tell them what their time is and ask them to set a goal as a group. What time would they like to be able to complete this task in and how many times do they think it will take them to get to this time? Give them time to discuss their plan and set their goal. After each attempt, tell them what their time is and give them some time to discuss their strategy.

- Once they have reached their goal, debrief the experience. Some things you can ask are:
  - What did it feel like to work in a team?
  - How did you organize yourself to set your goal?
  - Did you all work evenly together or did some people take a leading role?
  - How did you feel about people taking a leading role?
  - Did you disagree with any of the decisions of the group?
  - How did you express that disagreement?
  - How do you think this game is like our Unit cookie sales?
  - How do you think this game is unlike our Unit cookie sales?
Cookies in Guiding

Badge 1
Date completed: ____________________________
This badge was: ☑ ☑ ☑
Evaluated by: _______________________________

Badge 2
Date completed: ____________________________
This badge was: ☑ ☑ ☑
Evaluated by: _______________________________

Badge 3
Date completed: ____________________________
This badge was: ☑ ☑ ☑
Evaluated by: _______________________________
Cycling

Purpose: to help you learn to ride a bicycle safely.

Complete six of these eight activities to earn this badge.

1. Have the use of a bicycle that is equipped as required by law. Know the value of wearing an approved cycling helmet. Check your provincial/territorial laws on wearing a helmet.

2. Demonstrate safe street riding, including turning corners, stopping with your front wheel on a line and signaling properly. Do this by going for a ride on the streets of your community.

3. Know some road and weather hazards that might make it dangerous to ride a bicycle.

4. Explain traffic control signs and rules used in your community.

5. Show how you keep your bicycle in safe running order.

6. Plan a bike trip with others. Map out a route that avoids heavy traffic areas or surfaces unsuitable for biking.
7. Find out about any community events that promote bike safety or cycling such as a ride-a-thon or bike rally and promote the event to your Unit.

8. Discover the careers associated with cycling. What type of training and certification would you need to follow this career path.

Date completed: ____________________________

This badge was: ☑ ☑ ☐

Evaluated by: _______________________________
Feeling Good

**Purpose:** to help you feel good when you’re feeling stressed. What types of things stress you out? What can you do to manage the stress in your life?

Complete six of these eight activities to earn this badge.

1. Find a container and decorate it so that it looks bright and attractive. Stock it with things that will make you laugh, dream, calm down and relax. You could include books, cartoons, photographs, music, bath gels and lotions. How does each of these items help you feel good? Use your kit when you need to de-stress.

2. Keep a journal about your everyday life. Write down your feelings when you are stressed. Write down how you feel and describe your moods when you are in stressful situations.

3. Make a list of activities you like to do and participate in one of them when you are feeling stressed. You will probably feel better if you are doing something you enjoy. This can help you forget about your source of stress for awhile.
4. Write an article about dealing with stress and offer your favourite tips and activities others may want to try to help them to feel better. Consider interviewing some friends to get ideas from them to include in your article.

5. Find out about meditation and deep breathing exercises you can do to help you relax. Once you have learned a few, prepare a small presentation, and teach them to others in your Unit or patrol.

6. Plan a spa night together with your patrol. Decide on activities and games that might be a fun way to forget about stress.

7. Choose an activity of your choice that will help you learn more about stress management.

8. Explore career options that deal with stress management. Do any of the careers interest you? Create a log of your findings that you can refer to.

Date completed: ____________________________
This badge was: 😊 😐 😞
Evaluated by: ___________________________________
Fitness Fun

Purpose: to get your body moving every day so you can feel great! You only have one body — take care of it! Be pro-active by setting some fitness goals.

Complete six of these eight activities to earn this badge.

1. Brainstorm ways that you can change your daily routine just a little to add more fitness to your day. With your patrol, or group of friends, come up with seven ways you can make fit choices throughout the day.

2. Keep a log of your Unit’s or family’s fitness activities. Make a large activity chart and record everyone’s name down the side of the page. For the next three weeks, each time one of you takes part in an activity put a sticker beside his/her name. Who will be the most active person in your Unit/family?

3. Before any physical activity, make sure you warm up to prevent any injury. You should try to warm up about five to ten minutes. Your warm-up will depend on the type of sport or activity you will participate in. Choose a sport and find out what you need to do to warm up. Create a warm-up routine for your favorite sport and set it to music. (Note: a warm-up usually involves large movements to get your body moving: arm circles before swimming, high knees for soccer, small jumps for basketball or walking before you jog.)

4. Stretching keeps your muscles and joints loose and helps improve your flexibility. Your muscles should be warm before you stretch. Find out about ways to stretch the following muscles and share them with your Unit: quadriceps, hamstrings, calves, back, chest, shoulders, and abdominal muscles.
5. It is recommended that you get 90 minutes of moderate to vigorous activity every day to grow healthy and strong. These activities can be done over several periods to add up to 90 minutes. Vigorous activity means any activity that gets the heart pumping. Although you should be breathing faster, you should still be able to talk. Choose any of the following activities and try to do them at least three times next week: jumping rope, dancing, speed walking, swimming, soccer, jogging or play fast-paced high energy games.

6. Build your muscles to help you become strong and fit! For the next three weeks, add 15 minutes of strength exercises to your routine. Learn about the following types of exercises and how to do them correctly:
   - Squats
   - Lunges
   - Push-ups
   - Crunches

7. Choose a fitness activity you would like to try and take some classes at your local recreation centre or ask an instructor to come in and give a class for your Unit. You may want to try: yoga, Pilates, hip hop or kickboxing.

8. Plan out monthly fitness goals and activities. Be sure to include activities that help you build aerobic fitness, strength and flexibility. And, don’t forget to have fun! Share your calendar with your patrol and encourage others to stick to their goals.

Date completed: ____________________________

This badge was: 😊 😊 😞

Evaluated by: ________________________________
Healthy Eating

**Purpose:** to understand what healthy eating is and how it can be part of your life.

**Complete six of these eight activities to earn this badge.**

1. Consider whether or not you are eating a balanced diet. Record everything you eat for one week. After a week, compare your list with Canada’s Food Guide to Healthy Eating. For a copy of Canada’s Food Guide go to the Health Canada website www.hc-sc.gc.ca. What can you do to make one meal each day healthier?

2. How many servings do you eat from each food group? Cut out food products from magazines or flyers and make a collage of different foods to eat to make sure you get all the servings of healthy food you need.

3. Design an ad for healthy food. Your ad should include a catchy slogan about the benefits of healthy food so people remember the message. Choose a print ad or a TV or radio commercial. Share your ad with your Unit.

4. Food labels can help you make healthy decisions about what to eat. Gather three labels from different brands of the same food. What are the differences in those items? What kinds of nutrients are found in these foods?
5. When looking at food labels it is important to know how much of each nutrient is present. Identify five nutrients that are important for your health, such as: calcium, zinc, vitamin C, protein and carbohydrates. Go on a scavenger hunt with a friend and investigate the kitchen cupboards. Your goal is to find foods that provide the highest amounts of nutrients. If a food contains 20 per cent or more of the recommended daily serving, it is considered a major source.

6. Why does your body need carbohydrates, protein, fats, fruits and vegetables?

7. Choose a nutrient or vitamin and find out how it helps your body grow. With two other girls, brainstorm a list of foods high in that nutrient or vitamin. Sort your list of foods into one of the groups from Canada’s Food Guide. You could also check out various culturally specific food guides. Now, write each category on a separate piece of paper and fold them up. The first player selects a piece of paper and reads the category out loud. Using a timer, give each player one minute to write down as many items as they can that fit into that category. Players get points for each correct answer.

8. Explore the programs in your community that promote healthy eating. Ask if there are ways in which you can help. Check with local breakfast clubs or food banks, as an example.
**Horsepower**

*Purpose:* to develop your skill in riding and caring for horses.

Complete six of these eight activities to earn this badge.

1. Help water, feed, groom, saddle and ride a quiet saddle horse or pony.  
   OR  
   With help, arrange to water, feed, groom, harness, yoke and drive a horse- or pony-drawn sleigh.

2. Show that you understand the feeding and the care of horses.

3. Keep stables and harness/tack room clean and tidy. Show that you understand the cleaning of harness/tack.

4. Explain how to recognize when a horse is in poor condition and what to do to improve the condition.

5. Show that you understand the temperament of different horses and how to use tact and common sense in handling them.

6. Know what precautions and equipment should be used for handling and riding horses safely.
7. Explain to your Unit the safety regulations for riding. What would you do if your horse rears, trips, bucks, stops or bolts?

8. Plan and take part in a ride with others that includes lessons.
   OR
   Take a trip to an event, such as a fair, to see a horseshow.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Skating

This badge may be completed with ice skates or in-line skates.

**Purpose:** to encourage you to develop skills and to enjoy skating.

**Complete six of these eight activities to earn this badge.**

1. Learn how to care for your skates.
2. Demonstrate several different skills, such as skating forward, skating backward, cutting corners and stopping. Practice for at least 30 minutes.
3. Play a game on skates.
4. Know what safety precautions should be taken when skating on a pond, lake, river or creek.
5. Learn about the necessary in-line skating safety gear you must wear: helmets, wrist guards, kneepads and elbow pads. Why are all of these pieces of equipment necessary?
6. Practice these moves on either ice skates or in-line skates:
   - Glide while balancing on one foot. Alternate balancing on your right foot, then on your left. See how far you can glide while balancing.
   - Crossover: Crossing one skate over the other lets you turn quickly. Start skating slowly. Pick up either your right or left skate, as if you are taking a giant step, and cross it over your other skate.
   - Skate an obstacle course. Set up several cones or plastic pop bottles filled with sand. Skate around these as quickly as you can. Try crossing one foot over or gliding on one foot.

7. Learn the basics of ice or in-line hockey. Discuss the importance of playing fair. If possible, attend a women’s ice hockey game.

8. Discover what major muscle groups you use when you are skating and learn how professional athletes train to help them improve their skating. If possible, try out a few of the exercises with an instructor.

Date completed: ____________________________

This badge was: ☺ ☺ ☹

Evaluated by: _______________________________
Skiing or Snowboarding

This badge may be completed for cross-country or downhill skiing or for snowboarding.

**Purpose:** to encourage you to develop skills and to enjoy skiing or snowboarding.

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**Complete six of these eight activities to earn this badge.**

1. Learn how to care for your skis or snowboard.
2. Demonstrate how to safely carry your skis, poles or snowboard.
3. Demonstrate several different skills, such as: using your poles correctly, climbing hills, going downhill, changing direction, stopping and staying in control.
4. Know the ski hill rules for safe skiing/snowboarding and explain how these rules keep you safe.
5. Learn how to dress properly for a day of skiing or snowboarding. Demonstrate and teach others in your family or Unit how this is done.
6. On the slopes, learn how to turn, stop, go uphill and recover from a fall.
7. Learn how to safely and properly get on and off a ski lift and how to get back into your bindings if one or both of your boots pop out.

8. Find out about skiing and snowboarding events held at the Winter Olympics. Explore the career of a Canadian athlete skier and snowboarder.

Date completed: ____________________________

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Evaluated by: _______________________________
Snowshoeing

**Purpose:** to encourage you to develop skills and to enjoy snowshoeing.

**Complete six of these eight activities to earn this badge.**

1. Learn how to care for your snowshoes.

2. Know what precautions should be taken for safe snowshoeing. On an outing, why should you bring a pack with water, extra clothes and a snack? What else could you bring?

3. Demonstrate several different skills, such as: how to put on your snowshoes, how to walk and run, how to go up and down hills.

4. Take part in a snowshoeing outing. Make a pre-trip plan that includes your route, how many are in the group and when you’re going to return.

5. Create a file full of articles and brochures about snowshoeing tips, as well as companies that offer guided tours.

6. Explore the history of snowshoeing in Canada. How did snowshoeing develop as a sport?
7. Plan a game that you can play on snowshoes with your Unit.
8. Design a fashionable but appropriate outfit that you could wear for a day of snowshoeing. Think about the layers of clothing you might wear and the types of materials you could use.

Date completed: ____________________________

This badge was: ☑ ☐ ☐

Evaluated by: ___________________________________
Sport

**Purpose:** to encourage you to explore and develop your athletic capabilities for the benefit of your own physical well-being.

Complete six of these eight activities to earn this badge.

1. Participate in a sport for a season, either as an individual or on a team. Care for your equipment.
2. Show that you know the basic rules and signals used in your chosen sport.
3. Describe the value of fair play and competition.
4. Describe what you like about this sport.
5. Learn to play safely, using appropriate safety equipment.
6. For a week, look through the sports section of your local newspaper. Compare articles about male and female athletes. Did you find any differences in the way in which the sports were covered for males and females?
7. Pick a sport and trace the role of women in the history of the sport. When did women start playing it? Do many women and girls play this sport? What famous women play this sport?

8. Write a cheer with at least two verses for your Unit or your favourite team and share it with your Unit. You might want to enlist the help of others to perform it.

Date completed: ____________________________

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Evaluated by: _______________________________
Swimming

To be awarded this badge, a qualified swimming instructor must test Guides. A qualified instructor is one who holds a valid instructor’s certificate with an organization such as the Canadian Red Cross, the Lifesaving Society, the “YMCA”, or another recognized swim program. Guides who have completed the requirements through another swim program may be recognized for this badge.

Purpose: to encourage you to acquire the swimming skills necessary to be safe and comfortable in and near the water.

Complete six of these eight activities to earn this badge.

1. Demonstrate your knowledge of water safety, including safe boating and ice safety.

2. Practice throwing an assist with a six-metre-long line towards a target. Try to be accurate in your throw. Perform reaching and throwing assists as chosen by the examiner. Avoid body contact when doing a reaching assist.

3. Demonstrate the rescue breathing sequence. Explain how it works and when to use it. Know the importance of starting immediately and seeking help. Direct contact (human-to-human) is not required for practicing or demonstrating rescue breathing.

4. Perform a standing dive: make sure the area is safe first.
5. Swim 150 metres continuously. During the swim, demonstrate each of the following for a minimum distance of 25 metres within the total of 150 metres:
   - Front crawl
   - Elementary backstroke
   - Back crawl
   - Arms only (sculling)

6. Perform a standing stride entry into deep water without submerging your head.

7. Float or tread water for two minutes in deep water.

8. Do the following in clothes while wearing a Personal Flotation Device of appropriate size:
   - A forward roll into deep water, tread water for one minute and swim 20 metres.
   - Show the Heat Escape Lessening Position (HELP) and hold it for one minute. Explain what it is used for and what areas of the body it protects.
   - Working with a group of swimmers, demonstrate the huddle position and hold it for one minute.

Date completed: ____________________________

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Bird Watching

**Purpose:** to encourage your interest in bird watching.

**Complete six of these eight activities to earn this badge.**

1. Identify three birds in your community and observe them. Start a notebook that tells about their:
   - Size
   - Flight pattern
   - Colour
   - Number of eggs
   - Nests
   - Songs
   - Anything else you have observed

2. Name three other birds found in your area and present some interesting facts about each.

3. Research and explain why birds have three types of feathers.

4. Explain why you should not disturb an occupied nest.
5. Learn about the food adult and young birds eat and how the parents feed their young.

6. Name some birds that migrate to and from your area in the winter months. Explain how you can help the birds that stay through the winter to survive.

7. Build a bird feeder to hang in your yard and list the types of birds that come to visit.

8. Take pictures or sketch some of the birds that you observe during a nature hike.

Date completed: ____________________________

This badge was: 😊 😊 😞

Evaluated by: __________________________________
Conservation

A conservationist is someone who protects the environment and preserves our natural resources.

**Purpose:** to help you learn about conservation of our natural resources.

**Complete six of these eight activities to earn this badge.**

1. Explain two ways in which Canada’s natural resources are protected and what you can do to help.
2. Visit a local conservation project, such as contour plowing, reforestation, a water filtration plant, wildlife habitat, wetlands, conservation area, seeding of road cuts, city parks or a fish hatchery.
3. Brainstorm ways that you can conserve water. Imagine how to avoid increasing water pollution in your community or in an area that you are visiting with your family or Unit. Then, make a list of things you will do to be a clean water conservationist.
4. Here is a list of interesting projects. Complete three of them.

• Visit a farm and describe its conservation methods.
• Find out which federal and provincial/territorial laws aim to lessen water and air pollution.
• Help with a local conservation project, such as tree planting.
• Create a model, poster or some other display to interest your patrol in some form of conservation. Set it up in your patrol corner.
• Make a bird or animal feeding station and keep a record, for one season, of all the birds or animals that you see there.
• Learn how your community is supplied with water. Describe any methods used for flood control or irrigation.
• Conduct a tree survey within a specific area. You and the person evaluating the badge should agree beforehand upon the area.
• Using a dip net or small screen, take a survey of insect life in a local stream or pond.

5. Do another interesting conservation project of your choice.

6. Brainstorm ideas to help preserve the environment as an individual and as a family. Identify the things you can do better and practice them around your home.

7. Create a game that would help teach younger girls how to be conservationists.

8. Find out about community service projects that help preserve the environment and determine what you are able to do to help out.

Date completed: ____________________________

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Evaluated by: _______________________________
Ecology

Ecology is the study of the way plants and animals interact with one another and their environment.

**Purpose:** to encourage you to learn about and respect the balance of nature.

**Complete six of these eight activities to earn this badge.**

1. Describe the ecological changes that occur when a farm, field or woodlot is turned into a subdivision of homes.
2. Use a picture, poster or other means to show the relationship between living things and their physical surroundings. This could be the community that exists around a milkweed plant, fallen forest log, a pond, snowdrift or other local ecosystem.
4. Create your own game, drama, story, song, etc., that shows you understand the important balance that plants and animals maintain in their environment. It should reflect your feelings about nature.
5. Take part in a group activity involving the relationships of living things to each other and their physical environments. Explain the roles of the different elements and why they were important to the whole set of relationships.
6. Learn about one plant or animal that is considered to be a pest in your community. Find out why they are considered harmful and how they are being controlled. Explore the benefits they provide for their environment. Here are some examples of pests you might investigate: rats, cockroaches, fleas, poison ivy, etc.
7. Go on a safari at a zoo or by using your favourite animal books. Research the names of plants and animals that have different attributes, such as colour, size and other features. Create a list of things to discover and give the list to your Unit so they can find the answers. For example, find out the name of an animal that has a fur coat for a cold climate or has long legs for wading in water.

8. Learn about careers in ecology. What types of jobs are there and what education do you need for a future in ecology? Would this be something of interest to you?

Date completed: ____________________________

This badge was: ☑ ☑ ☐

Evaluated by: _______________________________
Endangered Species

Purpose: to increase your awareness of the importance of preserving all plant and animal species and their habitats.

Complete six of these eight activities to earn this badge.

1. Explain the terms “rare”, “endangered” and “extinct”.
2. Name two Canadian plants, two Canadian animals and two species from other countries that are endangered.
3. Provide two reasons why plants and animals become endangered. Discuss this with a group of Guides and offer practical suggestions for correcting these problems.
4. Discuss with a group of Guides why it is important to preserve the habitats of plants and animals.
5. Create a skit, a play, or a game that demonstrates why animals need sufficient living space.
6. Do one of the following:
   - Make a scrapbook or poster that illustrates several endangered species. Show and explain it to your Guide Unit.
   - Visit a zoo, museum or protected area. Tell your Guide Unit about what is being done to preserve a variety of species or to protect their habitats.
   - Read a book or an article, or watch a TV program, video or movie about endangered species. Discuss it.
7. Do one of the following:
   - Draw a cartoon that shows a new design for an endangered species so it would readily survive. Explain your design.
   - Name and describe one Canadian species that has become extinct. Explain why this happened and what might have been done to prevent its extinction.

8. Interview a conservation officer, biologist, naturalist, forester or person with a similar career about their views on endangered species. Find out what you and your Guide Unit could do to help endangered and rare species in your area.

References

World Wildlife Fund Canada
245 Eglinton Avenue East, Suite 410
Toronto, Ontario M4P 3J1
www.wwf.ca

Date completed: ____________________________

This badge was: ☺ ☐ ☒

Evaluated by: _______________________________
Exploring

**Purpose:** to encourage you and your friends to enjoy the fun of well-planned, safe outings.

Complete six of these eight activities to earn this badge.

1. Help your patrol or Unit plan and carry out at least two outings. Plan where to go, what to wear and what to take. Obtain the necessary permissions. Follow the current fire and safety rules in the area of the hikes.
2. Assemble the equipment you will carry on your back. It could include:
   - Simple first aid kit
   - Material to make an emergency shelter
   - Thirst quenchers
   - Food for one hot meal and one cold meal
   - A lightweight portable stove, buddy burner, etc.
3. Create a game or skit to show what you should do if you get lost when you are hiking or camping.
4. Demonstrate that you know how to use a street or road map.
5. Use a compass to follow or lay a course that changes direction at least six times.
6. During a campfire program, or with your group, describe the most interesting place you have visited on a hiking trip. Tell how far you walked, where you went and why you remember the occasion so well.
7. How would you plan for a minimal impact camp or trip? Find out what minimal impact means and develop a strategy to plan a minimal impact trip.
8. Research the best fabrics and products for different types of weather conditions. Find out about the various types of equipment used in camping, trekking and travelling. Visit an outdoor store, look through an outdoor catalogue or visit an outdoor equipment company’s website.

Date completed: ______________________________________

This badge was: ☺️ 😐 😞

Evaluated by: ________________________________
**Farming**

**Purpose:** to encourage you to learn about farming in your area.

Complete six of these eight activities to earn this badge.

1. Do one of the following:
   - Help in some form of land work such as haymaking, harvesting, threshing, potato picking, fruit picking, etc.
   - Look after a calf, pig, goat or stabled pony regularly for two weeks. This includes feeding and cleaning.
   - Visit a farm in your area several times during the year. Find out what is produced and what takes place at different times during the year.

2. Identify two breeds of cattle, pigs, sheep or horses in your area.

3. Identify two kinds of crops grown in your area.

4. Describe how farm products in your area are marketed.

5. Describe the part played by six of the following machines in farm work:
   - Plough
   - Cultivator
   - Baler
   - Tractor
   - Fertilizer distributor
   - Corn picker
   - Forage harvester
   - Manure spreader
   - Corn planter
   - Harrow
   - Sprayer (weed or orchard)
   - Seed drill
   - Mowing machine or swather
   - Combine

6. Describe three types of farming in Canada.

7. Create a story or song based on life on a farm.
8. Discover the roles women have played over time on farms. Are there many women farmers or is the industry still dominated by men? Why is this the case?

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Forestry

**Purpose:** to teach you about trees and shrubs, their habitat, conservation and uses.

**Complete six of these eight activities to earn this badge.**

1. Name the major tree groups. Describe how they are distinguished. Outdoors, identify five different trees and/or shrubs in their natural setting.

2. Describe three different kinds of forests.

3. Name some of the major goods produced from trees and forests. Explain why certain woods are chosen for particular products.

4. Describe good forestry practice in general terms, and show how forest management and forest conservation are linked.

5. Name three major forest enemies and describe their effect on the forest. Explain what is being done to combat one of the forest enemies.

6. Create a piece of art, a collection of poems, or a PowerPoint presentation using pictures inspired by trees and forests. Share your work with your Unit.

7. Learn about the forests in Canada. Which parts of the country have dedicated forests and parklands? What types of trees would you find if you visited these areas? Select one province/territory or region and create a travel brochure to entice others to visit.
8. What types of careers are there in forestry? What kind of education would you need for a career in this field?
Gardening

This badge may be done in a garden or using a window box or planter.

**Purpose:** to encourage you to plant and care for a garden.

**Complete six of these eight activities to earn this badge.**

1. Plant and neatly cultivate a garden, window box or planter for a season. The garden should contain at least five kinds of flowers or vegetables.

2. Describe the soil you are using. Explain how the soil can be improved. For example, you can enrich the soil with compost or add fertilizers. Identify the type of plant that grows best in this soil.

3. What did you do to protect your plants from drought, wind, frost and pests? How did you care for your garden and what helped your plants to grow? What tools did you use?

4. Show the vegetables or flowers you have grown.

5. Learn about one career related to plants. What would your daily routine be in that job?

6. Design a garden. Test your landscaping skills and draw a picture of a garden including all of the plants and flowers, as well as any accessories such as stones, ponds, seats, etc.

7. Host a plant show for your Unit. Invite all of the girls to bring in plants and share the story of their plant with one another.
8. Make stepping stones or a decorative structure for your garden. Each girl in your Unit can decorate her own stone. It can be handmade or purchased from a gardening store.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Hiking

Purpose: to teach you the skills required to organize safe, enjoyable and comfortable hikes.

Complete six of these eight activities to earn this badge.

1. Before you go:
   - Give a description of your route to an adult who is not going and tell them the time you expect to be back. Explain why you should do this.
   - If you are going to be near water explain why you may not swim without a qualified lifeguard.
   - Talk about how you will safely deal with strangers who may be on the route.
   - Describe what you will do in case of an emergency.

2. Keep a record of at least three different types of hikes in which you have taken part. The record should tell:
   - Season of the year
   - Place and method of travel (e.g., snowshoeing, skiing, hiking, etc.).
   - Purpose of the hike, such as: exploring the outdoors, visiting places of interest, experimenting with different types of cooking, or just for fun.
3. Carry a backpack, suitably packed, and explain why you chose each of the items.

4. Describe two hike menus that you have used. Give recipes, quantities used and number of people served.

5. Practice “minimum impact” hiking with regard to building fires, garbage, latrines, etc.

6. Show ways your compass or GPS could be useful on hikes.

7. Demonstrate that you know the proper and courteous way to behave when using private and public property.

8. Find out how long it takes you to walk one kilometre comfortably. Then figure out how long it should take you to walk the distance between two points you have marked on your map. When calculating your walking time, don’t forget to consider the type of terrain and your walking speed.

Date completed: ____________________________

This badge was: ☺ ☻ ☼

Evaluated by: ______________________________
Naturalist

**Purpose:** to stimulate your appreciation and knowledge of the world of nature in every season and to encourage you to develop skills.

**Complete six of these eight activities to earn this badge.**

1. Choose one of these natural locations and learn about plant and animal life within it:
   - Field
   - Park
   - Seashore or lakeshore
   - Woodland or forest
   - Tundra
   - Bog
   - Saltwater marsh

2. Find out about:
   - Three mammals and/or birds
   - Three plants (mosses, ferns, grasses, flowers, shrubs, trees, etc.)
   - Three invertebrates (insects, spiders, slugs, snails, seashore animals, etc.)

   Be able to identify each of your choices, preferably first-hand. If this is not possible, use drawings, photographs or field notes.

3. Pick one of your choices from each of the groups listed in number 2 and be able to tell an adult about its food and the way it reproduces.

4. Take an adult or girl in your Unit on a walk through your chosen place. Describe the changes that have taken place there during two seasons.
5. Play a Kim’s game. (For details, see the Resources section of the program book.)

OR

Identify:
- By smell alone, eight out of ten assorted common liquids or solids
- By hearing alone, eight out of ten different sounds
- By touch alone, eight out of ten different articles

6. Explain the use of the terms cover, camouflage and direction of wind.

7. Show how to creep through undergrowth and long grass quietly and inconspicuously.

8. Solve a simple tracking story that is set in sand, snow or other suitable material.

OR

Make a cast of mammal or bird tracks. Show it to your patrol and explain how it was made.

OR

Play two wide tracking games of your choice, using trail signs, with at least three other Guides.
Outdoor Adventures

**Purpose:** to encourage you to experience the fun of planning and going on a Unit hike.

**Complete six of these eight activities to earn this badge.**

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

2. Bring a first aid kit that you have put together. Tell why you chose its contents and how you would use them.

3. Prepare a safe place for cooking outdoors. Learn and follow the current fire and safety rules for the location. Be aware that rules may vary for different places.

4. Take an active part in an adventure game.

5. Learn the words and tune of a grace, a hiking song or a song about the outdoors. Teach it, if you wish.
6. Do one of the following:
   • Describe some of the poisonous plants or snakes that might be found near where you live in your community.
   • Name and describe two wildflowers in your community that should be protected. Explain how to practice conservation to protect them and learn the laws concerning these plants, if any exist in your community.
   • Take a short nature walk to observe: animals, trees, mosses, birds, ferns, rocks, insects and flowers. Identify at least five things you discover.
   • Identify three constellations and the North Star.

7. Show that you know the proper and courteous way to behave when using private and public property.

8. Follow a trail outdoors of approximately 800 metres. The trail should contain at least five signs of which three must be noted and described when the trail is completed.

Date completed: ____________________________

This badge was: 😊 😞 😞

Evaluated by: _______________________________
Outdoor Cooking

This badge should be done with adult supervision.

**Purpose:** to help you explore various methods of outdoor cooking.

1. Alone or with a small group, plan, prepare, cook and serve the following meals for two or more people. Use wood or charcoal fires or a portable stove. The meals should be nutritious. (If local community or camp rules forbid the use of wood or charcoal, use outdoor cooking facilities that are approved.)
   • breakfast
   • a light lunch, using as few utensils as possible
   • a dinner, using at least one of the following methods:
     • Frying
     • Barbecuing
     • Stewing
     • Roasting
     • Baking
2. Make and use a fire starter. As well, show how to use one of the following safely:
   - Tin can stove
   - Buddy burner
   - Charcoal burner

3. Cook something you like using an outdoor oven.

4. Prepare a woodpile, properly arranged, with enough wood for two meals and washing up.

5. Light and show proper care and use of a stove and fuel.

6. Explain how to store various kinds of food, so that they are safe to eat and drink. Know the importance of treating ground water from streams, lakes or rivers, for drinking.

7. Wash dishes and clean up your cooking and eating area. Dispose of garbage properly, including liquids. Know how to prevent insects and animals from being attracted to your outdoor kitchen.

8. Explain how to prevent accidents and how to treat a simple burn and cut. Know and follow local fire rules. Know what to do in case of a grease fire or another fire.

Date completed: ____________________________

This badge was: ☑ ☑ ☐

Evaluated by: _____________________________________
Outdoors in the City

This interest badge is best done as a group.

**Purpose:** learn about activities and adventures that you can do in a city.

1. Discuss with your Unit or group the different towns or cities close to you that you could visit. As a group, select one of those locations to visit.

2. Learn about the different parks or trails that you can visit in that town/city.

3. Discuss what types of healthy foods and clothing you will need on your visit. Prepare an appropriate kit list.

4. What kinds of animals live in the town/city? Where do they live? Is there any wildlife that lives year-round in the town/city? Are there birds that pass through the city during the fall or spring migration? Is there any wildlife in the town/city that can be harmful to your health? Is there a problem with abandoned pets?
5. Find four different jobs people have working outdoors in the town/city. Plan to visit one of the places where they work. While you are there, find out why people choose jobs outdoors.

6. Plan a guided walk with a group and look for interesting sites in your town or city.

7. Participate in a local community service event or project. For example, you might participate in a walk-a-thon or park clean-up.

8. What types of outdoor activities do people do in cities? Choose an activity such as ultimate Frisbee, hopscotch, outdoor skating, visiting a farmers’ market, etc., and try it out with your Unit.

Date completed: ____________________________

This badge was: 😊 😐 😞

Evaluated by: ______________________________
Sailing

Note: The wearing of a properly fitting Canadian-approved personal flotation device (PFD) is mandatory for all the on-the-water activities. It is recommended that a whistle be attached to each PFD.

Purpose: to teach you the basic skills of small craft sailing.

Complete all items to earn this badge.

To try for this badge you must:

- Hold the Boat Safety badge
- Wearing a PFD:
  - Swim 75 meters
  - Demonstrate the HELP position for two minutes
  - Tread water for five minutes.

1. Review the information in the Boat Safety badge.
2. Put on and properly secure a PFD of appropriate size.
3. Show where these items are on a sailboat and explain their use when sailing:
   - Tiller
   - Centreboard or keel
   - Boom
   - jib
   - Rudder
   - Mast
   - Mainsail
   - Sheet
4. Explain these sailing terms
   - Tack
   - Windward
   - Leeward

5. Describe clothing that is suitable for sailing in various wind and weather conditions.

6. List the safety equipment required on small sailing dinghies and explain what it is for.

7. Describe one use of a figure eight knot and a bowline. Tie these knots.

8. Get safely in and out of a sailboat.

9. Help prepare the sailboat for sailing and put equipment away after a sailing outing.

10. While sailing under the direction of an instructor in winds of 8 to 16 km/h, help carry out simple rudder adjustments and sheet adjustments including securing a sheet in a cleat.

11. Know why it is important to follow weather forecasts before setting out. Explain how wind speed, the height of waves, and storms affect sailing safety.
Water

**Purpose:** to help you become more aware of the importance of water and learn why you should protect it.

1. Find out the main causes of water pollution in your area. For example, pollution from domestic use, agricultural pursuits and industrial waste. What are the harmful effects of polluted water from these sources?
2. Find out the source of water in your area and how it is purified for drinking. If possible, visit a purification/filtration plant.
3. Suggest some ways for improving the water supply in your community. Think of five things you can do to help conserve water.
4. Suggest several ways for improving the water quality in your community.
5. Participate in a leisure time water activity, such as going to a water slide park. Find out about other leisure time uses of water in your area. What health and safety rules should be observed for these activities? Describe harmful effects these activities may have on the environment.
6. Name two or three plants, animals, birds or insects that live part of their lives in or near water.

7. Visit a water site and see how many plants, animals and insects you can find. Tell how a water habitat is important in their life cycle.

8. Create a Guides’ Own ceremony that celebrates water and its importance in our daily lives.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Wildflower

**Purpose:** to increase your enjoyment of the beauty of Canada’s plant life.

**Complete six of these eight activities to earn this badge.**

1. Observe wildflowers from at least two different habitats. For example, shoreline, woods, alpine, desert, meadow, swamp, roadside, backyard or city. Identify distinguishing features of several plants in each habitat.

2. Name three edible wild plants. Describe where you saw them or found them growing and how they can be used.

3. Identify three wild plants that can be harmful to humans. Tell which parts of the plant are harmful and how they could adversely affect human beings.

4. Make a sketch or take a photograph of your provincial/territorial floral emblem. Find out an interesting fact about it.

5. Name some of our endangered flowers and explain what is being done to protect them.
6. Plant a wildflower garden or make a list of the types of flowers you would include if you could plant one.

7. Explore flower arrangements at a local floral shop.

8. Discover the public gardens in your city or town. How are wildflowers used in the landscape? After visiting a garden, write a poem expressing your feelings on wildflowers.
Art Production

Purpose: to help you develop your creative ability in the visual arts.

Complete six of these eight activities to earn this badge.

1. Create a work of art based on a dream or fantasy that you have had. Create a picture or collage that relates to your dream. Use any materials or combination of materials, such as crayons, pencils, paints, markers, paper, glue or a computer. When deciding on what materials to use, think about the materials that best show your feelings and ideas. Be creative and out of this world!

2. Create an object from a material such as clay, papier mâché, soap, wax, plaster, wood, etc. Share it with your patrol.

3. Experiment with colour by learning about primary and secondary colours. Practise mixing colours to develop new colours. Make a picture that uses what you have created.

4. Create a print, using a wood block, linoleum block, potato, etc.

5. Design a package for a product such as a breakfast cereal, a CD, DVD or a product you invent.

6. In a small group create a mural using a long roll of paper. Decide the design of your mural and who will be painting which section. Sketch the idea for your mural on a separate piece of paper and use it as a guide to create the mural. Work together with your group to draw and paint the mural. If allowed, display it at your meeting place.
7. Create an art gallery or an art show to display the work of your Unit. Invite your parents and friends to come and see the art exhibit.

8. Choose a famous artist from history, such as Picasso or Monet, and create a work of art that is inspired by this artist.

Date completed: ____________________________

This badge was: 🎨 🎨 🎨

Evaluated by: _______________________________
**Creative Craft**

**Purpose:** to develop skills by designing and creating a craft of your own.

Complete six of these eight activities to earn this badge.

1. Make two hand-woven articles such as a market basket, workbasket, wastepaper basket, mat, etc. (Wooden bases may be bought or handmade.)

2. Explore the art of woodcarving. Many art stores have woodcarving kits. Keep safety issues in mind and ask an adult to be present whenever you are using sharp tools. After practicing for awhile, make a woodcarving of your own, such as a box, toy boat, bookshelf, birdfeeder, etc.

3. Create a piece of art in 3-D that represents your heritage.

4. Make a piece of jewelry using materials that are not precious metals or gems. You might make a pin, necklace, bracelet or hair ornament.

5. Create a toy design in one of the following categories: rolling toy, spinning toy, stuffed toy or musical toy.

6. Visit a museum, historical site or library to learn about crafts and toys made during the last 200 years.
7. Make removable clothes for a doll.
8. Create a craft that you would be able to display in a room in your house.

Date completed:  ____________________________

This badge was: ☺️ ☹️ ☹️

Evaluated by:  _______________________________
Dancing

**Purpose:** to encourage you to develop the basic skills of dancing and to enjoy learning some traditional dances.

**Complete six of these eight activities to earn this badge.**

1. Explore the dance of another country. Learn the steps of at least one of those dances and teach it to your patrol. Here are a list of some ideas:
   - Latin Dances – cha-cha, rumba, tango, merengue, and salsa
   - Spanish Flamenco
   - Israeli Hora
   - Polish Mazurka
   - West African Jazz
   - Chinese Dragon Dance
   - Polynesian Hula
   - Russian Kazatzka
   - Italian Tarantela
   - Indian Dances

2. Do some dance research and discover the new dance forms through the decades. Plan and hold a theme night and teach dances from that decade. Here are some ideas:
   - 1920’s Swing
   - 1950’s Rock and Roll
   - 1970’s Disco
   - 1990’s Pop
   - 1940’s Big Band
   - 1960’s Motown
   - 1980’s Retro
3. Choose a classical dance style, such as tap, ballet or jazz. Learn three basic steps with the help of a tape, book or a class.

4. Popular dances: find out about dances that became popular because they were featured in movies or on TV. Develop a presentation about one of these. Find out about the music, costumes and trends they started.

5. Create your own dance. Choose a type of music and a dance style, such as: country, hip hop, modern, etc. Choreograph a routine and present it to your Unit.

6. Create a dance routine for younger girls and offer to teach the dance routine to a Brownie or Spark Unit.

7. Plan a dance party around a particular theme such as Disco. Select someone to be the DJ and choose different tempos of music. Choose decorations and invite your Unit and other friends to join in the fun. Make sure you choose a place that is safe and spacious and invite some adults to chaperone.

8. Make up a dance that expresses a particular mood. Think about how people move when they are happy, angry or lost.

Date completed: ____________________________

This badge was: ☺ ☹ ☼

Evaluated by: _______________________________
Design Your Own Badge

As a Guide, you have many badges to choose from, but you and the girls in your Unit may have an interest for which there is no badge listed. Or while you were doing a badge, one of the activities might have been so interesting that you wanted to do more on the same topic. As a Unit, you can name the badge, come up with the activities needed and design what the badge will look like.

1. Check that the subject of your new badge is not the same as any other Guide badge.
2. Make sure the topic you’ve chosen is in keeping with the Girl Guide Promise and Law.
3. Find out if the topic you want to explore can support at least eight activities.
4. Make sure all the girls in your Unit want to do the badge.

**How do you create your activities?**
With other girls in your Unit and with your Guider, brainstorm a list of possible activities. Then look over your list and ask each other:
- Are the activities safe?
- Are the activities original?
- Can everyone participate?
- Are there people in the community who can help with the activities?
- Are the activities fun and interesting?
- Are the activities free or easily affordable?
- Are the activities challenging enough?
- Do the activities show respect for all kinds of people?
- Will we learn something new?

Once you can answer “Yes” to all these questions, you’re ready to design your badge. Once your badge is complete, send it to the national office and we will post it on our website to share with others! Note: this step is only a suggestion and not mandatory to receive this interest badge.

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Date completed: ____________________________

This badge was: ☺ ☻ ☟

Evaluated by: _______________________________
Design Your Own Space

Purpose: to encourage you to explore your talents in interior decorating and design. What would it be like to be an interior decorator? Are you creative? Do you have a flair for design?

Explore your talents with this badge.

Complete six of these eight activities to earn this badge.

1. Collect pictures of different rooms showing different styles of furniture, rugs, wall coverings, decorations and colour schemes. Choose your favourite picture and describe why you like the room. Describe the colours, patterns and furniture. What do all of these things say about the room?

2. Cut out pictures of furniture, accessories, wallpaper and rugs that you like. Arrange them in a shoebox to create your dream room and show your space to others.

3. Make two plans for your own room, including what type of furniture, accessories and paint you would need. Determine the cost of your project by using the Internet or looking in catalogues. Make one plan as if you had an unlimited budget and the other plan as if you had very little money to spend.

4. Create something that would make your home nicer, such as a basket, picture, wall hanging or quilt.

5. Choose a room in your house that is cluttered and messy. What could you do to minimize the clutter? What would you throw away or give to someone else? What types of storage would you need? How would you improve this space? Sketch your ideas out and share them with your Unit.
6. There are different ways in which you can change the appearance of a wall. Choose a wall finish and learn the technique needed to do this. With the permission of your parents or guardians, try it out on a real wall. If you can’t use a real wall try it out on some cardboard or a piece of plaster.

7. Learn about two or three decorating techniques using fabrics or sheets. Try making a simple window treatment by draping fabric through holders or over rods.

8. There are several television shows about interior design. Create your own version of one of these shows and share it with your Unit.

Date completed: ____________________________

This badge was: ☺ ☹ ☹

Evaluated by: _______________________________
Fashion

Purpose: to learn about fashion design and history and trends of fashion over time.

Complete six of these eight activities to earn this badge.

1. Find out the types of clothes that were fashionable 25 years ago and 50 years ago. Bring pictures and create a collage or display, if possible. What types of lifestyles influenced fashion?

2. Go through the clothes in your closet and dressers. Take out what doesn’t fit you anymore. Determine if it’s out of style or needs to be mended. With adult help replace missing buttons and torn seams. Launder the items and pack them up to give to someone who can use them (e.g., sibling, neighbour, cousin or used clothing depot).

3. Design a new fashion trend. For example, decorate your socks, a hat or bandana, or a pair of jeans with beads, fabric, trim or buttons. Wear your new fashion.


5. Hold a fashion show in your Unit with a theme, such as spring, summer, camp, formal or funky. Design a runway (stage or hallway). Invite guests or another Unit to see your fashion show. Don’t forget hairdos and accessories.
6. Discuss today’s fashion — what you like, what you don’t like, where it comes from, etc.

7. Pretend you lost all your clothes. Use catalogues and magazines to create a wardrobe for one season. Include the cost of the items you choose.

8. Create a poster of the traditional dress of countries around the world. Choose at least three countries and find resources from libraries, museums, magazines or on the Internet to create a poster that reflects the culture and lifestyles of the people from each of the three countries.
Inventing

Purpose: to encourage your interest in creating inventions.

Complete six of these eight activities to earn this badge.

1. Exercise your brain:
   a. Brainstorm a list of 10 future inventions that you would like to see.
   b. Take any two everyday objects and list all of their uses. Visualize the two objects combined as one. What new uses could this object have?

2. With your patrol, Unit, group of friends, or family, divide into two teams. Each team creates a list of 20 modern inventions. Swap lists. Each team searches for the items and writes down where they found them. When you meet again, see which team has found the most items from their list.

3. Ask people from five different careers what they foresee as the most important problems that need solutions in the future. With others, brainstorm possible solutions.

4. Pick an item that you use often. Discover how it has changed from when it was first invented. Draw or design a model of what the new, improved version could look like in 25 years. Or, draw or design a replacement for its function.
5. Find out about new inventions by attending a new products exposition, new car show, home and garden show, a science and engineering fair or an invention fair.

6. Create an invention. First, make a detailed sketch of the invention and label all the parts. Then, create a 3-D model of your invention. Next, develop a prototype and give your invention a catchy name.

7. Develop an advertising campaign for your own or someone else’s invention by writing a radio, newspaper, or TV ad or making a video. Present your advertising campaign to others and ask them to give you feedback.

8. Read two books, magazine articles or visit two web sites about inventors. Why did they begin inventing? How did they turn failures into successes?
   OR
   Read or write a story or skit about an invention, such as a time machine.

Date completed: ____________________________

This badge was: ☺ ☒ ☐

Evaluated by: _______________________________
Kitchen Creations

**Purpose:** to help you learn how to plan, prepare and serve well-balanced meals.

1. Prepare menus for three days suitable for your family. The menus should be based on Canada’s Food Guide to Healthy Eating or a culturally specific food guide. Log onto the Health Canada website: www.hc-sc.gc.ca.

2. Prepare a shopping list for a two-course meal that includes a hot main dish. Prepare the meal and serve it on a properly set table. Clean up after the meal, leaving the kitchen and dining area in good order.

3. Prepare a breakfast dish that involves cooking and includes a variety of ingredients from different food groups.

4. Prepare a vegetarian meal. Consider the various forms of vegetarianism, such as ovo-lacto and vegan. Choose a suitable meal for a specific type of vegetarian.

5. With your patrol, create your own healthy fast-food restaurant. Develop a menu, set the prices and design the look of the restaurant. And, give it a great name! Decide on a location and how many people you would employ there. Then plan your grand opening and invite other patrols to come to your restaurant to try some of your signature dishes.
6. Find out about particular diets that people might follow for health reasons. Cook a dish that is suitable for one of the following diets: diabetic, cardiac, gluten-free, low fat or lactose-free.

7. Cook a traditional dish from a country other than Canada.

8. Use a poster, set of cards or a short skit to show how accidents can happen in the kitchen and/or the importance of food hygiene.

Date completed: ____________________________

This badge was:  ☺ ☻ ☹

Evaluated by: _______________________________
Music Fan

**Purpose:** to find out about and appreciate various forms of music.

**Complete six of these eight activities to earn this badge.**

1. Design your own music awards program. With a group of friends decide on five categories you want to recognize such as Best Female Vocalist, Best Pop Song by a Female Artist and so on. List singers you like in each category. Ask your friends to vote on the best in each category. Play the songs at a party.

2. Create a dance alone, or with some friends, using a song of your choice. Explain why you chose the song.

3. Interview someone who has a career in music, such as a sound engineer, composer, music teacher or musician. Ask why they chose their career, what training they needed and what they like about their career. Write up the information and share it with your Unit.

4. Make a simple musical instrument. Choose a song and accompany it with your instrument. Form a rhythm band with members of your Unit using the instruments that you made.

5. What types of music were popular for the adult members of your family when they were young? Choose a musician from that period and tell something interesting about him or her.

6. Listen to several types of music — classical, country, pop, rock, rap, calypso, reggae, flamenco — with your friends and discuss the types you like best and why.
7. Choose a recorded song that you like and listen to it several times. What instruments do you hear? How many singers? Are there backup vocalists?

8. Produce a musical evening with your Unit where the girls will sing, play an instrument, produce a dance routine or lip sync to music. Invite guests to the evening.

Date completed: ____________________________

This badge was: ☺ ☺ ☹

Evaluated by: _______________________________
Needlework Skills

**Purpose:** to develop sewing or other needlework skills.

Complete Numbers 1 and 2 as well as any other two activities of your choice.

1. Using a needle and thread, perform these two functions by hand: sew on a button; and, pin and stitch a hem.
2. Demonstrate how you could mend a piece of clothing. For example, how to mend a tear or fix a seam.
3. Use a simple pattern to sew something by machine or hand.
4. Using knitting needles and yarn, demonstrate the knit and purl stitches. Knit a simple scarf or other article of your choice.
5. Using a crochet hook and yarn, make a simple article using at least two different stitches.
6. Create a needlepoint using two or more colours.
7. Using three different embroidery stitches, decorate a piece of clothing or other article.
8. Using a sewing machine, demonstrate how to:
   • Thread a sewing machine
   • Wind a bobbin and place it in the machine
   • Operate the machine safely
   • Sew a straight stitch, beginning and ending to anchor the thread

Date completed: ____________________________

This badge was: 🙂 🙂 😞

Evaluated by: _______________________________
Performing Arts

**Purpose:** to learn all about creating, preparing for, and performing in a show.

Complete six of these eight activities to earn this badge.

1. Write and produce a skit or puppet show demonstrating at least two emotions. Try to use music, instruments or sound effects. This may be done with several girls from your Unit or your friends.

2. Take part in a performance as a member of a cast (dance, act or sing) or back stage crew.

3. Watch a live stage performance and tell the members of your Unit about it.

4. Complete one of the following:
   - Choreograph a dance using a soundtrack from a movie musical
   - Play a game that uses mime
   - Use stage paints or face makeup to “make up” someone’s face
   - Help organize and run a storytelling session
   - Prepare a poster or program for a performance
   - Perform a solo poem, monologue or public speech for an audience

6. With a group or on your own, perform a song for an audience using taped or live accompaniment.

7. Make a puppet and use it for a performance.

8. Create a real or unique character, such as an actor from the movies or TV, an animal, a clown, or a rock star and tell a story or act out a scene from their life and have others guess who it is.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Complete six of these eight activities to earn this badge.

1. Learn about three different types of cameras. Here are some types you might want to explore:
   - 35mm
   - Medium Format
   - Instant
   - Large Format
   - Single Lens Reflex (SLR)
   - Digital
   - Camcorders
   Explain some of the features each has and how and when you would use them.

2. Show photographs or a video you have taken of five of the following:
   - Full body poses
   - Action shots
   - Sports
   - Facial close-ups
   - Guiding activities
   - Fashion
   - Tourist sites
   - Scenery (landscape)
   - Nature close-ups of flowers, birds, raindrops, etc.

3. Select some of the best pictures you have taken and create a collage. Or, select your best videotape, edit it and record music to accompany it. Or, select digital pictures and create a PowerPoint or slide show presentation of them.

4. Use five pictures to illustrate a children’s book or poem.

5. Create a skit and videotape it. Then have a screening party and critique what worked, what didn’t work and what you might do differently next time.
6. Explore the types of careers you could have in either still photography or video production. Choose one and research the training and education you would need.

7. Put together a scrapbook based on an interesting theme or idea such as camp, school, friends or sports.

8. Experiment taking pictures of the same scene or object with different types of settings at different times of the day. What are the major differences in the pictures you’ve taken?

Date completed: ____________________________

This badge was: ☺ ☻ ☼

Evaluated by: _______________________________
Reporting

**Purpose:** to introduce you to the work of a reporter and interviewer.

Complete six of these eight activities to earn this badge.

1. Find out how a reporter’s story gets into a newspaper. Describe some of the jobs involved, such as publisher, editor and reporter. If possible, visit a local newspaper to find out about the production process.

2. Write a brief announcement for a future Guide event, such as a pancake breakfast, walk-a-thon or Guide-Scout Week celebration that is:  
   - Suitable for publication in a newspaper  
   - Suitable for radio and/or television (100 words or less)

3. Write an account of an event you have attended and report all the details. Use the five W’s: who, what, when, where and why to describe the event.

4. Explain censorship in simple terms. Explain the difference between a news story and an editorial.

5. Be a photojournalist and write an article about a specific topic. Take pictures to bring the story to life.

6. Interview someone with an unusual occupation or hobby and write a profile of this person. Make sure to include interesting details to spice up the story. What was the person wearing, what are their habits and what hobbies do they have?
7. Create a cartoon based on a funny incident from your life.

8. In a small group, plan and create a newsletter for girls your age. Decide on the topics and sections you would like to have. Assign stories and jobs to everyone and work as a team to lay it out and put the newspaper together.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Singing

This badge may be completed by an individual Guide or by Guides singing in a group.

**Purpose:** to help you to develop your singing ability.

1. With other Guides, sing a song in a round.

2. Sing three songs:
   - One Canadian or provincial/territorial song
   - One action song or singing game
   - One song of thanks
   - One song of your choice
   - A new song from a Guiding songbook

3. Arrange a karaoke party for your Unit or a group of friends.

4. Plan a singalong at a local nursing home. Invite the audience to sing along with you. It is important to consider the audience when planning the sing-along.

5. Plan a Teen Idol contest.

6. Learn how to lead songs with younger girls and select appropriate songs for the age group. Attend a Brownie or Spark Unit and lead them in a singalong.

7. Investigate the careers of famous Canadian singers. Discover what kind of training they received and how that helped them in their career.
8. Put together a singing group and take turns being the lead vocalist and back-up vocalist and perform for a crowd.

Date completed: ____________________________

This badge was: ☑️ ☑️ ☐

Evaluated by: ____________________________________
Tasty Treats

**Purpose:** to encourage you to develop basic baking skills.

**Complete six of these eight activities to earn this badge.**

1. Bake any two of the following. You may use a mix for one. You may wish to bring one of these to your meeting and serve it to your patrol or Guide Unit. Check with your Unit to make sure there are no food allergies present.
   - Bread or rolls, using yeast
   - Baked tarts or a pie
   - A cake
   - Batch of muffins or cookies

2. Choose a dish, a meal or a baked item and find at least three different recipes for it. Try to find at least one healthier option for that recipe.

3. Find a no-cook dessert recipe and try it.

4. Sweets are often associated with holidays. Choose a traditional holiday or celebration treat that is meaningful to you and make it for your Unit, family or friends.

5. Discover treats from around the world. Develop a recipe book to share these treats. Choose at least seven different countries.

6. Find a recipe for a frozen dessert and try it out with your friends or family.
7. Hold a cookie bake-off with others in your Unit. Decide on the ingredients that will go into your cookies and, either separately or as a group, bake the cookies. Invite parents or your Guiders to serve as judges and let them decide on the winning treat.

8. Explore the presentation of desserts in magazines or at restaurants. What things are done to make the desserts look more appetizing on a plate? Try your hand at displaying one of the treats you have made.

Date completed: ____________________________

This badge was: 🌟 🌟 🌟

Evaluated by: ______________________________________
Writing

Purpose: to encourage you to enjoy creative writing.

Complete six of these eight activities to earn this badge.

1. Write a 250 to 500 word story on any subject.
2. Write one of the following:
   - An imaginary interview between you and a famous character in a book
   - An exaggerated story that would be fun to tell at campfire
   - An essay about a favourite heroine or hero and list the reference materials you used
3. Write a letter of not less than 100 words describing a humorous incident or exciting event that happened to you.
4. Write a verse, rhyme or poem.
5. Choose a well-known children’s story and write a different ending for it.
6. Create three different story starters such as — opening lines of a story, play or poem.
7. Learn about a famous writer; share some interesting things about him/her.
8. With a group of friends, write a fun story. The first person writes down one sentence and shows it to the second person. That person writes one sentence and shares only that sentence with a third person. When everyone has had a turn, read the whole story aloud.

Date completed: ____________________________

This badge was: 😊 ☹️ 😞

Evaluated by: _______________________________
Becoming a Teen

Purpose: to help prepare you for adolescence and encourage you to talk about this important transition in your life. This badge should only be attempted when you are ready. Ask for permission from your parents or guardian before you do this badge. Ask a health professional, social worker or guidance counsellor to help you with this badge.

You must complete Number 1. Then you can choose any five of the other activities.

1. Learn about your body and the changes that can take place physically between the ages of 9 and 11. Talk about ways to feel more comfortable about these changes. Learn how to prepare for these changes with nutritious food choices as well as skin care and personal hygiene routines.

2. Discuss how boys change at this age and what differences there are between boys and girls.

3. Interview family members and ask them what it was like for them as a teen.

4. Write a poem, draw a picture, or act out a skit about being a teen.

5. Make a list of the positive and negative things you have heard and know about being a teen.

6. Discuss the importance of developing friendships with boys and girls, including the advantages and disadvantages of having both boys as friends and girls as friends. Then, discuss the advantages and disadvantages of having only girls for friends.
7. Discuss the emotional changes and needs of teens. How can you become emotionally independent?

8. Hold a teen evening to experiment with hair, makeup and clothes. Ask a skin care expert, hairdresser or beautician to attend your meeting.

Date completed: ____________________________

This badge was: 😊 😐 😞

Evaluated by: _______________________________
Career Awareness

Purpose: to encourage you to explore careers and career skills.

Complete six of these eight activities to earn this badge.

1. Make a list of your skills, talents, hobbies and interests. Use this list to help you brainstorm a list of careers that interest you.

2. Choose two careers and find out more about them. For example, discover what type of education or training is needed and which colleges and universities offer the required education. How much is the tuition for the required education? What is the starting salary and the average salary for these jobs? What special clothes, tools and equipment are used? What are the future prospects like for these jobs?

3. Read three help wanted ads from a newspaper or an Internet job site. What do all those abbreviations mean? What experience or education is needed for each job? Compare the salaries. Would you like to have any of those jobs? Why or why not?

4. Select a help wanted ad and perform a skit of a job interview for that job. What questions would the interviewer(s) ask to find the best person for the job? How would the candidate answer the questions to make the best impression?

5. Plan a visit to a workplace, job shadow a parent or ask someone to visit your Guide Unit to talk about their job.

6. Prepare a list of questions about a career that interests you and interview someone in that field.
7. Find out how well you think on your feet by playing this game with others:
   • Have a slip of paper for each girl.
   • On each slip of paper write a simple word, such as shoe or thumb, or a complex word like friendship or peace.
   • Put the slips of paper into a container.
   • Each girl takes a turn and picks one slip of paper from the container and talks for 30 seconds about her topic.

8. Improve your career skills, such as leadership, communication, planning, conflict resolution, time management, stress management or goal setting. You can use resources such as the internet, trainings or a professional in your community to assist you with this.

Date completed: ____________________________

This badge was: 😊 😞 😞

Evaluated by: _______________________________
**Child Care**

**Purpose:** to help you learn responsible childcare skills.

**Note:** you may earn this interest badge by attending a babysitting course or by completing six of these eight activities.

1. Make a babysitter’s booklet for use when babysitting that includes information about: emergency phone numbers, address and phone number of the house, meals and menus, medication, playtime, bedtime, bath time, house rules, locks, alarms, extra keys, emergency supplies, appliances and pets.

2. Create a safety card game. On one side, give an example of a child safety situation, like “The child you are watching wants to play with small items that could easily be swallowed”. On the other side, give three options of what you could do. Play the game with others.

3. Learn about the age characteristics of infants, toddlers and preschoolers.

4. Go through a toy store or catalogue and check for toys that would be safe and those that might be dangerous for children under three-years-old. Share your findings.

5. Create a babysitter’s activity box for younger children. Include supplies for three different activities. Make sure the activities are safe. If possible, try out the activities with younger children.

6. Children love to hear a good story. Read five books that younger children really enjoy and choose two to read to a younger child. You can also write your own stories to read to children.
7. Spend time observing a young child or infant. Write down what you find out about the child’s behaviours and moods.

8. Make a flyer for your real or imaginary babysitting business. Include reasons why parents should hire you.

Date completed: ____________________________

This badge was: ☺ ☹ ☹

Evaluated by: _______________________________
Collecting

**Purpose:** to encourage you to make and share a collection.

**Complete six of these eight activities to earn this badge.**

1. Before you begin a collection, answer these questions:
   - Is the hobby fun?
   - Can you afford it?
   - Do you have the space for it?
   - Will it harm the environment?

2. Include at least 15 items in your collection. Organize your collection by name or classification of each object. Keep a record of your collection. For example, record when you acquired an object, how much it cost or where you found it, and something special about each item.

3. Learn more about the items in your collection. Share what you have learned with others.

4. Arrange, display or mount your collection so that you can show it to others. Get your collecting friends together and show off all of your collections.

5. Find out what clubs, organizations, web sites or magazines exist for people with your hobby.

6. There are many ways to help others by collecting. Collect clothes and donate them to a charity. Feed the hungry by organizing a food drive and collecting canned goods. These collections should not be kept or put on display — they’re more useful when given away.
7. Keep your park clean by collecting garbage.
8. Ask members of your family if they collect anything. If they do, what do they collect? Offer to help carry on the tradition by contributing to the collection or share with them what you have learned about collecting.

Date completed: ____________________________

This badge was: 

Evaluated by: _______________________________
Event Planning

Purpose: this badge will show you the fun and organization of planning an event or party.

Complete Numbers 1 to 4 as well as any two other activities:

1. Form a committee to host the event with a chairperson or co-chairs. Decide what type of event it will be and choose a theme.
2. Decide where, when and who to invite. Design invitations and send them to the guests. Don’t forget to include RSVP instructions so you’ll know how many people to expect.
3. With the members of the committee, discuss the menu, the decorations, what you will have for entertainment and the budget. Divide up the jobs so that everyone has something to do.
4. Hold your event and evaluate it afterwards.
5. Put together a tip list for others who might want to hold the same type of event, noting what did and did not work well for you.
6. Lead a game or activity during the event.
7. Play the part of the host, welcoming people, announcing activities and thanking the guests at the end of the event.
8. Make a video of the event and share it with someone who did not attend.

Date completed: _______________________________

This badge was: ☺ ☻ ☹

Evaluated by: _______________________________
Heritage Home Skills

**Purpose:** to learn home skills from the past.

**Complete six of these eight activities to earn this badge.**

1. Help someone make one of the following: jam, jelly, marmalade, pickles, relish, or preserved vegetables or fruit. Learn how to sterilize and seal the storage jars. Know how to tell if the jars were not sealed properly. How would you know if the contents had spoiled?
   
   **OR**
   
   Help prepare and freeze vegetables or fruit to preserve them. Know how to tell if they have spoiled after being frozen.

2. Help someone who knows how to smoke meat or fish to preserve it.
   
   **OR**
   
   Help someone make cheese, butter, cottage cheese, ice cream or bread.

3. Knit, weave or crochet something useful.
   
   **OR**
   
   Mend two kinds of clothing and darn a hole in a sock.

4. Learn how to spin wool into yarn, make soap or candles, or dye fabric using natural dyes.

5. Do a folk activity that requires many helping hands, such as a taffy pull or quilting bee.
6. Use a traditional art form that was common 75 or more years ago.
7. Make a traditional toy that was common 75 or more years ago.
8. Visit a place where antiques, historical crafts or folk art collections are displayed, such as a museum, antiques store, pioneer village or historic landmark.

Date completed: _______________________________

This badge was: 😊 😐 😞

Evaluated by: ________________________________
High On Life

Purpose: to think about things that are important to you and how they can help you make positive choices.

Complete six of these eight activities to earn this badge.

1. With a group of friends, make a list of things in your life that give you a natural high (for example, talking to friends, doing a hobby, listening to music, reading, dancing and sports). Choose your favourite and do it.

2. With a group of friends, role-play a situation where one of your friends has tried smoking. What would you do or say? What if she asked others to try it too? Act this out for the rest of the group.

3. Design a poster or collage that can be used to discourage kids from using drugs. Create it so that you can display it in public. Ask someone at school or a community building if they will display it for you.

4. Talk to police. Go to the station or have a law enforcement officer visit your Unit meeting to talk about the Breathalyzer (showing you one, if possible). What is the penalty for drunk driving? What does a person feel like when driving drunk?

5. Watch some of your favourite TV shows. Make a list of how many references are made to drugs, alcohol or smoking. Make a note if these programs are promoting drug-free messages or making them look “cool”. Discuss with your Guiding friends.
6. Talk to an organization in your community such as the Cancer Society, Lung Association, Heart and Stroke Foundation or an addictions counsellor. Find out how you can help the organization. As a group, follow the plans.

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

8. Write a speech about the dangers of an addiction: alcohol, gambling, smoking or drugs. Present this speech to your Unit, at school or for some other audience.

Date completed: _______________________________

This badge was: 😊 😐 😞

Evaluated by: ________________________________
**Interpreting**

**Purpose:** To encourage you to learn how to communicate in another language.

**Complete six of these eight activities to earn this badge.**

1. Choose three languages you don’t already speak or understand and identify one country or culture that uses each of those languages.

2. Learn five of the following words/phrases in a language other than your own:
   - Hello
   - You’re welcome
   - Train
   - Police station
   - Bus
   - Embassy/consulate
   - Goodbye
   - Where is...?
   - Telephone
   - There is...?
   - Hospital
   - Bathroom/toilet
   - Thank you
   - Hotel
   - Grocery store
   - Bank
   - Restaurant

3. Learn sign language. Sign the alphabet and count from one to ten.
   Learn to sign the following words/phrases:
   - Please
   - Nice to meet you!
   - Father
   - I am
   - Thank you
   - My name is...
   - Goodbye
   - You are
   - How are you?
   - Mother
   - Where is...?
   - We are
4. Do a skit using some of the words or phrases you learned from Number 2 or 3.
   OR
   Order a meal in a language other than your own.
5. Translate the lyrics of a song from one language into another.
6. Write a poem in a language other than your own.
7. Play a game to help you learn words from a language other than your own.
8. Do a humorous skit about someone who is visiting a country where she does not know the language. For example, how would she find her hotel? Find a restaurant? Order a meal? Ask for a straw? Find the bathroom?

Date completed: _______________________________

This badge was: ☺ ☹ ☹

Evaluated by: _______________________________
Life Skills

**Purpose:** to introduce you to some basic life skills needed around your home.

**Complete six of these eight activities to earn this badge.**

1. Learn how to use and care for two major and two small appliances that are used in your home.
2. Learn how to use and care for three hand tools (not electric) and, under supervision, one electric tool.
3. Explain the weekly chores necessary to help keep your home neat and clean. Help with these chores for at least two weeks.
4. Help with the disposal of garbage in your home. Include kitchen, bathroom and bedroom areas. If you recycle, learn how to separate your garbage and when to put it out for collection. Help with this for two weeks.
5. Be familiar with the garment care label symbols on your clothing.
6. Under supervision, help with the laundry for yourself or your family for one week.
7. Choose an amount of money that you would like to save for and write out ways to achieve that goal. Create a budget and decide how long it will take you.
8. Choose an activity of your own choice that relates to life skills.

Date completed: ____________________________

This badge was: ☺ ☹ ☹

Evaluated by: _______________________________
**Pet Lover**

**Purpose:** you will learn about the responsibility of loving and caring for a pet.

**Complete Numbers 1 to 4 as well as any two other activities.**

1. Describe how you can be kind and gentle to your pet by explaining how important the following are: correct handling, exercise, feeding, grooming and medical care.

2. Know how to recognize an illness in your pet. What should you do if your pet is ill? Know the diseases that are common to your pet and when your pet should receive shots.

3. Describe the type and amount of food your pet needs.

4. Be responsible for the daily care of your pet for at least two weeks. Discuss the care of your pet with your Unit. Know the local laws that apply to your pet.

5. Share something interesting about your pet with your Unit.

6. Bring your pet or a picture of your pet to the Unit. Maybe organize a pet night. Before you do this, be sure to check with your Guiders to find out if anyone has allergies or is nervous interacting with that particular animal.

7. Share a story you have read or a movie you have seen about pets.

8. Accompany your pet on a visit to the veterinarian for vaccinations or a check-up.

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**Date completed:** ___________________________

**This badge was:** ☑ ☐ ☐

**Evaluated by:** ___________________________
Postal

**Purpose:** to learn postal procedures.

**Complete all of these activities to earn this badge.**

1. Demonstrate how to address an envelope. Be sure to include:
   - Name
   - Street address
   - Town
   - Province/territory (or state)
   - Postal code
   - Country
   Indicate the placement of the stamp, postal code and return address. Why are these included on the envelope?

2. Find out how much it costs to send a letter or card to:
   - Anywhere in Canada
   - Anywhere in the U.S.A.
   - Another country of your choice
   How much does the cost of postage change with the size and weight of the letter or package?

3. Identify and explain the use of special services offered through the post office. For example, how can you protect your letter or package? What service do you use for faster delivery?
4. Show how to properly wrap and address a parcel.

5. Visit or find out where your local post office is and what hours it is open. Locate the nearest post office box to your home and to your Guide Unit’s meeting place.

Date completed: _____________________________________________

This badge was: ☑ ☐ ☐

Evaluated by: _____________________________________________
Reading

Purpose: this badge will encourage you to read for enjoyment.

Complete six of these eight activities to earn this badge.

1. Read any book by a Canadian author or written about a Canadian woman.
2. Read a book of poetry.
3. Read a work of fiction, fantasy or a fairytale.
4. Read a book that is part of a series.
5. Read a book from one of the following categories: travel, adventure, science fiction, biography, natural science or history.
6. Read a book of your choice by a different author than you used in Numbers 1 to 5 above.
7. Start a book club and invite members of your Unit to join. Choose a book to read each month and discuss it afterwards.
8. Obtain a library card and borrow books on a regular basis.

Date completed: ________________________________

This badge was: ☺ ☺ ☹

Evaluated by: ________________________________
Recycling

Purpose: to encourage you to recycle.

Complete six of these eight activities to earn this badge.

1. Set up recycling stations at home. For example, separate newsprint, glass, cans, cardboard and plastics into bins. Your stations will depend on the recycling done in your community. Ask your family to join you in recycling for one month.

2. Find out about composting. If possible, participate in a composting program in your home or in your community.

3. Deposit your collected materials at a recycling depot or curbside. OR
   Visit a recycling operation.

4. Make up a recycling game and play it with others.

5. Make a work of art by using stuff you would ordinarily throw away, such as bottle caps or milk containers.

6. Name two local places (e.g., schools, work places, stores or gas stations) where you think recycling should be implemented. What can you do to make this happen?
7. Brainstorm new ways that you can reduce, reuse and recycle. Set yourself a goal to do one of these activities for a month.

   OR

   The fourth R is to refuse to accept items that have been over-packaged. Identify examples of products that use less packaging that you could choose to buy, instead of others that use more packaging.

8. Decorate a t-shirt or canvas bag to show why recycling is important.

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Date completed: ____________________________

This badge was: 🙆‍♂️ 😞 😞

Evaluated by: _______________________________
Boat Safety

For information to help you earn this badge, see Transport Canada’s Safe Boating Guide. It is available by calling 1-800-267-6687 or http://www.tc.gc.ca/eng/marinesafety/tp-tp511-menu-487.htm

**Purpose:** to learn about small watercraft and to help you understand and practice basic safety while boating.

**You must complete all of the activities to earn this badge.**

1. Know the difference between a life jacket and a personal floatation device (PFD).
2. Explain how to take care of a PFD.
3. Know what a boat under 5.5 metres must have on board by law.
4. Why do boats have a maximum capacity plate? Discuss why passengers and equipment should be evenly balanced in the boat.
5. Find out what a float plan is. Discuss why it should include: who is going; where you are going; how long the outing will be; and the craft involved. Who should look after the float plan?
6. Explain several different ways to find out the weather forecast. Identify weather signs that indicate change.
7. Describe what a reaching assist is and the best positions in which it should be used.
8. Learn rescue breathing. (Direct human-to-human contact is not required.)
9. What does EMS mean? Explain how to contact them in your community.
10. HELP stands for Heat Escape Lessening Position. Explain or demonstrate the position. Why it is important to boaters? What is the huddle position?
11. What are the dangers of combining alcohol or drugs with boating?
At a pool or waterfront, with an experienced instructor, demonstrate the following activities:

12. Wearing a properly fitting government approved PFD or life jacket, swim 75 metres. Assume the HELP position for two minutes. With several others, demonstrate the huddle position.

13. Demonstrate how to enter and exit a boat safely from a dock, shore or poolside.

14. Test your boat for stability by rocking, in the kneeling, sitting and standing positions. Discuss the risk of changing seats or moving around in a boat. Show the best position of passengers and equipment for good stability.

15. Demonstrate safe methods for entering the water from a boat in deep water and learn how this can affect a boat’s stability.

16. Learn how to get into a swamped boat from the water. Paddle the swamped boat with your hands, then with oars or paddles.

17. Demonstrate how to use a reaching assist from a boat with a partner in the water.

Note to the evaluator: This badge promotes an awareness of boating safety. The girls are not expected to perform the skills with precision.

All boating activities must follow Safe Guide policies and procedures.

Date completed: ____________________________

This badge was: ☺ ☻ ☼

Evaluated by: _______________________________
Canoe Safety

**Purpose:** to provide you with basic canoeing safety knowledge and canoe skills.

**Complete all activities to earn this badge.**

**Pre-requisite:** To try for this badge you must hold the Boat Safety badge, and wearing a personal floatation device (PFD), you must:
- Swim 75 meters
- Demonstrate the HELP position for two minutes
- Tread water for five minutes

1. Review the information in the Boat Safety badge.
2. a Choose a suitable paddle and give the reasons for your choice.
   Demonstrate the care of the paddle and show where the grip, shaft, throat, blade and tip are located.
   b Demonstrate that you know the proper clothing and footwear to wear while canoeing.
3. a Show these parts of the canoe: bow, stern, gunwale, bow and stern seats, thwarts, painters and yoke.
   b Explain how to care for a canoe on land and in the water.
4. Explain:
   a The positions of paddlers and their paddles in a canoe (one, two, and three paddlers).
   b The position of passengers in a canoe.
   c The load capacity and trim of a canoe.
5. With a partner in a canoe:
   a. Demonstrate balance and avoid sudden, unannounced movements.
   b. Participate in a controlled capsize. Stay with the canoe and push the submerged canoe to shore. Sound your signalling device.
   c. Demonstrate how to empty and right a canoe in shallow water, in a pool or at the edge of a dock.
   d. Launch a canoe from a dock (more than one helper may be necessary).
   e. At the edge of a dock or near shore, practice the following strokes: forward stroke, reverse stroke, check/stop, forward and reverse sweep, draw, and pry or push away.
   f. In the bow and stern positions, find out how the canoe responds to different strokes.
   g. In the stern position, demonstrate the J-stroke or appropriate steering stroke.

Note to the evaluator: Canoe Safety badge items are basic introductory activities. The skills do not have to be executed perfectly. The girls should understand which stroke is used in specific situations and have the ability to move the canoe in the desired direction.

All boating activities must follow Safe Guide policies and procedures.

Date completed: ____________________________

This badge was: ☺ ☒ ☐

Evaluated by: _______________________________
Fire Safety

Purpose: to teach you about fire prevention and what to do in an emergency.

Complete six of these eight activities to earn this badge.

1. Show that you understand the:
   - Three elements of fire
   - Causes of fire
   - Different types of fire
   - Danger of smoke and fire

2. Describe the methods of putting out various types of fires:
   - Where there are no regular extinguishers
   - Using common types of fire extinguishers

3. Describe what you should do:
   - To prevent fires
   - When a fire starts
   - If your clothing catches on fire
   - To contact your local fire department in case of an emergency

4. Explain why fire escape plans and smoke detectors are important in your home. With your family, set up a home fire escape plan and practice it once a month. Test each smoke detector in your home and change the batteries every six months.
5. Discover how to become a firefighter.

6. Find out how to sound the alarm in a public building so that both the fire department and the people in the building (such as your meeting place or school) are notified.

7. Learn the steps you can take to be able to help save lives and help the authorities in a fire emergency.

8. Find out the dangers of panic and how to prevent it.

Date completed: ____________________________

This badge was: ☑ ☐ ☐

Evaluated by: _______________________________
First Aid

Purpose: to teach you basic first aid.

Complete all of these activities to earn this badge.

1. Explain why it is important to check the accident area for your own safety before offering help.
2. Explain how to get help, what to do until help arrives and what to do after it arrives.
3. Describe the limitations of a first aider.
4. Describe what to look for when finding an accident victim. For example, check the ABCs (airway, breathing, circulation using the pulse), the position of victim and so on.
5. Explain the danger of moving a person who has been injured.
6. Demonstrate how to keep a patient comfortable.
7. Tell about the danger of infection.
8. Put together a simple first aid kit and tell why each article was chosen.
9. Demonstrate rescue breathing and how to help someone who is choking. Direct contact (human-to-human) is not required for practicing or demonstrating rescue breathing.

10. Explain how to treat a nosebleed.
Law Awareness

Most police departments have a community relations Unit that could help you with this badge.

**Purpose:** to help you understand the work of law enforcement agencies.

**Complete six of these eight activities to earn this badge.**

1. Know the basic qualifications required for a person to join a police department.
2. Identify the fastest way to contact the police in an emergency.
3. Be familiar with local laws concerning trespassing on private property, vandalism, arson, bicycle operation, pedestrian traffic, shoplifting, child abuse, littering, drug possession and drug trafficking.
4. Describe what to do if:
   - You return home to find the house has been vandalized
   - You witness a hit-and-run accident
   - A stranger asks you for information about your parents or neighbours
   - A stranger follows you or offers to give you a ride
   - You are alone and the telephone rings or someone comes to the door
5. If there is a curfew in your community, know the time of the curfew and age to which it applies. If the Block Parent program or Neighbourhood Watch program is used in your community, explain how it operates.

6. Take a tour of a police station or have a law enforcement officer recommended by your local police agency visit your Guide Unit.

7. Host a video slumber party with friends with the theme Crime and Justice. View one or two movies or TV shows in which youth is involved in crime. Discuss the issues of justice or injustice that were presented in these movies or TV programs.

8. Hold a mock trial on an issue that affects girls. Include the role of the crown attorney, defence lawyer, judge, jurors, witnesses and so on.

Date completed: ____________________________

This badge was: ☺ ☯ ☹

Evaluated by: _______________________________
Street Wise

**Purpose:** to explore personal safety and self-defence.

**Note:** Participation in the Girls for Safer Communities (GFSC) Safety Audit could be substituted for completion of other activities to earn this badge.

**Complete six of these eight activities to earn this badge.**

1. Draw a map of your local community or your route to school. Mark the areas where there are potential hazards. For example, where there is a vacant lot, alleyways, poor street lighting, parked cars, building sites, etc. Note where there are public telephones, a police station, Block Parent or Neighbourhood Watch homes, or stores where you could get help if you needed it.

2. Be able to read a street map and give directions.


4. Create a streetwise puppet show to teach younger children about personal safety.

5. Brainstorm the top 10 safety tips you think every kid should know and create a game to teach them.

6. Take a self-defence course designed for women and girls.
7. Brainstorm ways that you can increase your personal safety.

8. Make a collage of different images from magazines that send mixed messages about personal safety. Share your findings with your Unit.

Date completed: ____________________________

This badge was: ☑ ☑ ☑

Evaluated by: _______________________________
Aeronautics

**Purpose:** to encourage your interest in aerospace.

**Complete six of these eight activities to earn this badge.**

1. Name and describe four different types of aircrafts now in use. Be sure to include those common to your area. Find out some things that make one type of aircraft different from another.

2. On an aircraft, a picture, or model of an aircraft, identify: fuselage, rudder, nacelle, wings, cockpit, elevator, undercarriage and aileron.

3. Find out what separation of aircraft means, what a windsock is, what runway numbers mean and why airplanes land into the wind.

4. Visit your local airport. Find out the purpose of the air traffic control tower or the flight service station.

**OR**

Visit an aerospace museum or a planetarium. Share what you learned there with someone else.

5. Create and fly three different types of paper airplanes. Have races with awards for longest flight, best stunt and most accurate flight.
6. Put together a simple model glider. Can you make your glider fly straight, stall, loop, bank right and bank left?

7. Make and fly your own kite.

8. Host a kite-flying workshop or festival. If possible, invite another Unit to join the fun.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Astronomy

Purpose: to introduce you to the pleasure of stargazing and increase your knowledge of astronomy.

Complete six of these eight activities to earn this badge.

1. Define the following: planet, comet, meteor, meteorite, star and the Milky Way.

2. Draw a picture or make a model of our solar system. Show the different planets.

3. Find out how we can use the sun and stars to tell directions. Locate the North Star.

4. Learn about the movement of the stars. Use a star map.

5. There are many ancient tales of how the constellations came to be. There are the stories of the Big Dipper and the Little Dipper, of Pegasus the flying horse and many others. Learn one of these stories and share it with others.

6. Find these constellations: Cassiopeia and Ursa Major (which includes the Big Dipper), and one of the following: Cygnus, Taurus, Leo, Gemini, Pegasus OR The stars of the Summer Triangle OR Any two of the bright stars: Capella, Sirius, Aldebaran, Arcturus, Antares OR One planet in the night or morning sky
7. Learn more about the moon — the phases, its age, names of features — and then take a closer look with binoculars or a small telescope.

8. Learn the parts of a telescope and how to use one.
   OR
   Visit a large observatory and learn about the telescopes there.

Date completed: ____________________________

This badge was: 😊 😊 😞

Evaluated by: _______________________________
Body Works

**Purpose:** to encourage your interest in the science of human biology.

**Complete six of these eight activities to earn this badge.**

1. Find out something about how the human body works. Create a presentation, model, display or something else to demonstrate what you have learned.

2. Interview a doctor, dentist or another medical worker to find out about the different ways that science and math are used in his or her work. Ask for a demonstration of science at work. For example, have your blood pressure taken, or find out how tooth decay can be prevented.

3. Find out about a health-related organization or association and what they do. Do a health-related community service project.

4. Learn how to take your pulse on your wrist or on your neck, when you are sitting and at rest. Then, get active (e.g., jump, dance or run) and take your pulse again.

5. Optical illusions “trick” your eyes. Try some out with your family, friends, patrol or Guide Unit. What do you think is happening? Why?

**OR**

Create your own optical illusion. You will need a pen, a ruler, a compass for drawing circles and sheets of tracing paper. In the centre of a piece of tracing paper, construct a small triangle, circle, square or other geometric figure. Use a ruler for straight-line figures and a compass for circles. Carefully draw the same shape outside the original, keeping lines parallel and as close as possible without touching (a few millimetres apart). Draw larger and larger shapes until approximately half the paper is full. Repeat the same process on a different sheet of paper. Place one design over the other and move the sheets around. What happens to the lines?
6. Take your own fingerprints. Then, compare yours to someone else’s and note the differences and similarities. Find out about the seven main characteristics of fingerprints: the loop, arch, whorl, tented arch, double loop, central pocket loop and accidental. Can you find them in your fingerprints?

OR

Lift your own fingerprints. You will need a small mirror or other smooth glass surface, baby/talcum powder, a soft toothbrush, clear tape (not “invisible” tape) and glossy black paper. Firmly press your finger against the glass surface. Then, sprinkle some powder onto the brush and gently wipe it across the glass. Put a piece of tape, sticky side down, onto the dusted fingerprint. Carefully peel off the tape and stick it on the paper.

7. Take this test to find out if you have flat feet or high arches. You will need a bucket, water, a brown paper bag and towels. Take off your socks and shoes. Put your bare feet, one at a time, into the bucket of water. There should be enough water to leave a footprint, but not so much as to make a mess. Place each wet foot on the brown bag. If your footprint looks like a pancake with toes, you have flat feet. If there is little or no connection in your footprint between the front part of the foot and the heel, you have a high arch.

8. Find out if fat insulates against cold. You will need water, ice cubes, two same-size containers and vegetable shortening. Place the same amount of water and ice cubes into each of the two containers. Thickly coat one hand with the shortening. Place this hand in one container and place the uncoated hand in the other container. Which feels cold first? Why?
Business Communication

Purpose: To introduce you to the basics of business communication.

Complete six of these eight activities to earn this badge.

1. Find out how to place an advertisement in your local newspaper or on your local radio or television station. Write an advertisement suitable for one of these.

2. Write or type a business letter. Use a computer, if you like. You may be ordering products, making an inquiry, or writing for any other business purpose. Address the envelope. Know why it is important to keep a copy of correspondence.

3. Take a telephone message accurately. Show that you can use a telephone directory to find telephone numbers for government departments, businesses, and in case of emergencies. Know the procedure for making long distance calls, including collect calls. OR Show that you can send a message with e-mail or with another electronic device. Use an online telephone directory or other electronic telephone list to find telephone numbers for businesses and individuals.

4. Prepare and distribute an advertising flyer for a Guide event or other special event. If possible, use a computer. Know how to make copies of the flyer.
5. Write a short news story about your Guide Unit.
6. Design a newsletter for your Guide Unit.
7. Learn one of the following: semaphore, Braille, signal flags, international alphabet words, international road signs, distress signals, or referee’s signals. Show what you have learned to someone else.
8. Make a collage or poster showing different types of communication.

Date completed: ____________________________

This badge was: 😊 😐 😞

Evaluated by: _______________________________
Chemistry

Purpose: to encourage your interest in chemistry.

Complete six of these eight activities to earn this badge.

1. Find out what a polymer is and make your own. You will need white glue, borax, water, two plastic cups, measuring spoons and two stirring spoons. Mix a teaspoon of glue and a teaspoon of water in the first cup. In the second cup, mix a teaspoon of borax and a tablespoon of water. While stirring the mixture in the first cup, slowly add the mixture from the second cup until a glob forms.

2. Create a chemical reaction. You will need baking soda, a spoon, an empty pop bottle, a glass baking pan, dry dirt, one cup of vinegar, red food colouring, a funnel and some topsoil. This can be messy, so be careful not to get any on your clothes. Put the bottle in the pan and add about two tablespoons of baking soda inside the pop bottle. Use the dirt to make a mountain around the bottle, being careful not to cover the opening and not to get any dirt inside. Add red food colouring to the vinegar. Next, use the funnel to pour it into the bottle. What happens? Why?

3. Use invisible ink to write a message. You will need a bottle of lemon juice, a fine tip paintbrush, a piece of paper and a lamp. Use the juice and paintbrush to write a secret message on the paper. Let the paper dry for 20 minutes. Then, have a friend hold the paper over the warm light bulb until the message can been seen.
4. Find out about chromatography. You will need coffee filters or paper towels, scissors, a black washable marker, a clear drinking cup and water. Cut a strip of the coffee filter about one inch wide. Then draw a dot or a line with the black marker about 1/2 inch from one end of the strip. Pour some water into the cup. Place the filter so that the tip, but not the dot or line, touches the water. What happens? Why?

5. Find out about pH levels by using litmus paper to test various household liquids. Make sure you follow the directions on the package. You can try vinegar, lemon juice, apple juice, pop, black coffee, pure water, milk of magnesia and other liquids. Which ones are acidic? Which ones are alkaline?

6. Perform three chemistry magic tricks for others.

7. Help Sparks, Brownies or someone else with a chemistry activity.

8. Complete a chemistry activity of your choice. Show your results to your patrol, Guide Unit or family.

Date completed: ____________________________

This badge was: ☺ ☹ ☹

Evaluated by: _______________________________
**Computer Skills**

**Purpose:** to help you gain practical skills in using computers, and to know their importance.

**Complete six of these nine activities to earn this badge.**

1. Discuss the good and bad issues concerning the Internet. What are the Internet rules in your home, school or library?

2. Describe three different ways a computer would be helpful to a Guide Unit. Talk about how computers are used in our daily lives.

3. Visit a store, business or factory where a computer is used. See the computer in operation and find out what it is used for, and what jobs are connected with it.
   **OR**
   Invite someone who works with computers to visit your Unit. Find out what he or she does and the education and training needed for the job.

4. Learn about the parts of a computer and the function of three of them: computer/CPU (central processing Unit), keyboard, monitor, printer, modem, mouse/touch pad, hard disk, CD ROM drive or scanner.
   **OR**
   Find out the difference between hardware and software. Explain the proper handling and care of them.
5. Present two different examples of work you have made on the computer using a word processing program.

6. Use a software program to do something that will save you time, teach you something, get you organized, or help you build, design or map out an idea.

7. Present two different examples of work you have made on the computer using a program that is not a word processing program.
   **OR**
   Create a website.

8. Make a list of your favourite web sites and computer games. Explain why you like each one. Compare your list with someone else’s.

9. Check out GGC Girls at girlguides.ca. Take some time to explore the website.

Date completed: ____________________________

This badge was: ☺ ☺ ☻

Evaluated by: ________________________________
Engineering

Purpose: to increase your interest in the many aspects of engineering.

Complete six of these eight activities to earn this badge.

1. What is an engineer? Name four different types of engineers and find out what they do. Name some devices and materials that have made life better for people.

2. The work of engineers can be seen in many places. Identify at least four simple machines and show examples to your patrol or Unit. Simple machines make use of levers, pulleys, wedges, screws, ramps, wheels and axles that include such things as rollers, pistons, gears, etc. Try to find other examples of simple machines around your meeting place or area.

3. Find out about some of the tools and items an engineer might use, such as: blueprints, volt meters, oscilloscopes or other meters, scales, circuits, circuit boards, batteries, etc.
   OR
   With the help of an adult, select an item and learn how to put it together, take it apart or make simple repairs to it.

4. Complete a hands-on activity to learn more about magnetism, chemical reactions, electricity, synthetic materials or any other engineering topic.

5. Construct a bridge, house, mousetrap, model ship, model airplane or a simple machine that shows some engineering principles.
6. With the help of an adult, perform a basic circle check on a car or other vehicle. Then, learn the name for each light, dial and gauge on the dashboard. What do they do?

7. Make a plan of a room or a garden to scale using graph paper or a computer software program.

8. Try to build a structure from which you will hang a cup, using the following materials: old newspaper (rolled up tightly), tape, string, a plastic cup and a cupful of small rocks or gravel. Can you fill the cup with rocks or gravel without it tipping?

Date completed: ____________________________

This badge was: ☑ ☑ ☐

Evaluated by: _______________________________
Physics

Purpose: to encourage your interest in the science of matter and energy.

Complete six of these eight activities to earn this badge.

1. Determine how many drops of water you can get to stay on the top of a penny. You will need water, a penny and an eyedropper. Try this activity a second time and put a dab of soap on your finger, then gently touch the water. What happens when the soap meets the water on your penny? Why?

2. Learn about energy. You will need a tennis ball and volleyball. Drop the tennis ball from shoulder height. Then, drop the volleyball from shoulder height. Next, place the tennis ball over the volleyball and drop them together. Did the tennis ball bounce higher the first time or the second? Why?

3. Learn about friction. You will need a cookie sheet, a plastic tray or piece of wood to act as a ramp, a small toy car with wheels, different substances to put on your ramp (e.g., water or sand) and a stopwatch. Consider doing this outside because it can be messy. Set up your ramp on a tilt. Time your car’s descent without anything on the slope and record the results. Put one of the substances on the ramp and try it again. Was the car faster or slower? Why? Try it again using other substances.

4. Make a simple kaleidoscope that uses reflected light. You will need a shiny picture postcard, tape, coloured cellophane, white tissue paper and scissors. Fold the postcard lengthwise (with the shiny side in)
into three equal parts to make a triangular tube. Tape the postcard so the seam doesn’t let light in. Cut small pieces of cellophane. Cut two pieces of the tissue paper five centimetres larger than the end of the tube. Place the cellophane between the two pieces of tissue paper and tape the layers around the tube. Hold the kaleidoscope up to the light and shake it. What do you see?

5. Tape some squares of white paper up in a dark hallway. Use flashlights with red, blue and green cellophane taped over them. Shine different combinations of light on the paper. What other colours do you get?

6. Show that there are colours in sunlight. You will need a clear bowl, water, a small hand mirror and sunshine. Fill the bowl with water and set it in direct sunlight. Then, place the mirror in the water and angle it so rainbow colours reflect on a nearby object.

7. Make a convex lens. You will need several different clear drinking glasses and water. Fill a glass with water. Hold a finger behind it. Then, look closely at that finger through the glass. Does your finger look bigger, smaller or the same? Why? Try it again with the other glasses. How are convex lenses used in daily life?

8. Complete a physics activity of your choice. Show your results to your patrol, Guide Unit or family.

Date completed: ________________________________

This badge was: ☺ ☺ ☹

Evaluated by: ________________________________
Plants and Animals

Purpose: to encourage your interest in plant and animal science.

Complete six of these eight activities to earn this badge.

1. Play a game in which you find and list as many products made from plants as possible. The team with the most correct answers in a set time wins. OR
   Pick one fruit and one vegetable that you have never tasted. Prepare each one for your friends, family, patrol or Unit.

2. Gardeners use different plant parts to propagate (make more) plants. Grow something from one of the following ways: seed (e.g., sunflower seed), root (e.g., sweet potato), leaf (e.g., African violet), or stem (e.g., daffodil bulb).

3. To learn about plant nourishment, try this. You will need three clear drinking glasses or vases, three different colours of food colouring, three white carnations with stems, scissors, and a warm room. Pour some water into each glass. Then, add a few drops of the first food colouring to the first glass, add a few drops of the second one to the next glass and add a few drops of the third one to the last glass. Make a lengthwise cut along each stem and place each flower into a different glass. After a few hours observe the results.

4. Create your own plant sculpture by using bushy, trailing or flowering plants. Tie the plant to a frame with plastic covered twist ties or string. The frame can be made of thick wire, metal clothes hangers, wooden sticks or plastic strawberry containers. With an adult buddy, use a hand pruner to shape your plant.
5. Create your own animal groupings by cutting out or drawing 15 or more pictures of different animals. Group the animals in at least two different ways, such as how they look, what they eat, where they live, or how they move. Explain the reasons for your decisions.

6. Visit a zoo, or use books and magazines, to find the name of animals that:
   - Have a thick fur coat for a cold climate — have long fingers for grasping branches
   - Have bright colours for attracting a mate — have long legs for wading
   - Have a dark colour for living in shadows — have a tongue to reach hard-to-get-to places
   - Have big ears to cool themselves with in hot climates

7. Find out how domesticated (tamed) animals are different from their wild relatives. Observe a domesticated animal (e.g., a dog or a cat) and then watch a TV program or video or read a book or magazine about one of its wild relatives. In what ways do these animals act the same and how do they act differently?

8. Scientists and nature lovers use field markings (special patterns, marks or shapes found on the animal’s body), behaviours, and distinct calls to identify animals. Use these to identify at least three kinds of animals.

OR

Use two of the following items to observe an animal up close: binoculars, magnifying lens, spotting scope or zoom camera.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: ______________________________
Purpose: to encourage your interest in the world of scientific inquiry.

Complete six of these eight activities to earn this badge.

1. Explore three fields of science and find out what people do in those areas. What education and training is necessary to do their job? What are the future prospects like for jobs in these areas?

2. Choose an area of science that has changed because of improved technology and find out what has happened and why.

3. Name five ways that you use science and technology every day.

4. Complete a chemistry activity of your choice. Show your results to your patrol, Guide Unit or family.

5. Complete a physics activity of your choice. Show your results to your patrol, Guide Unit or family.

6. Visit a hands-on science or natural history museum, or participate in a science fair or another science program or event.

7. Collect an assortment of objects, being careful not to show them to anyone else. Then, find a pad of paper, a pencil and a partner. Sit back-to-back with your partner. One of you will be the scientist while the other will be the artist. The scientist holds one of the objects and describes it to the artist without saying what the object is. The artist tries to draw the object from the scientist’s description. Compare the drawing with the object. How well was the object described? How accurate was the drawing?
8. Authors of science fiction have often correctly predicted new technology in their writings about the future. Write a science fiction story, skit, or song about life in the year 2075, or read a science fiction story.

Date completed: ____________________________

This badge was: 😊 😐 😞

Evaluated by: _____________________________________
Weather

Purpose: to encourage your interest in the science of weather.

Complete six of these eight activities to earn this badge.

1. Learn to read a weather map like those printed in a newspaper. Look for places where it’s raining or places where it’s hot or cold. Predict the weather in your area by using the map and the information given.

2. Visit a weather station, or interview a weather reporter or meteorologist about weather forecasting. Find out what kinds of equipment are used to watch and predict weather, why weather stations are useful, how the data about weather is interpreted and how accurate weather predictions usually are.

3. Learn about different types of clouds and what they mean. Then, find a creative way to show what you have learned (e.g., create a display, skit, or song).

4. Make a card game, board game, word game or an active game about weather. Share this with others.

5. Build an instrument that helps you predict the weather, such as a hygrometer, a barometer, an anemometer or an alcohol thermometer. OR Build an instrument that uses weather, such as a sundial, kite or windsock.

6. Make your own fog. You will need a narrow glass jar, very hot tap water, ice cubes and a small zippered sandwich bag. Pour the water into the jar. Place the ice cubes in the bag, shut the bag, and then put the bag over the mouth of the jar making sure that the bag does not fall in. Observe for a few minutes.
7. Make your own weather front. You will need paper, scissors, a large needle, thread and a lamp. Cut a spiral out of paper. Put a small hole through the centre using a large needle. Tie a knot in a piece of string and thread it through the hole. Hold the spiral very still above a lamp. Be patient and wait a few minutes. What does the spiral do? Why?

8. With help from an adult, make your own rain cloud. You will need very hot (not boiling) water, a large piece of plastic wrap, matches, ice cubes and a clear plastic bottle cut in half. Cut a piece of plastic wrap large enough to drape over the top of the bottle. Put several pieces of ice on the plastic wrap and set it aside. Fill the bottle 1/3 full with hot water. Light a match and throw it into the bottle. Quickly place the plastic wrap with ice on top of the bottle. Wait and watch to see a rain cloud appear.

OR

With help from an adult, make your own lightning. You will need modeling clay, a metal cookie sheet or pie tin, a rug or piece of wool and a metal spoon. Use the clay to make a handle so you don’t touch the metal directly. Form the clay into a lump and put it on the top of the cookie sheet or pie tin. With your hand on the clay, rub the metal cookie sheet or pie tin across the carpet or the piece of wool for about a minute. Take your spoon and hold it close to the metal. How close do you have to get before something happens? Try it with the lights out.

Date completed: ____________________________

This badge was: ☺ ☺ ☹

Evaluated by: _______________________________
Camping is one of the most exciting parts of Guiding. The Camping badges are earned when you learn camping skills of different degrees of difficulty. Everyone should keep a record of their camping experiences because it will be valuable when you apply to special camps or events where camping experience is needed.

All camping activities must follow Safe Guide policies and practices.
The camping badges you can earn are:

- Camp-Out
- Basic Camper
- Experienced Camper

There are a variety of resources on organizing camps, camp skills and camp activities provided in the Member Zone area of the Girl Guides of Canada - Guides du Canada website. Go to http://www.girlguides.ca/memberzone
Camp-Out

The requirements for this badge may be completed in a residential camp-out setting in a backyard or in a tent at a campsite.

Complete all of the following activities to earn this badge.

1. Help plan and participate in a day outdoors that also includes one night away from home. Help with the meal planning.

2. Follow a kit list and pack your own gear. Take care of your personal belongings at your camp-out.

3. Waterproof a bedroll for carrying.

4. Take part in a duty schedule at your camp-out. Keep your sleeping area clean and dry.

5. Participate in a fire drill at your camp-out.

6. Discuss safety measures that should be taken at your campsite to prevent injury.
7 Participate in at least two of the following activities at your camp-out.

- Hike
- Adventure game
- Campfire activities
- Guides’ Own
- Tell a story or teach a song about the outdoors
- Another outdoor activity

8 With others, do an evaluation of your camp-out.

9 Create a Be Prepared plan.

- Develop a buddy system in your patrol or group. A buddy system helps the group stay together and keep track of each other. Your Guider will help you do this.
- If you’re in a building, know where the fire exits are in case of fire or any other emergency. Know where the safe meeting place is and discuss why you take a head count in your patrol or group.
Basic Camper

This badge may be earned at an overnight, weekend, or a multi-night camp. One camp will consist of two consecutive nights. Camping should be done in tents.

Complete all of the following activities to earn this badge.

1. Participate in meal planning to ensure suitable meals and snacks are available.

2. Help make a kit list. Pack your own gear and take care of your personal belongings at camp.

3. Help with patrol duties at camp, such as the following:
   - Pitching, caring for and striking a tent
   - Caring for latrines or toilets
   - Making and maintaining a woodpile, or caring for and storing the camp stove and fuel
   - Making camp gadgets
   - Cooking, doing dishes and cleaning up
   - Sorting and disposing of garbage and recyclables
   - Caring for camp tools and equipment

4. Take part in a fire drill at camp. Know how to prevent each of the following situations and what to do if a fire breaks out.
   - Grease fire
   - Grass fire
   - Tent fire
   - Clothing fire
5 Know other safety precautions to take at camp. With one of your Guide leaders, check for potential hazards in and around your campsite and understand how you can avoid them.

6 Play a wide game or other outdoor activity at camp.

7 Help plan and take part in at least one Girl Guide ceremony while at camp (e.g., a flag ceremony, Guides’ Own or campfire).

8 Explore the area around your campsite. Observe the natural features – trees, plants, streams, hills and so on. Be prepared to discuss what you think has changed because of human actions and how you think the area can be preserved for the future.

9 Develop a Be Prepared plan. Create skits or make up games to learn and understand the following safety precautions:
   • If you’re lost, stay in one place because this helps people find you.
   • Wear clothing appropriate for the weather, including: footwear that will protect your feet and a hat to prevent heat loss or protect you from the sun.
   • The buddy system helps keep track of where people are during camp.
   • Know the camp’s address, emergency phone numbers, and how to give directions to the camp.
   • Know how to get help in a medical emergency.
   • Set boundaries at camp – this is important.

10 With others, evaluate your camping experience.

Date completed: ____________________________

This badge was: 😊😊😊

Evaluated by: _______________________________
Experienced Camper

Camping for this badge will be done in tents. You will spend at least four nights in tents and the requirements will often be completed at more than one camp.

Requirements might be completed in two weekend camps, or at a four-day camp, or at a weeklong camp. However, it is important that at least one of your experiences be at least two consecutive nights. All requirements must be completed to earn this badge.

Part A

1 Make a Be Prepared plan that includes:
   • The safety precautions you should take in severe weather, such as: a thunderstorm, high winds, or other types of weather that may occur where you live or where you are camping.
   • A plan to search for a missing person. Include why it is important for searchers to communicate with a home base. Make a list of places to look and decide how you’ll establish search teams. Determine what time period you will wait before organizing a search.
   • A system to keep in touch when groups are in different parts of your camping area. What are some ways you can stay in touch?
   • A place for everyone to meet in case of an emergency.

What sort of emergencies would you use this location for?

If possible, try out your search plan. Have your Guider hide an object or hide herself. It’s important to set a time limit in case the search plan does not work. If this happens, discuss why the plan didn’t work and the changes you could make.
2 Practice camp and camp leadership skills:

- Experiment with three kinds of outdoor cooking. For example: oven, bean-hole, buddy burners, no utensils, camp stove or an open fire.
- Take part in an activity to learn emergency skills on water or on land.
- Show other girls how to make a simple camp gadget.
- Lead a wide game or other fun outdoor activity.
- Help lead a flag ceremony or Guides’ Own that you helped to plan.
- Do one of the following:
  - On a clear night, observe the sky. Identify one planet, the North Star, one other star and three constellations.
  - Observe the weather for at least two consecutive days, noting the temperature, clouds, wind and precipitation. How can these things help you predict future weather?
  - Identify plants found in your camping area. Are any of them useful? Are any harmful, such as poison ivy?
Part B

With a small group of other Guides, plan to spend at least 24 hours together at camp. You will camp as a separate small group, a short distance away from other campers. This will be similar to your other camping experiences except that you will be required to plan your time, look after your own needs and lead your own activities. However, an adult will supervise you when you are cooking on a fire or stove.

Your activities must include the following, although you may choose to do extra things as well.

You will do this as a small group activity.

- Before you leave for camp, the group should plan and agree on what you will do for your independent camping experience.
- Plan and cook your own nutritious meals. This should include one three-course meal cooked outdoors.
- Share duties at your campsite.
- Help organize and play an outdoor game with your own small group or with the rest of the camp.
Camping

• Explore the area around your campsite. Discover something about the environment, such as what kinds of wildlife live here and why. In an interesting way, share what you have discovered with the others.

• Practice safety in your campsite.

• Leave the environment around your campsite clean and as undamaged as possible.

• As a small group, evaluate your 24-hour camping experience. Did everyone share in the responsibilities? What would you change about the experience if you repeated it? What would you keep the same? Share the results of your discussion with your Guider and with the other girls in your Unit.

Date completed: ____________________________

This badge was: ☺ ☹ ☻

Evaluated by: _______________________________
The Lady Baden-Powell challenge is the highest award in the Guide program. Completion of this challenge usually takes two years. This challenge requires your utmost effort, as well as your participation in patrol and Unit activities.
The Lady Baden-Powell challenge provides you with the opportunity to learn more about Girl Guides and gain a deeper understanding of the sisterhood of Guiding. The Lady Baden Powell pin is awarded in your last year of Guiding.
To earn this challenge you must complete Numbers 1 and 2, as well as four more of the activities below.

1 Complete all four of the program areas.

2 Learn about Lady Baden-Powell and prepare a skit, song, story, poster or another activity to demonstrate what you have learned. Share it with your patrol, Unit or a group of Guiding friends.

3 Complete a project to help girls in your Guide Unit enjoy their Guiding experience. This project should involve a regular commitment over a period of time; the effort required will vary depending upon the service project. Talk to your Guider and your Unit about ideas of what you would like to do. For example, create a book of active games, or prepare a Thinking Day ceremony.
4 Participate in a major community service project. This project is in addition to the service completed in *You in Guiding*. You could volunteer at a daycare centre or a food bank, for instance. Other ideas are found under Service in the Resources section of the program book.

5 Participate in three Pathfinder meetings.

6 Take part in a community activity that involves doing something for someone else. For example, shovel snow for someone who could use the help, help carry groceries, help a parent by entertaining a child.

7 Share your favourite Guiding experiences over the last year with a group of friends who are not in Guiding.
The Resources section has ideas and background information that will help you run your program.

The Girl Guides of Canada-Guides du Canada website at girlguides.ca has extensive program resources including crafts, unit meeting ideas, and additional challenge ideas.

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Enrolment Ceremony

Patrol We present [say name of incoming Guide] who wishes to be enrolled as a Guide.

Guider Are you familiar with the Guide Law and have you considered what it means?


Guider Are you ready to make the Guide Promise?

New Guide Yes.

Guider Will you promise to do your best… [recite the Promise to the end].

New Guide [Making the Guide Sign she repeats her promise.]

Guider [Pins on the Enrolment pin and shakes hands with the new Guide, using the Guide handshake.] I trust you to keep your Promise and to try to help others wherever you are. The [say the name of the Unit] welcomes you as a member and trusts you to make the Promise and Law part of your life.
Theme Ideas for Creating Enrolment Ceremonies

**Theme**  
International Friendship

**Words**  
Prepare a scripted dialogue with several Guides about the sisterhood of Guiding, Guides in other countries and how many countries belong to the World Association.

**Props**  
Use a large map of the world or globe, a poster of Guides from other countries and the World Flag on a pole for carrying if possible.

**Actions**  
Several Guides marching with flag, unfurling it at appropriate place in music.

**Music**  
Singing of the “World Song” or another Guiding song.

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**Theme**  
Guiding Law

**Words**  
Brief introduction by a Guider on the importance of trying to live by the Guiding Law, followed by the Laws repeated in turn by seven Guides.

**Props**  
Seven candles, a large star, circle or Trefoil made of recycled cardboard or Styrofoam.

**Actions**  
As a girl recites one of Laws she lights one of the candles.
Guides’ Own Ceremony

The Guides’ Own provides an occasion for Guides to express their feelings about their values. It is not a religious service, but a time for thoughtful reflection on the group’s activities, their friendships or to think of others around the world. When a group is composed of many religious beliefs, avoid using materials related to a specific religion, and ensure the material is acceptable to all.

Any of the following elements can make up a Guides’ Own:

- Music — singing, recorded or taped music, instrumental solos with or without accompaniments
- Inspirational poem or story — spoken by individuals, said together
- Drama — a poem, song, dialogue, short play, a mime to music
- Readings — short quotations that complement each other, read by several people; short story or talk to help to explain the Promise and Law or life experiences
- Movement and dance — this takes skill and practice but can be very effective when done well
- Humour — a relaxed atmosphere is better than a pompous one
A Thinking Day Ceremony

**Props** – a large map of the world, tea lights or vigil lights in safe candleholders, long-handled barbecue lighter, two flashlights. (Check to see whether candles are permitted in your meeting place.)

**Arrangements** – Girls are in a circle on the floor with the map in the centre and unlit candles around it. Find out which girl’s birthday is closest to February 22. Instruct the girls to say together, “Lord and Lady Baden-Powell’s joint birthday” whenever the word birthday is read. The room is darkened and the leader begins reading by flashlight. The second flashlight is given to reader 1 who passes it to the next reader.

**Leader**  
Today is a very special birthday.

**Everyone**  
Lord and Lady Baden-Powell’s joint birthday!

**Leader**  
We call it Thinking Day because the way we celebrate this birthday...

**Everyone**  
Lord and Lady Baden-Powell’s joint birthday!

**Leader**  
...(continuing) is to think about our sisters in Guiding all over the world.

**Reader 1**  
When she was alive, Lady Baden-Powell, who was the World Chief Guide, called it “The Great Think.”

**Reader 2**  
When she woke up on the morning of her birthday...

**Everyone**  
Lord and Lady Baden-Powell’s joint birthday!
Reader 2  ... (continuing) she started thinking about Guides all over the world, many of whom she had visited. She started by thinking of New Zealand where February 22, and every day, comes first. Rangers there climb a high hill and greet Thinking Day by lighting a fire.

Reader 3  [Lights the candle closest to New Zealand.] I light this candle to greet our sister Guides in New Zealand, which is part of the Asia Pacific Region of Guiding.

Candle Lighter  [Candle lighter lights candles around the map as Readers greet different countries.]

Reader 4  There are Guides in over 140 countries around the world. Let’s have our own Great Think by lighting candles for some of the countries around the world.

Reader 5  I greet Guides in India where Sangam, one of our four World Centres, is located. At Sangam you can make friends and learn about each other’s cultures.

Reader 6  I greet Guides in Jordan, which is part of the Arab Region. Community service is an important part of their program.

Reader 7  I greet Guides in Kenya, in the Africa Region. Lord Baden-Powell died in Kenya more than 50 years ago.

Reader 8  I greet Guides in South Africa where Spark-age Members are called Teddies. They sell cookies there too, but they call them biscuits.

Reader 9  My greetings go to Switzerland in the Europe Region where the first World Centre, Our Chalet, was built. It is in the Alps and many visitors to Our Chalet go skiing or hiking in the mountains.
Reader 10  I also send greetings to a country where there’s a World Centre, England, which has Pax Lodge in London. England is the birthplace of Lord and Lady Baden-Powell, whose birthday…

Everyone  Lord and Lady Baden-Powell’s joint birthday!

Reader 10  … (continuing) we are celebrating today.

Reader 11  And, now we leave Europe and fly across the Atlantic Ocean to the Western Hemisphere and the fourth World Centre, Our Cabaña in Mexico. Greetings!

Reader 12  We’ve gone a long way by the time we reach Canada. We’ll light the last candle for Guiding in [ say the name of your province/territory ]! We’ve had a Great Think and a wonderful birthday.

Everyone  Lord and Lady Baden-Powell’s joint birthday!

Leader  Let’s all stand up, join hands, sing “Happy Birthday”, and the person whose birthday is closest to Thinking Day blows out the candles!

February

22

Thinking Day!

Another Thinking Day Ceremony

The Guides stand in a circle or horseshoe with seven candles in the centre, arranged in the form of a trefoil. As each girl representing a country steps forward to recite one part of the Law, she lights one of the candles.

Narrator  Today is Thinking Day, the joint birthday of our founders,
the late Lord Baden-Powell, and his wife, our World Chief Guide. On this day Guides and Scouts everywhere gather to think of their sister Guides throughout the world, and to send them greetings. In our international family we are bound together by the unseen chain of our three-fold Promise and the Guide Law. Let us now bring in the Law in the words of other countries. This is the first law from Sweden.

**1st Guide**

A Girl Guide speaks the truth and keeps her word.

**Narrator**

The second law from Finland.

**2nd Guide**

A Guide is loyal and respects the convictions of others.

**Narrator**

The third law from Argentina.

**3rd Guide**

A Guide serves and helps other people without expecting reward or praise.

**Narrator**

The fourth law from Norway.

**4th Guide**

A Guide is friendly to all and a good comrade.

**Narrator**

The fifth law from Australia.

**5th Guide**

The Girl Guide is grateful and courteous.

**Narrator**

The sixth law from Austria.

**6th Guide**

A Guide sees God in nature and therefore protects plants and animals.

**Narrator**

The seventh law from Luxembourg.

**7th Guide**

A Guide has self-respect.

**Narrator**

We try hard to keep these Laws so that the spirit of Guiding may bring light into the world, even as our candles bring light into the room. While each part of the Law is followed, the flame of the Guiding spirit will never die.
Flags

In Guides we use flags as symbols to identify ourselves. Girl Guides of Canada-Guides du Canada uses the WAGGGS flag, Girl Guides of Canada flag, Brownie flag and Spark flag. Units often fly the Canadian flag, too. The way flags are displayed and flown is based on custom. The government of Canada has a set of guidelines for displaying the Canadian flag with other flags. These are found on their website at http://www.canadianheritage.gc.ca. Look for ‘Symbols of Canada’ and then ‘Flag Etiquette in Canada.’

Flags are placed at the front of the horseshoe on the right as you face the head of the horseshoe. The national flag should be to the left of any other flags (the WAGGGS flag or Girl Guides of Canada flag).

In a flag ceremony, a colour party escorts the flag. A colour party consists of three people — the flag bearer and two escorts.

Marching with Flags

When marching with flags, flag bearers gather the loose end of the flag in one hand and hold it against the pole at about eye level. The formation for marching is to have the flag bearer in the middle and the escorts on either side. The order of the flags is: the Canadian flag first, then the WAGGGS flag, the Girl Guides of Canada flag and then the Brownie and/or Spark flags.
Raising the National Flag on a Flag Pole

To attach the flag to the pole, the toggle is tied on first. This is important as it ensures the flag will be the right way up on the pole. Usually there is a loop for the toggle. The rope at the bottom of the flag is usually tied to the halyard (rope) with a knot called a sheet bend (refer to information on knots). To raise the national flag at the flagpole here are two options:

**Option 1** The flag can be attached to the pole in advance of the ceremony. It is rolled and tied so that when the colour party goes to the flag pole one girl undoes the flag; one catches it so that it doesn’t drag on the ground; and the third person holds the halyard (rope) and raises the flag to the top of the pole.

**Option 2** The colour party marches to the flagpole. One person carries the flag, which is folded flat on her open palms, with two others on either side escorting her and the flag. The escort on the right attaches the top of the flag (the end with the toggle) to the halyard, while the escort on the left ties the bottom of the flag. The escort on the right raises the flag to the top of the pole while the bearer guides it, preventing it from tangling.

Flag ceremonies should be practiced so that everyone knows:

- Where they are supposed to be
- How to march together in time
- How to tie knots (if using a flag pole)
- How to hold the flag, nylon flags are slippery and can be tricky to handle
**Girl Guides of Canada Flag**

The Girl Guides of Canada flag can be used in Units by all branches of Guiding. The red maple leaves represent our 13 provinces and territories. Their playful flight reflects the spirit of the girls and women in our Girl Guide Movement. The trefoil is positioned in the centre because it represents the central principles of Guiding. The word Canada rising on the horizon symbolizes the dawn of a new day - a reminder each day to be prepared to do our best.
Guide meetings traditionally close with a campfire – a program of songs, skits, yells and games. A campfire traditionally begins with an opening thought or short poem. Next, while attention is fresh, teach a new song. Build the group’s energy with well-known songs, fun or nonsense skits. End with quiet, peaceful songs or a short reading. The Camping and Outdoor area on Member Zone has suitable resources for use during campfires.
Taps
The final event of the meeting is the singing of Taps.
The words and music to Taps are:

Day is done, Gone the sun,

From the lake(sea), from the hills, from the sky.

All is well, Safe-ly rest.

God is nigh.

There is also a daytime version:
Thanks and praise, for our days,
’Neath the sun, ’neath the stars, ’neath the sky.
As we go, this we know – God is nigh.
The first Canadian Guide Company was officially registered in January 1910 and was started by Mary Malcolmson in St. Catharines, Ontario. Other Units were registered later in 1910 in Toronto, Moose Jaw and Winnipeg. The first-recorded Girl Guide Camp in Canada was on the banks of the Credit River in Ontario in June of 1911. Girl Guides spread quickly to all provinces during 1910 and 1911. Newfoundland’s first Guide Company was established in 1918.

In England, little sisters of Guides began to tag along with the older girls. Eventually they gathered into their own groups and were called Rosebuds — a name the adults liked, but the girls did not. It took about a year to change the name to Brownies, based on the English folklore of little people doing secret good turns. How Brownies started in Canada is not known, but it was probably much the same way as in England. In 1913, a Toronto paper mentioned “tiny girls of seven” being entertained at Casa Loma — the home of the first Chief Commissioner. By 1919, the name Brownies had become official in Canada. The first pack to be officially registered was the First Hanover (Ontario) Pack, April 22, 1920.

By 1916, the original Guides in the United Kingdom were beginning to outgrow the program although they did not want to drop out completely. At first they formed groups of Senior Guides. The first mention of Senior Guides in Canada was in 1913 and by 1920 they were known as Rangers. There were also Sea Rangers and later Air Rangers. In 1971, all were merged into one group known simply as Rangers.
Leadership training for older girls was developed so that they might become Guiders. At first these groups were known as Cadet Corps. A Unit of this type appears to have been in existence in Canada as early as 1911. By 1973, a new development in Guiding was evident: Junior Leaders, as they called themselves, were girls who helped in Brownie and Guide Units. Eventually, Rangers, Cadets and Junior Leaders became known as the Senior Branches in 1987.

Pathfinders began in 1979 giving 12- to 15-year-old girls a different program. Their name was chosen from the writings of Baden-Powell who described pathfinders as those who could find their way in an unfamiliar country.

Sparks are the newest members of Guiding in Canada. These five-year-olds were given their own branch in 1988. Now they are five- and six-year-olds.

In 2008, the Ranger Program was launched. This program is for members aged 15-17+ and is the final branch before making the transition to adult membership as a Guider or Link Member.

**Lones**

Lones started in Great Britain with a Guider writing to girls who lived too far from a community to join a Unit. The earliest record of a Lone Guide Company in Canada is 1916. Some Lones were quite isolated while others were able to form Lone Patrols if there were not enough girls for a Unit. Lones continue to be active in many provinces/territories.

**Lady Pellatt – the First Chief Commissioner**

Lady Pellatt was appointed Canada’s Chief Commissioner in 1912, a position she held until 1921 when she resigned due to ill health. Many Guide events and rallies were held at her home, Casa Loma in Toronto. This beautiful house, which was designed like a castle, is now a tourist attraction. In 1973, the Girl Guide Room opened in honour of our first Chief Commissioner.
Canadian Units on Foreign Soil (CUFS)
Companies and Packs on Foreign Soil began in 1952 for children of the Canadian Armed Forces who were living and working outside Canada. Because of changes in our terminology Companies and Packs on Foreign Soil became Canadian Units on Foreign Soil in 1999.

Link and Trefoil Guild
Link and Trefoil Guild provides a way for adult women to retain their contact with the movement. Link Members are younger women who are often too busy with education or new careers to be active leaders. Trefoil Guild Members are older women who are usually not active as leaders and support Guiding through the Trefoil Guild.
Formation of Provincial/Territorial Councils and other key dates:
1921 - Ontario and Saskatchewan Guide Councils
1922 - British Columbia, Manitoba and Nova Scotia Councils
1924 - Quebec Council
1926 - New Brunswick Council
1928 - Alberta Council
1934 - Prince Edward Island Council
1937 - The first Brownie Packs and Guide Companies within the Arctic Circle began
1949 - Newfoundland’s Girl Guides joined the Canadian Girl Guides
1962 - The National Headquarters in Toronto was built (Guides all across Canada raised money to pay for it)
1967 - Yukon Territory and Northwest Territories became a joint Provincial Council
1974 - Separate Councils formed for the Yukon and Northwest Territories
1999 – Nunavut and Northwest Territories formed a joint council
2007- Northwest Territories joined Alberta Council
2007- Nunavut joined Ontario Council
2008- Yukon Territory joined Alberta Council
Guiding Around the World

World Trefoil

As a Guide, you are part of a world community of Girl Guides. This association is officially called the World Association of Girl Guides and Girl Scouts or WAGGGS. The symbol of WAGGGS is the World Trefoil.

Each part of the World Trefoil has meaning:

- The gold colour of the trefoil represents the sun shining over all the children of the world.
- The base of the stalk symbolizes the flame of the love of humanity.
- The vein pointing upwards through the centre of the Trefoil represents a compass needle, pointing the way.
- The two stars represent the Promise and Law.
- The flowing line around the Trefoil shows a worldwide movement.
- The World Trefoil, also used on the World flag and the World pin, is the unifying symbol of Guiding.
World Flag

The World flag is blue, with the World Trefoil at the upper left. It, too, has a meaning:

- The gold on the blue background represents the sun shining over the children of the world
- The blaze of white in the lower right corner is for world peace
- The three gold squares represent the three-fold Girl Guide/Girl Scout Promise

When the World flag is used as a Unit flag, the Unit name is lettered across the top
Four World Centres

The World Association of Girl Guides and Girl Scouts also has four World Centres, where girls from all over the world can meet as friends and share new experiences and ideas. The four World Centres are:

- **Our Chalet in Adelboden, Switzerland**
- **Our Cabaña in Cuernavaca, Mexico**
- **Pax Lodge, in London, England**
- **Sangam near Pune, India**
Canadian World Friendship Fund (CWFF)

Girl Guides in Canada also support international Guiding by giving money to the Canadian World Friendship Fund. It is made up of voluntary contributions from Members and friends of Guiding. The fund helps support International Guiding through:

**World Centres**
Equal contributions are made to support each of the four World Centres. In addition, the CWFF assists Canadian Guiders who wish to be a volunteer staff member at a World Centre by providing an honorarium.

**Out Travel**
Assists with expenses for girls and Guiders chosen nationally to represent Canada at international events in other countries.

**Out Travel Grants**
Available to provincial councils to assist with expenses for girls and Guiders chosen to attend international events in other countries.

**In Travel Grants**
Available to provincial councils to assist with expenses for girls and adults from other Guiding countries to come to Canada for special Guiding events.

**Emergency Disaster Relief**
Assists countries that have experienced a natural disaster.

**WAGGGS Support**
Contributions are made to the Thinking Day Fund, the Western Hemisphere Region and to support Canadian Members holding positions in WAGGGS.
First Meeting of the Year

As everyone arrives they decorate candles and put them in safe candleholders to catch the wax. *(Be sure you’re allowed to light candles in your meeting place.)*

- Open with horseshoe and have a flag ceremony
- Present all the new girls to the Unit
- Brainstorm what the Unit would like to do this year and list answers on a flipchart or a blackboard
- Play “getting to know you” games and active games
- End with a simple craft
- Light candles (each girl with own match)
- Guides’ Own and campfire

At a Park

- Park clean-up
- Practice promise
- Nature scavenger hunt
- Skit on ‘Great Big World’ theme
- Horseshoe with Guide Marching song
- Play active games
- Make popcorn on a camp stove
- Campfire with Guide songs
Halloween Party

Participants: Three Units — Sparks, Brownies and Pathfinders

Round robin of activities:

• Crafts – bouncing spiders and clothespin bats
• Two games – eat a donut off a string, pin the pimple on a witch
• Pathfinders can make a haunted house
• Each unit can prepare loot bags for girls
**Arts**

- Make bracelets with straw hemp
- Dancer badge – Those who take dance can plan the activities
- In patrols, act out a classical song (expressing its moods) and tell a story
- Folk dance
- Crafts

**Reporter**

- Be a reporter and give yourself a name
- Have everyone bring roller skates or in-line skates, helmets and safety gear; wear the gear and interview each other as if you are sport reporters
- Make posters for an upcoming event (e.g., a Guiding event, a community event or school event)
- Write an article to submit to a newsletter
- Invite a local female reporter to come and chat and help you with your reporting
Outdoors

Camp Gadgets

- Hanger towel rack
- Towel rack wash stand
- Luggage or shoe drying racks
- Fuzz stick
- Shoe scraper from tent peg
Knots

**Bowline**

1. [Diagram of Bowline step 1]
2. [Diagram of Bowline step 2]
3. [Diagram of Bowline step 3]
4. [Diagram of Bowline step 4]

**Roundturn**

1. [Diagram of Roundturn step 1]
2. [Diagram of Roundturn step 2]
3. [Diagram of Roundturn step 3]
4. [Diagram of Roundturn step 4]

**Sheetbend**

1. [Diagram of Sheetbend step 1]
2. [Diagram of Sheetbend step 2]
3. [Diagram of Sheetbend step 3]
4. [Diagram of Sheetbend step 4]

**Packers**

1. [Diagram of Packers step 1]
2. [Diagram of Packers step 2]
3. [Diagram of Packers step 3]

**Clove Hitch**

- **Method A**
- **Method B**

**Completed Clove Hitch**
## Trail signs

<table>
<thead>
<tr>
<th></th>
<th>Rocks</th>
<th>Pebbles</th>
<th>Sticks</th>
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<tbody>
<tr>
<td>Straight ahead</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
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<tr>
<td>Turn right</td>
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<tr>
<td>Turn left</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
</tr>
<tr>
<td>Do not go this way</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

- I have gone home
- Number of paces in direction indicated
Resources

Laying and Lighting a Fire

1. Start with tinder such as: crumpled paper, birch bark found on the ground, dry matchstick-sized twigs, wood shavings.

2. Lean the tinder against a stick in a way that allows air to flow in and around the tinder. Or, make a base of sticks if the ground is damp and loosely lay on the tinder. Next, add kindling — small, dry twigs.

3. Surround the tinder with firewood for a log cabin fire or star fire. In a star-shaped fire, push the logs in as they burn. Remember to leave a space in which to insert your match.
Be Prepared Kits

When you go on outings, always be prepared for the unexpected. This includes having a few safety supplies on hand in a knapsack.

What to include in a personal first aid kit

You will need a small waterproof container, such as a plastic zipper-lock bag to carry your first aid kit in.

In your first aid kit you might include:
- Adhesive bandages
- Safety pins
- Pen and paper
- Needle and thread
- Packages of alcohol wipes
- Gauze pad
- Coins for the telephone
What to Carry on a Hike

As well as a first aid kit, include the following:

• A lighter or matches in a waterproof container
• Flashlight
• Whistle on a lanyard or string worn around your neck
• Large garbage bag (preferably orange or yellow)
• Space blanket
• Extra warm clothes
• High energy snack
• Water in a leak proof container
• Emergency phone numbers
Resources

Games

These games can be made up by a patrol and shared with another patrol.

Bingo

Make up a list of questions on your topic. Prepare several different bingo cards with the answers and facts in the squares. Have enough so each girl has her own card. The first time you play the game with your Unit, girls will reach bingo with a completed card or by filling a straight line. Later you can move to more difficult patterns to keep it interesting. Ask the questions. The girls who have the correct answers on their cards can place an X (or marker) on the square with the correct answer. Once a girl has completed the card in the predetermined pattern she yells “Bingo!” If you want to do a review, read aloud the questions with the girls answering.
(Examples of program area challenges to use: Guiding history, first aid and international facts.)

Jeopardy-like Game

Make up a list of questions with their answers. Organize them into categories. Divide the girls into several teams. Have each team in turn pick a category and attempt to answer the question. They should consult with one another about the answer. If the team gets the correct answer, they get a point. You could assign more points to the questions that are more difficult. (Examples of challenges to use: first aid, Guiding history, facts on animals or plants, safety rules, good environmental practices.)

Crossword Puzzle

You can make these up for almost any topic. Pick several long words to start and build your puzzle around them. Add clues and number the boxes. (For example: a special day in Guiding = Thinking Day; we protect it = environment.)
**Dominoes**

Make up a number of dominoes from thin cardboard or 12.7 cm x 7.6 cm (5” x 3”’) file cards. Take a collection of facts that can have two parts to them. Write one part on half of a domino and the other part on half of a different domino. Each domino will have two unconnected facts on it. Working in small groups, the girls shuffle the dominoes and take turns placing the two pieces of facts together. (You can use this game for challenges such as: fabric care symbols and their meanings, pictures of trees, plants or birds and their names.)

**Matching Game (Concentration)**

This is similar to dominoes but each card has only half of a fact on it (or a question or an answer). The cards are turned upside down on a table or the floor. Each girl takes a turn turning two cards over. If they have a match, they keep both pieces. If no match, they turn the cards face down and the next person gets a turn. (Examples of challenges to use: trail signs and their meanings, World Centres and countries where they are located.)

**Charades**

Use charades when the girls know most of the material but need reminding. Divide the group into smaller groups. Give one person (the actor) in each group the phrase they are going to act out. Using actions and some agreed-upon symbols, the actor acts out each word of the phrase. The rest of her group tries to guess the phrase. (Examples of challenges to use: Guiding Law, weather sayings.)
**Challenge Envelopes**

Give each patrol or group of girls a challenge that is written on a sheet of paper or cardboard. The patrol will create a skit that addresses the topic. Girls of this age need some background information on the topic to make their skits more realistic. Once they have prepared their skit, they present it to the rest of the group, and both the presenters and audience learn the material. (Examples of challenges to use: fire safety, beach etiquette, winter emergencies.) Challenge envelopes can also be used for girls to bring information to the horseshoe (for example: four provinces and their provincial flower or bird; seven items in a first aid kit; three countries in WAGGGS).

**Imagination Sessions**

Your meeting space can become an airport terminal, a swamp, bank, story forest, your own community, World Centre, or anything you want it to be. Use props such as teacups and teapots, play money, dress-up clothes, pictures of plants, and tape on the floor for roads. In addition, you can create ATM machines out of large cartons and fashion other boxes to represent buildings in your community. You can travel anywhere and be whatever you want.

**Kim’s Game**

The girls are presented with a variety of objects, which they view for a minute. Individually or by patrol, they try to remember what they just saw. (Examples of challenges to use: first aid kit items, survival kit items, international objects — then find the country from which it came.)
**Wide Game**

Usually played outside to take advantage of a large area. These games can encourage the girls to be quiet so they can sneak up on someone (for example, Hide and Seek, Kick the Can, Capture the Flag). Or, a wide game where everyone can be active and get some exercise.

**Relay**

Divide the girls into as many teams as you have materials. Everyone starts from the same place, a certain distance away from the activity. The girls run up to the activity, complete it and then run back to the rest of their team. The next person in line runs up to the activity and finishes it, or does the activity again. (Examples of challenges to use: assemble parts of the World flag, tie a knot, sort objects into the appropriate recycle bin, pack a suitcase. The next person in line runs up to the activity and finishes it, or does the activity again. (Examples of challenges to use: assemble parts of the World flag, tie a knot, sort objects into the appropriate recycle bin, pack a suitcase.)

**Round Robin**

Used for different topics or when an activity has several distinct groupings. A station is set up for each activity. The girls are divided into the number of stations. Each group of girls starts at a different station. Rotate everyone around the stations every 10 or 20 minutes (depending on the activity). The round robin is finished when everyone has been at every station (Examples of challenges to use: four World Centres stations; individual first aid stations for burns, artificial respiration, cuts; first aid kits).
Community Service Ideas

When you do a service project, you earn a community service badge.

Here are some more ideas for service:

• Create a Thinking Day project to raise money for CWFF.

• Support the Girl Guides of Canada-Guides du Canada Twinning Projects or other WAGGGS initiatives.

• Present a project that supports another agency like UNICEF or Red Cross.

• Take part in supporting initiatives such as UN AIDS days or a Global Youth Service Day project.

• Set up a literacy service project, such as running a story time at a library or nursery school.

• Assist in solving a community problem, such as an issue at the local beach or park.

• Do a local recycling project or park clean-up.

• Wrap gifts for seniors.

• Work with an international aid agency that sends care packages overseas. Bring items from home. Find out where the packages go. Decide with your patrol what age and gender of child you would like to prepare a box for and what to put in the box. Usually the agency will send a list of approved items. Include a note in the box but be sure to protect your privacy by not including personal information.
• Visit a senior citizen at least twice and share something about your life with him or her. To help you with the conversation, bring with you a favourite item to talk about. You could have a conversation with them about what they remember when they were a child. What was different and what was the same? What were their favourite games? Do they have family members the same age as you?

If your project involves fundraising, here are some ideas:

• Hold a book drive to supply books for a hospital waiting room. Purchase used books from flea markets or garage sales.
  **OR** Hold a book drive to collect books. Have a book sale with books you no longer read.

• Pet-sitting or dog walking

• Organize ‘Carnival Games’ at your local fall fair and charge admission. For example:
  
  – Draw a square divided into nine equal squares (like a tic-tac-toe board). Put a penny on each square. Two players take turns removing one penny at each turn. A player must always leave at least one penny in each row or column. If a player takes a penny that makes a column or row empty, the other player wins. The last person to play wins.

  – Fill a jar with small candy, making sure to secretly count the number of candies. Then sell tickets to people who try to guess the number in the jar. The person closest to the number wins the candies.

  – Set up a mini-putt obstacle course for children.

  – Set up a target toss using beanbags or balls. High scorers win a small prize.
Resources
My Guide Record

Name: ________________________________

Year started Guides: __________________________

Year(s) as patrol second: __________________________

Year(s) as patrol leader: __________________________

Years as a Brownie: __________________________

Years as a Spark: __________________________
### You in Guiding

<table>
<thead>
<tr>
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<th>Date Completed</th>
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<tr>
<td>Understand the Promise and Law and Motto</td>
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<tr>
<td>Learn About Guiding</td>
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<tr>
<td>Learn About WAGGGS</td>
<td></td>
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<tr>
<td>Be Involved in Your Community</td>
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#### Interest Badges

- Adventures in Guiding (1)
- Adventures in Guiding (2)

### You and Others

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<th>Activity</th>
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<tr>
<td>Build Skills in Communication</td>
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<tr>
<td>Learn How to Plan</td>
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<tr>
<td>Learn About Safety</td>
<td></td>
</tr>
</tbody>
</table>

#### Interest Badges (1 in each theme)

- Personal Growth
- Safety
## My Guide Experience

### Discovering You

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover What’s Important to You</td>
<td></td>
</tr>
<tr>
<td>Discover Your Creativity</td>
<td></td>
</tr>
<tr>
<td>Stay Fit and Healthy</td>
<td></td>
</tr>
<tr>
<td>Learn How to Be Responsible</td>
<td></td>
</tr>
</tbody>
</table>

**Interest Badges (1 in each theme)**
- Being Healthy
- Girls Creating

### Beyond You

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover Your Community</td>
<td></td>
</tr>
<tr>
<td>Explore the Outdoors and Nature</td>
<td></td>
</tr>
<tr>
<td>Try New Things</td>
<td></td>
</tr>
<tr>
<td>Learn About Our Environment</td>
<td></td>
</tr>
</tbody>
</table>

**Interest Badges (1 in each theme)**
- Fun in the Outdoors
- Science and Technology
# My Guide Experience

<table>
<thead>
<tr>
<th>Community Service Badges</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Your Community (blue)</td>
<td></td>
</tr>
<tr>
<td>Going Global (gold)</td>
<td></td>
</tr>
<tr>
<td>Green Connection (green)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Camping Badges</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp-Out</td>
<td></td>
</tr>
<tr>
<td>Basic Camper</td>
<td></td>
</tr>
<tr>
<td>Experienced Camper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lady Baden-Powell challenge</td>
<td></td>
</tr>
<tr>
<td>Guide Challenge pin</td>
<td></td>
</tr>
</tbody>
</table>
My Guide Memories

My favourite activities were:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

The funniest things happen! Some of the best were:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Over all, I rate my experience as:

What we did ______ out of 10        Friends _______ out of 10

Food ______ out of 10            Overall experience ______ out of 10
My Guide Camping Experiences

Date: _________________________ Number of nights: ________

Name and location of campsite: ____________________________________________

Slept in:  O Tents    O Building    O Other

Name of Guider: __________________________________________________________

Special activities:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

New skills I learned:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
My Guide Camping Experiences

Date: ____________________ Number of nights: ______

Name and location of campsite: ____________________________________________

Slept in:  ○ Tents  ○ Building  ○ Other

Name of Guider: ________________________________________________________

Special activities:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

New skills I learned:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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My Guide Camping Experiences

Date: ______________________  Number of nights: ______

Name and location of campsite: ____________________________________________

Slept in:  ○ Tents  ○ Building  ○ Other

Name of Guider: __________________________________________________________

Special activities:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

New skills I learned:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
My Guide Camping Experiences

Date: __________________________  Number of nights: ______

Name and location of campsite:_________________________________________

Slept in:  ○ Tents    ○ Building    ○ Other

Name of Guider: _______________________________________________________

Special activities:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

New skills I learned:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
My Guide Camping Experiences

Date: ______________________  Number of nights: ______

Name and location of campsite: _____________________________________________

Slept in:  ○ Tents    ○ Building    ○ Other

Name of Guider: ___________________________________________________________

Special activities:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

New skills I learned:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

GUIDES ON THE GO!
My Guide Camping Experiences

Date: ________________________  Number of nights: ________

Name and location of campsite: ________________________________

Slept in:  ○ Tents   ○ Building   ○ Other

Name of Guider: ________________________________________________

Special activities:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

New skills I learned:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
My Guide Camping Experiences

Date: ___________________  Number of nights: ______

Name and location of campsite: ____________________________________________

Slept in:  ○ Tents  ○ Building  ○ Other

Name of Guider: __________________________________________________________

Special activities:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

New skills I learned:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________