Northwest Territories

Safety Around Firearms Challenge

Guider Handbook

and Answer Key
IMPORTANT INFORMATION:

The complete Safety Around Firearms package consists of:

1) **The Brochure** – gives a brief overview of the challenge for all levels of Guiding from Sparks to Senior Branches/Adults.

2) **The Guider Handbook** – gives detailed information about the challenge, along with discussion guidelines, background information, and resources needed to complete the challenge.

The Request Form for the Challenge Crests is located on the last page of the Guider Handbook. **Use this to order your crests.**

Please follow what is listed for your age group. However, you can do other sections if your girls would like to try them.

We recommend that you invite a qualified individual to assist with the challenge, such as a Certified Range Officer, RCMP member, Wildlife Officer, Canadian Ranger, Certified Safety Instructor or a Federal Enforcement Officer. You may also wish to invite an Elder or Elders to assist.

You must abide by the Girl Guides of Canada-Guides du Canada Safe Guide at all times. You can obtain a current copy of the Safe Guide by contacting the NT Area Council Office or by downloading it from the National Girl Guide website.

The Safety Around Firearms Challenge is designed for Guiders and girls who live in rural/remote areas and often encounter firearms in their day to day lives. Guiders and girls who have little direct knowledge of firearms will also find the challenge accessible. You do not need to have taken the "Canadian Firearms Safety Course" to offer the challenge unless you personally are showing a firearm with ammunition.
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Introduction

Why Have A *Safety Around Firearms* Challenge?

The idea came when there was interest at the National level in changing the rules of Guiding so as to prohibit the presence of firearms at any Girl Guide sanctioned activities. The members of the NWT/Nunavut Council realized this would mean an end to camping in Nunavut and in most parts of the NWT as well, since parents don’t allow their girls out on the land, and many leaders do not feel safe without protection from polar, grizzly and black bears.

In the end, Guides Canada decided not to make that rule change and in the course of our debate around the Territorial Council table, we realized firearms safety was very much in tune with our Organization’s values and philosophy:

- **Our mission** challenges Members in their personal development and empowers them to be responsible citizens – safe use of firearms is part of being a responsible citizen in the north and in rural/remote Canada;
- **We are to use our resources wisely** when we abide by the Guide Law – and for many northern families who rely on country food, firearms are essential to their well-being;
- **Guiding is a diverse organization** with the philosophy of offering ‘fun with a purpose’ – firearms are an important part of the North and training in firearms safety and history respects this.

In Guiding, females can do it all and do not feel the pressure society traditionally places on them. This includes firearms use. For example, in Nunavut and the Northwest Territories girls as young as seven are out hunting caribou with their families and many female biologists carry firearms as a regular practice during field surveys.

Above all, our *Safety Around Firearms* Challenge is about helping our members respect and abide by the laws of our territories, consistent with our Organization’s Code of Conduct.

Members of all ages can benefit from increased knowledge about firearms and awareness of their own relationship to firearms use. We will be delighted to see girls and adults from across Canada undertake this challenge as a result.

NWT/Nunavut Council
March 2006
Purpose

Many Guiding Members in the North are from households where firearms are found and used. The Safety Around Firearms Challenge will teach and/or reinforce safe and appropriate behaviour around firearms and the people who use them. The challenge is designed so that all youth members can participate, regardless of age. It uses a combination of learning techniques including arts and physical activity.

Credits: Guiders Jara Rausch and Eileen Hendry (the challenge), former girl member Jessica Fournier (the crest design).

Challenge Structure

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</table>

✓ = Must do this Section  ○ = Must do one of these Sections  ● = Must do one of these Sections

A  The Basics      F  Word Search
B  Parts of a Firearm    G  Firearm History and Use
C  Role Play        H  Debate
D  Art                I  Research
E  Gun Laws          J  Hands-on Knowledge

Use the Order Form at the back of this package to obtain your crests.
Challenges

Section A: The Basics

1. What is a firearm? What can they be used for?
   A firearm is commonly known as a gun, but is also known by many other names, e.g. rifle, handgun. *Invite girls to contribute slang terms, brand names, the name in other languages, etc.*

   There are many types of firearms because they can be used for different purposes. *Invite girls to describe how they or their families use firearms, or how they’ve seen them used, whether in person, in books or on TV. Examples: hunting, target shooting, personal safety on the land.*

   **LEGAL DEFINITION:** A barreled weapon from which any shot, bullet or other projectile can be discharged.

2. Why do people think firearms are dangerous?
   *Discussion should note that firearms can hurt people in different ways – not just the person who is hit by a bullet, but if the firearm isn’t properly cared for, the person using it can also be hurt. Note also that bullets/ammunition can be dangerous too.*

   Firearms shoot a projectile at very high speed, which can hurt or kill a person or animal. It can do this close up or from quite far away such as 1 to 4 kilometers. Check the Canadian Firearms Centre Non-restricted Training Manual for more complete information.

   Some things to keep in mind so you do not get hurt around firearms:
   
   ✴ always treat a firearm as if it is loaded (has bullets in it)
   ✴ do not point the firearm at anyone – and don’t let it be pointed at you
   ✴ do not play with the gun and make sure others don’t too
   ✴ (for Sparks/Brownies or girls who don’t live with firearms) do not touch the gun and don’t let other kids touch it

   *Ask girls if they have handled firearms – and if yes, under what circumstances. Remember, many girls live with guns and go out on the land with their families. Find out what safety measures they take in their family.*

   **SOMETHING TO THINK ABOUT:** “Firearms are not dangerous, if they are left alone, but untrained people with firearms can be very dangerous. If you can keep untrained people and firearms apart, no one can be hurt.” (NFA, 1999)
3. How do people make them safe?
When dealing with firearms “making them safe” means making sure that no matter what, the firearm cannot go off accidentally. There are several ways to do this:
※ Make sure there are no bullets in the firearm
※ Use a ‘trigger lock’
※ Store the firearm in a gun safe, locked case, or locked closet
※ Store the ammunition in a different location from the firearm(s)

4. What should you do if you find a firearm?

The answer varies, depending on if girls are familiar with firearms or not. Focus discussion around the idea of finding a firearm lying somewhere, with no one around. Encourage discussion about the girls’ general comfort level around firearms.

FOR GIRLS UNFAMILIAR WITH FIREARMS:
If you find a firearm this is what you should do.
※ Do not touch the firearm
※ Tell any kids around you not to touch the firearm
※ Tell your parents or a responsible adult about the firearm, ask them to put it in a safe place
※ If possible, leave the area right away

(Women Against Gun Violence, 2002)

FOR GIRLS WHO LIVE WITH AND/OR ARE FAMILIAR WITH FIREARMS:
If you find a firearm, your actions depend on where you are and who the firearm belongs to.
※ If you know the firearm, but it’s not in the right place, then treat it as if it is loaded. Keep people away from the muzzle. If you are familiar with the use of THIS firearm, pick it up carefully, do not touch the trigger, keep muzzle pointed up or in a safe direction, make the firearm safe and put it in its storage space – then tell an adult what you’ve done
※ If you don’t know the firearm, treat it as loaded, keep people away from the muzzle and do not touch it if possible. If it is in a dangerous location (e.g. on a table, pointed at people) then ask the people to move away from the muzzle. Watch that no one touches the firearm and send a friend to get a responsible adult to make it safe. If you are alone, do not touch the firearm, go find a responsible adult and tell them that you have found a firearm and ask that they make it safe.
※ If possible, leave the area right away
Section B: Parts of a Firearm
Label the firearm diagram with its important parts. (Appendix 1 has unlabelled diagram)

This firearm is called a **RIFLE**.

This firearms is called a **HANDGUN**.

(Images taken from the Canadian Firearms Safety Course Student Handbook, 1998)
Section C: Role Play
Act out what to do if you find a firearm.
Suggest different scenarios – handgun on the kitchen table, firearm on the ground, firearm in proximity to irresponsible person (goofing around, angry and/or drunk). Older girls can develop scenarios for themselves. Feel free to use ‘real life’ stories.
*Girls should focus on personal safety first, safety of others next. They need to remember they should look to responsible adults for assistance and feel free to call RCMP if they feel threatened/unsafe.*

Section D: Art
Colour in ‘Terri the Ptarmigan’ (Appendix 2)
Ask the girls to suggest what kind of advice “Terri” might have for being safe around firearms. (Try to reinforce learning from Section A)

Or

Draw a picture of a safe way to use a firearm.
Try to reinforce learning from Section A

Section E: Gun Laws
1. What are the rules of having a firearm?
   *Note: this is a brief summary of the regulations for non-restricted firearms; there are other regulations that are not mentioned. Also note that there are aboriginal adaptations to the regulations – check with your local First Nation, Inuit Association or Métis local for more details. For example, there are different rules for subsistence hunters. For a complete set of regulations please see the Firearms Act or the Understanding Canada’s Firearms Law publication. [http://www.cfc-ccaf.gc.ca/media/guide/default_e.asp](http://www.cfc-ccaf.gc.ca/media/guide/default_e.asp)*

The Firearms Act states that all firearms must be registered with the Canadian Government.

To purchase ammunition, have a firearm in your possession, or purchase a firearm you must have a license.

There are certain rules that must be followed in regards to storing, displaying, and transporting of firearms.

**Storing** – must be unloaded, must either have a lock on the firearm or be locked in a secure container such as a gun safe or in a locked room, the ammunition must be locked in a separate container so it is not easy obtained.

**Displaying** – must be unloaded, unable to be fired using a secure locking device or in a secure container or room, and in a place where ammunition is not displayed or easily obtained.
Transporting – must be unloaded, if the vehicle is left unattended the firearm must be locked in a trunk or similar compartment of the vehicle.

2. How does a person get a license?
The types of licenses:
★ Possession License for Minors – for people under 18 year old who use firearms
★ Possession and Acquisition License - For adults who use firearms and want to be able to purchase them or borrow them or use government firearms.

To get one of these licenses you must take the Canadian Firearms Safety Course and pass the test at the end. Then you must fill out an application form and send it in to the Canadian Government with a photograph of yourself. The Government will approve you for the license and send you your license.

3. How does Canada regulate firearms?
All rules in regards to firearms are outlined in the Firearms Act. This makes it a law to which Canadian citizens must obey. The Act also says that every firearm that is in Canada should be registered in a National database. The Government also tracks the purchasing and selling of firearms.

4. Why does Canada regulate firearms?
The goal of regulating firearms is to make sure that they are used and stored safely so that they are not used intentionally or unintentionally to hurt or kill a person. The regulations also give the Government a say in who can purchase firearms and ammunition and by making everyone take the Canadian Firearm Safety Course they can ensure that those using and purchasing firearms use them safely.

(revision 1 March 29, 2008)
Section F
Complete the word search. (Appendix 3)

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As the girls complete the word search go over the definitions of the words in the search.

- **AMMUNITION** a cartridge containing a projectile designed to be discharged from a firearm, including caseless cartridge and a shot shell.
- **BARREL** the metal tube of a firearm, the bullet, shot or projectile accelerates through it when the firearm is fired.
- **TRIGGER** the part of the firearm mechanism which releases the part of the action that fires the cartridge.
- **FIREARMS ACT**
- **BULLET** a projectile designed to be fired from a barrel.
- **CEASEFIRE** the most important word used around firearms while they are in use. As soon as it is heard the person using a firearm must stop what they are doing and make the firearm safe.
- **MAGAZINE** a device or container from which the ammunition may be fed into the firing chamber.
- **FIREARM**
- **LOCK** there are special trigger and action locks made for firearms.
- **MUZZLE** the opening at the end of the barrel from which the projectile exits.
- **HANDGUN** a firearm which is interned to be fired with one hand.
- **RIFLE** a shoulder firearm.
- **SAFETY** the most important thing!

*(Department of Justice Canada, 1998)*

### Section G: Firearm History & Use

Invite a Canadian Ranger to your unit to tell you about what they do. If possible, ask him/her to bring along their rifle and be prepared to explain how they use it.

Or

Tell your unit the story behind a firearm important to you, your family or your community.

Or

Explore some of the activities that firearms have been used safely for.

*Some of the activities that firearms are used safely for are hunting, for protection from wildlife such as bears, for target shooting, and for shooting sports such as biathlon. There are even shooting sports in the Olympics. Here is an article taken from the Olympics website:*

**OLYMPIC HISTORY**

Shooting has been contested at most of the Olympic Games. The sport first appeared in 1896. There were also events in 1900, but none were contested during the 1904 and 1928 Games.

The programme has varied just as much as any of the other sports (with the possible exception of sailing/yachting). In 1908, 1912, 1920 and 1924 there were dozens of events, including multiple team events. Thus it was possible for shooters to win many medals at these Olympics. After a hiatus in 1928, the sport returned to the Olympics in 1932 with only two events - one for pistols and one for rifles. Since World War II the programme has become relatively standardized.

Women were first allowed to compete in Olympic shooting in 1968. In that year Mexico, Peru and Poland each entered one female contestant. In 1984 the International Shooting Union (UIT) now called the ISSF - International Shooting Sport Federation introduced separate events for women. Between 1984 and 1992 the number of women's events increased gradually. In addition, several of the events on the programme remained mixed, i.e. open to both men and women. As of 1996 in Atlanta, the shooting programme was segregated, with men's events being separated from the women's.
Section H: Debate
Form two teams and debate the statement: *Rules for firearms use are necessary because people always act safely around guns.*

One team will support the statement, while the other will try to disprove the statement *(i.e. rules are necessary because people don’t always act safely around guns).* Teams should ‘talk through’ their points ahead of time. Try to have each girl speak in the course of the debate.

Section I: Research
Read the *Understanding Canada’s Firearms Law* publication. Discuss what you’ve read.

Copies of the publication are available from Canada Firearms Centre, Ottawa, Ontario, K1A 1M6, or call 1-800-731-4000 (toll-free), or fax (613) 957-7325, or can be downloaded from the internet at http://www.cfc-ccaf.gc.ca/media/guide/default_e.asp

Section J: Hands-On Knowledge
Ask a Certified Range Officer, RCMP Member, Wildlife Officer, Resource Officer, Canadian Ranger, Certified Safety Instructor or a Federal Enforcement Officer to demonstrate how to handle a firearm safely, how to make a firearm safe and how to properly store a firearm.

Or

Take the Canadian Firearm Safety Course.
References


Firearm Diagram

Label the different parts of the two different firearms.

This firearm is called a ___________________.

Words

Trigger  Rifle  Barrel
Muzzle  Handgun  Magazine
Grip  Action

This firearms is called a _________________.

(Images taken from the Canadian Firearms Safety Course Student Handbook, 1998)
Girl Guides of Canada NWT Area Council
Terri the Ptarmigan wants you to be safe around firearms!
Wordsearch

AMMUNITION  FIREARM
BARREL      LOCK
TRIGGER     MUZZLE
FIREARMS ACT HANDGUN
BULLET      RIFLE
CEASEFIRE   SAFETY
MAGAZINE

Name: ________________________________
Activities are organized according to Girl Guides of Canada’s Safe Guide. The Safe Guide sets procedures for activity management including supervision, training, equipment and health matters. A copy of Safe Guide is available from www.GirlGuides.ca.

If your daughter/ward has any disabilities that may require accommodation, disclosing and discussing them with us will help us accommodate her.

### Activity Plan

**For parents, Guiders and assessors**

We protect and respect your privacy. Your personal information is used only for the purposes stated on or indicated by the form. For complete details, see our Privacy Statement at www.girlguides.ca or contact your provincial office or the national office for a copy.

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### Activity Description

(Ref: Safe Guide – give a brief description of the overall activity, event or camp. Try to “paint a picture” of what it will be like for the girls.)

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<thead>
<tr>
<th>Activity/event/camp</th>
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<td>Include tax (GST or HST)</td>
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**Responsibility Guider:**

(See contact info below)

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### For overnight accommodations:

- Meeting hall
- Camp residence
- Tent
- Hotel
- Hostel
- Other (please list):

**Purpose of Activity:** (Guiders – please provide a brief explanation of how the girls will benefit from participating in the activity.)

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</table>

**Location:**

(facility name)

**Contact Number:**

(in case of emergency)

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**Brief description of facility/site:**

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**Number of children/youth expected:**

The minimum supervision ratios will be:

**Supervision will be provided as follows:**

(Ref: Safe Guide – please briefly explain how supervision will be managed.)

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**Arrangements for transportation** (if applicable):

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<tr>
<th>Time and place of departure:</th>
<th>Return:</th>
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**Mode of transportation:**

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**Automobile insurance is not** provided by Girl Guides of Canada for the owner of the vehicle, even if it is used during a sanctioned event. The registered owner of the vehicle is responsible for maintaining adequate automobile insurance. Any physical damage to the vehicle, or liability resulting from its use during participation in or travel to and from a sanctioned activity is the responsibility of the vehicle owner.

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**Specific activities will include:**

(Ref: Safe Guide – please list the different activities the girls will be doing)

**Girls will require the following:**

(Ref: Safe Guide – please attach a kit list if more space is required)

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<td>Clothing:</td>
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<td>Other:</td>
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**Kit list attached:**

- Yes
- No

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A detailed itinerary is attached. □ Yes □ No

**If you require more information please contact:**

- Guider’s name: ___________________________
- Guider’s name: ___________________________
- Phone number: ___________________________
- Phone number: ___________________________
- E-mail: ___________________________
- E-mail: ___________________________

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**Parents – please retain this sheet for your information!**

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We protect and respect your privacy. Your personal information is used only for the purposes stated on or indicated by the form. For complete details, see our Privacy Statement at www.girlguides.ca or contact your provincial office or the national office for a copy.

2008/09/01 (Rev.2014/09)
Your daughter/ward has the opportunity to participate in the following Girl Guides of Canada activity/event.

Activity – Guiders please complete this activity section.

<table>
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<th>Activity/event/camp:</th>
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The details of this activity/event/camp are explained on the attached Activity Plan (SG.1).

The activity/event indicated above falls outside what Girl Guides of Canada considers to be a “regular unit activity.” Our procedures require that you review the planned activity(ies) and consider the following:

- In all activities there is an element of risk. While Girl Guides of Canada and your daughter’s/ward’s Guider(s) take reasonable precautions to minimize these risks, this is no guarantee against injury or loss.
- Some of the risks associated with these types of activities include (but are not limited to): scrapes, cuts or bruises; sprains, strains or possible broken bones; illness from known or unknown sources; theft or loss of possessions; and unforeseen injuries from activities, equipment or actions of your daughter, other participants or other people, including negligent actions. Although it is unlikely, the potential also exists for debilitating injury, long-term incapacity and death.
- Your daughter/ward’s Guiders will be following Girl Guides of Canada’s Safe Guide which outlines safety management practices. You are welcome and encouraged to review this document. A copy of Safe Guide is available from www.GirlGuides.ca.
- Participants are expected to conduct themselves in a safe manner and to abide by the Girl Guides of Canada’s Safe Guide procedures and Code of Conduct. Anyone who does not or whose actions jeopardize their safety or the safety of the group will be dealt with immediately. If appropriate, she may be sent home at the expense of parents/guardians.

Permission (Parents/guardians sign and return)

Name of girl: ___________________________ has my permission to participate in ___________________________

on ___________________________ with the supervision arrangements outlined on the Activity Plan (SG.1).

List dates and times

Contacts during activity: During the duration of the activity, I may be reached at:

Address ___________________________ Phone ___________________________ Alternate Phone ___________________________

In the event of an emergency, if I cannot be reached, the following person is hereby authorized to act on my behalf:

Name: ___________________________ Relationship to participant: ___________________________

Address ___________________________ Phone ___________________________ Alternate Phone ___________________________

I have read and understood the information provided with this form as well as the details on the attached Activity Plan (SG.1). I understand that there is a degree of risk involved in these activities. After carefully considering all the risks involved, and having full confidence that reasonable precautions will be taken for the safety and well-being of my child/ward, I authorize my child/ward to participate in the activity as described above and on the Activity Plan (SG.1).

I agree to provide up-to-date health information that may not be on the Personal Health Form (H.1) completed at registration. If my daughter/ward requires medical treatment, I understand that Girl Guides of Canada will take initial steps to secure medical advice and services and that I will be contacted as soon as possible, or if unavailable, the emergency contact person noted above.

Custodial parent or guardian

Date: ___________________________

Relationship to girl: ___________________________

Print name ___________________________ Signature ___________________________

Parents/guardians – please return this sheet to: ___________________________ By ___________________________

(date)
To be completed by the Responsible Guider prior to undertaking Yellow and Red activities or International Travel Under 72 hours. See Safe Guide procedures for more information. See Safe Guide for deadlines for submission of forms.

**Level/Activity** (Check all that apply):  
- Yellow  
- Red  
- International U72 Hours  
- TPSP  
- Water Activity

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Today's date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity/event/camp:</td>
<td>Activity start date: Time:</td>
</tr>
<tr>
<td></td>
<td>Activity end date: Time:</td>
</tr>
<tr>
<td>Responsible Guider:</td>
<td>iMIS #:</td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Street</td>
<td>Town/City</td>
</tr>
<tr>
<td>Home phone:</td>
<td>Bus. Phone:</td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
<tr>
<td>Participants are from:</td>
<td>Cost per girl:</td>
</tr>
<tr>
<td>District(s)</td>
<td>Area (in Ontario community)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipated # of:</th>
<th>Sparks:</th>
<th>Brownies:</th>
<th>Guides:</th>
<th>Pathfinders:</th>
<th>Rangers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Ops:</td>
<td>Age range:</td>
<td>Supervisors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adults in attendance:**  
(If additional space is needed, list additional supervisors and attach on a separate sheet. Attach a list of all adults in attendance.)

<table>
<thead>
<tr>
<th>iMIS #</th>
<th>Guider</th>
<th>Non-Member PRC</th>
<th>Role: first aider, substitute group leader (as required by Safe Guide); general supervision, cooking, specific activity supervision and if applicable include copies of qualification. See Safe Guide requirements for non-members for overnights and if volunteering regularly.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First aider</td>
<td>Copy of certificate(s) is attached</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate is in GGC database (iMIS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health care professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substitute group leader</td>
<td></td>
</tr>
</tbody>
</table>

**Home Contact Person** (when applicable – camps, day trips away from the community, travel touring, international travel, wilderness tripping, etc.)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Member: yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home phone:</td>
<td>Bus. phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Cell phone:</td>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>

**Location**

Name of facility, park, trail system, lake system, etc.:  
If using a facility, address info has been provided on Activity Plan (SG.1) Yes □ (must be provided)  
If tripping, general area of trip  
Have any of the supervisors been to this location/facility/site before? Yes □ – When? No □ – How will/was information about the facility/site/area (be) obtained?  
List activities or plans related to this event/location (use information provided to parents on SG.1):

**Conditional Activities** These activities have insurance conditions and the SG.5 must be signed. (See Safe Guide Appendix)

- alpine skiing/snowboarding  
- horseback riding  
- rock climbing  
- scuba diving  
- surfing  
- whitewater rafting  
- water skiing  
- TPSP boating
### Forms for Activity Acknowledgement/Approval

The following documents are attached:

- [ ] Activity Plan (SG.1)
- [ ] Emergency Response Plan (SG.4)

As required the following are also attached:

- [ ] Water Activity Plan (WA.1) if required
- [ ] Activity Facilitator Certification or Qualifications
- [ ] Waiver (SG.5) if adventure* or a conditional activity*.
- [ ] Itinerary and/or Adventure Activity Trip Plan (SG. 6) if relevant

**For Third Party Service Provider**

*activities include:*  
- [ ] Third Party Service Provider Interview Checklist (SG.7)
- [ ] Information about the TPSP is attached  OR  
  TPSP web address __________

**Parent/Guardian Permission**

The following forms have been completed and provided to parents/guardians:

- [ ] Activity Planning form (SG.1)  
- [ ] Parent/Guardian Permission (SG.2) with additional details about the activity as necessary.
- [ ] Waiver (SG.5) if adventure* or a conditional activity*  
- [ ] Personal Health Form (H.1)

---

### Activity Planning Chart

Indicate with a ✓ the factors that relate to your activity.

<table>
<thead>
<tr>
<th>Factors Affecting Activity Planning</th>
<th>Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Green</td>
</tr>
<tr>
<td><strong>PROFILE</strong></td>
<td></td>
</tr>
<tr>
<td>Attending a GGC Large Group Event</td>
<td></td>
</tr>
<tr>
<td>Girls in groups unaccompanied during a portion of an event</td>
<td></td>
</tr>
<tr>
<td>(See Key Terms)</td>
<td></td>
</tr>
<tr>
<td>Use of a Third Party Service Provider (see Key Terms)</td>
<td></td>
</tr>
<tr>
<td>Refer to the Third Party Service Provider Activity Guide</td>
<td></td>
</tr>
<tr>
<td><strong>PLACE</strong></td>
<td></td>
</tr>
<tr>
<td>Transportation:</td>
<td></td>
</tr>
<tr>
<td>Arranged by parent/guardian</td>
<td></td>
</tr>
<tr>
<td>Arranged by unit using public transportation (transit, taxi, bus, charter bus, train, ferry, commercial boat tours)</td>
<td></td>
</tr>
<tr>
<td>Arranged by unit using personal vehicle or rented vehicle (car, van, truck)</td>
<td></td>
</tr>
<tr>
<td>Commercial air travel</td>
<td></td>
</tr>
<tr>
<td>Location of activity:</td>
<td></td>
</tr>
<tr>
<td>Regular unit meeting place</td>
<td></td>
</tr>
<tr>
<td>Private home or community / public location (e.g., fire station, library, park)</td>
<td></td>
</tr>
<tr>
<td><strong>ENVIRONMENT</strong></td>
<td></td>
</tr>
<tr>
<td>EMS response time: (See Key Terms)</td>
<td></td>
</tr>
<tr>
<td>EMS response available within 30 mins</td>
<td></td>
</tr>
<tr>
<td>EMS response 30 mins up to 1 hour</td>
<td></td>
</tr>
<tr>
<td>EMS response time greater than 1 hour</td>
<td></td>
</tr>
<tr>
<td>Food preparation:</td>
<td></td>
</tr>
<tr>
<td>Preparing food / cooking in typical kitchen</td>
<td></td>
</tr>
<tr>
<td>Girls cooking on a camp stove, campfire or BBQ</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment:</strong> (See Key Terms)</td>
<td></td>
</tr>
<tr>
<td>Ordinary equipment</td>
<td></td>
</tr>
<tr>
<td>Specialized equipment</td>
<td></td>
</tr>
<tr>
<td>Power equipment</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY</strong></td>
<td></td>
</tr>
<tr>
<td>Situation specific:</td>
<td></td>
</tr>
<tr>
<td>Activity takes place overnight (regardless of duration)</td>
<td></td>
</tr>
<tr>
<td>Adventure activities (See Key Terms)</td>
<td></td>
</tr>
<tr>
<td><strong>Water Activities:</strong></td>
<td></td>
</tr>
<tr>
<td>Swimming/boating in a public pool or waterpark where the facility provides aquatic supervision (Refer to the Swimming Planning Guide)</td>
<td></td>
</tr>
<tr>
<td>Other water activities (swimming or boating) Refer to the Swimming or Boating Planning Guide</td>
<td></td>
</tr>
<tr>
<td><strong>Travel/International Travel:</strong></td>
<td></td>
</tr>
<tr>
<td>Travel touring in Canada 72 hours or more (See Key Terms)</td>
<td></td>
</tr>
<tr>
<td>International travel (crossing the border) under 72 hours. Refer to the International Travel Under 72 Hours Activity Guide</td>
<td></td>
</tr>
</tbody>
</table>

*See Key Terms in Safe Guide for definitions of these terms.*

I will coordinate the Safe Guide procedures for this activity taking place on (date): ____________________________

At {Location as listed on page 1 of this form}:

Signature of Responsible Guider: ____________________________ Date: ____________________________

iMIS number ____________________________ If iMIS number is included, a signature is not required if this form is submitted by e-mail.

**Acknowledgement:**  

**Yellow Activities**  
The Activity Assessor has received the relevant forms listed above (and any other documents she requested). We received notification she is aware of our plans.

**Red Activities and International U72 Hours**  
The Activity Assessor has received relevant forms listed above, including attachments; has reviewed the materials and gives approval to proceed as planned.

**Approval:**

Name of assessor: ____________________________

Signature of Activity Assessor: ____________________________

Phone: ____________________________ Date approved: ____________________________

E-mail: ____________________________

---

*We protect and respect your privacy. * Your personal information is used only for the purposes stated on or indicated by the form. For complete details, see our Privacy Statement at www.girlguides.ca or contact your provincial office or the national office for a copy.*
Please refer to the current

Safe Guide 2008
Activity Planning and Safety Management
Third Party Service Provider (TPSP)
Activity Specific Procedures
Page #69-70 to see if your group must fill in a TPSP Interview Checklist form (SG.7)
Emergency Response Plan (SG.4)

Instructions:
- Attach additional information as needed.
- Have on hand at all activities
- Include with your submitted forms for activity assessment.
- Ensure all supervisors are aware of the contents of this plan prior to the event

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Today’s Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit meeting/Activity/event/camp:</td>
<td>Date(s) of activity:</td>
</tr>
</tbody>
</table>

At the activity, attach to your emergency response information:

- A list of participants
- Schedule of activities or itinerary

Emergency Planning Information
The *Emergency Response Guidelines* (found in the Safe Guide appendix H) include general procedures for managing issues related to missing persons, intruders, evacuations, medical emergencies and parent/guardian late for pick-ups. Use these guidelines as you create your own specific response plan details below.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Procedure to follow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Person (e.g. Who will do buddy check? Special search locations; timeframe for reporting etc.)</td>
<td></td>
</tr>
<tr>
<td>Evacuation (e.g. reasons to evacuate, meeting place; who will support group? etc.)</td>
<td></td>
</tr>
<tr>
<td>Intruder (person, animal) (e.g. note safe place; who will lock doors: etc.)</td>
<td></td>
</tr>
<tr>
<td>Traumatic/medial emergency (e.g. who will call 911? who will support others? who will guide EMS to location?)</td>
<td></td>
</tr>
</tbody>
</table>

Other Emergency Planning Situations (for example, bus/car breakdown or accident, parent does not arrive to pick up child, waterfront, steps for providing assistance to participants who have a disability based on their needs and discussions with the individual or her caregivers)
# Emergency Response Plan (SG.4)

## Resource Contact Number(s)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Contact Number(s)</th>
<th>Specific instructions for communicating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS ambulance</td>
<td>911</td>
<td></td>
</tr>
<tr>
<td>Fire</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Commissioner or ACL</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Home Contact Person</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Provincial emergency contact for GGC</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Facility/Site</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Poison Control</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

## Before making the call for help, make sure you have the following information:

<table>
<thead>
<tr>
<th>This is…</th>
<th>My name is ____________________. I am with a Girl Guide group. My phone number is ____________________ (phone/cell)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation…</td>
<td>Description of Problem:</td>
</tr>
<tr>
<td></td>
<td>Number of people injured, missing or needing help:</td>
</tr>
<tr>
<td></td>
<td>Condition of victim(s):</td>
</tr>
<tr>
<td>Location…</td>
<td>Our 911 civic address/emergency locator #: (or nearest civic address) is:</td>
</tr>
<tr>
<td></td>
<td>The location of the group is (nearest landmark):</td>
</tr>
<tr>
<td></td>
<td>Lat/Long or UTM coordinates: (as applicable for wilderness situation)</td>
</tr>
</tbody>
</table>

## Resources Requested…

We need assistance from (EMS/fire/police/rescue/other).

List specific needs:

## Our plan…

We have taken the following actions:

We are planning to do the following:

---

We protect and respect your privacy. Your personal information is used only for the purposes stated on or indicated by the form. For complete details, see our Privacy Statement at www.girlguides.ca or contact your provincial office or the national office for a copy.
Communications Plan Guidelines
A Communications Plan is the written set of instructions to follow for contacting emergency agencies, GGC authorities and parents in the event of a crisis situation and is incorporated into your Emergency Response Plan (SG.4). The plan covers a number of functions that need to occur to smoothly manage emergency communications. For most situations, the communications pattern would look something like this:

1. The Responsible Guider or Substitute Group Leader contacts:
   - EMS and/or other local authorities, when necessary
   - Group members (to provide reassurance)
   - Home Contact Person (if applicable to your activity)

2. Home Contact Person (where applicable) or Responsible Guider makes initial contact with parent(s)/guardian(s) to provide current status report and next steps.

3. After dealing with immediate needs, Responsible Guider or another group leader may contact parent(s)/guardian(s) personally to discuss further details, answer questions and problem solve where applicable.

4. Once the situation is over the Responsible Guider notifies GGC Authorities as per the Incident Reporting guidelines in Safe Guide.(Form: Ins.01)

Crisis Management
A crisis is an incident or situation that may potentially cause or has caused harm to an individual or group. It is also a situation that may have negative public or internal implications for Girl Guides of Canada. Examples of a crisis are:

- Death of a Member
- Serious injury
- Sexual misconduct or impropriety in the relationship between a volunteer or staff or child’s parent
- Abuse or negligence of a child
- Misuse of Guiding funds
- Criminal charges against a Member
- Charges of discrimination or violation of human rights

The national office will manage the communication of a crisis with its Members, their families and media. Only those individuals authorized to do so will speak publicly or with the media on behalf of the organization.

What to do in a crisis situation:
- Ask for assistance from EMS in contacting parents/guardians.
- Notify the Provincial Commissioner. Your District Commissioner/ACL will be able to help you reach her. Or your provincial office or website may have an emergency contact number.
- Provide the Provincial Commissioner with details of the incident. Use the script with the Emergency Response Plan (SG.4) as a guide.
- Do not talk to the media.
- Notify all participants that they must not use cell phones or send electronic messages to friends and family.
- Contact the national office as quickly as possible once the immediate crisis is over. Your Commissioner can assist or follow your provincial communication plan. Provide details of the incident. Use the script with this Emergency Response Plan (SG.4) as a guide.

Any media inquiries received by GGC Members must be referred immediately to the national office. An appropriate response to the media would be:

“"I'm sorry, our policy is for all media inquiries to go through the national office. Please contact them and the appropriate person will respond to you as soon as she is available. The phone number is (416) 487-5281"
Request Form for Safety Around Firearms Crests

Complete and MAIL this sheet to the NWT Area Council at Girl Guides of Canada – NT Area P.O. Box 1521 Yellowknife, NT X1A 2N6 or Complete and Email the sheet to andreakorpel@hotmail.com. Requests from outside of the NWT must include a cheque or money order for the cost of the crests ($2.00 each + GST), made out to “GGC NT Area Council”

Unit Name: 
Mailing Address: 
Phone/e-mail: 

Please check of the sections of the challenge completed by your unit.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Challenge Sections Completed</th>
<th>Total Number Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sparks</td>
<td>A    B    C    D    E    F    G    H    I    J</td>
<td></td>
</tr>
<tr>
<td>Brownies</td>
<td>A    B    C    D    E    F    G    H    I    J</td>
<td></td>
</tr>
<tr>
<td>Guides</td>
<td>A    B    C    D    E    F    G    H    I    J</td>
<td></td>
</tr>
<tr>
<td>Pathfinders</td>
<td>A    B    C    D    E    F    G    H    I    J</td>
<td></td>
</tr>
<tr>
<td>Senior Branches</td>
<td>A    B    C    D    E    F    G    H    I    J</td>
<td></td>
</tr>
<tr>
<td>Adult Members</td>
<td>A    B    C    D    E    F    G    H    I    J</td>
<td></td>
</tr>
</tbody>
</table>

Date Challenge Completed: _______________________________
Number of Crests Requested: Girls ____________ Adults ____________

Feedback on the challenge: (What worked? What would you have done differently?)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I certify that the girls/adults of the ____________________ Unit successfully completed the challenges noted above and may be presented with the Safety Around Firearms challenge crest.

Guider’s Name (please print): ________________________________
Guider’s Signature: ___________________________________________
Northwest Territories

Safety Around Firearms Challenge

An interactive way to challenge Guiding Members in their personal development and empower them to be responsible citizens.
Thank You

Thank you to the Northwest Territories Law Foundation for sponsoring the Safety Around Firearms challenge. Funds were provided by the Law Foundation as part of their mandate to promote and educate the people of the Northwest Territories in matters of public legal education. The Foundation can be reached at: NWT Law Foundation, Box 2594, Yellowknife, NT X1A 2P9 tel (867) 873-8275, fax (867) 873-6383, email: action@theedge.ca.

GGC NT Area Council
P.O. Box #1521
Yellowknife, NT X1A 2P2
Phone: (867) 873-3138

Girl Guides of Canada NT Area Council