Girl Guides
BC Council
BC PROGRAM COMMITTEE

Fun | Flexible | Special Needs | Resources | Healthy Lifestyles | Rangers
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FunFinder

September 2020

Guiding at Home

Welcome back to another year of Guiding! This year is going to look a little bit different for everybody. Your Unit may be meeting online, or you may be beginning the year with socially distanced, outdoor meetings. Since things do look a bit different right now, and we are all Guiding in different places and in different ways, we wanted to dedicate this issue of our FunFinder to program ideas that can be done anywhere!

Inside are activities that you can do with your Unit virtually or outdoors. We reached out to Unit Guiders from across the Province and asked them to share what activities they've enjoyed doing with their Units. Many awesome Guiders sent in some great ideas, which we have used to create this issue of FunFinder.

Have a look through this Funfinder, and remember, all of these activities fit into our Girls First program! Which Program Areas and Themes do you think they fit under?

Thank you to all of the Program Committee Members, Program Advisers and Unit Guiders who contributed their ideas and photos to this Funfinder. We are excited to share all of your fantastic ideas!

1st Westbank Sparks having an exciting Zoom meeting (photo credit: Claire Sokoloski).

Inside this issue:

Virtual Unit Meeting Ideas

Sparks and Brownies

Thank you to Daleen Bybee, Kootenay Program Adviser; Mindy Swamy, Pacific Shores Program Adviser; and the Cowichan Brownies for submitting these ideas

- Paint night– hand out supplies to your unit and paint together over Zoom
- Career night– Everybody dresses up as what they want to be when they grow up. They can also have a family member join the meeting to talk about their careers
- Book Club-Girls each bring their favourite books to share and recommend to their unit!
- Go on a virtual tour– with the internet, you can go to the zoo, many museums and even Disneyland
- Show and tell– Bring an item and tell the group why it is special
- Watch a movie as a group

Pathfinders and Rangers

Thank you to Darlene Clark, Thompson Nicola Area Deputy Commissioner; Mindy Swamy, Pacific Shores Program Adviser; Tracy Fenner, BC Program Committee; and the Riverside Pathfinders for submitting these ideas

- Complete the WAGGGS Surf Smart Program. This is an awesome resource for working in the new virtual world, and includes activities such as creating secure passwords and staying safe online. These activities fit into the "Life Stuff" program theme well
- Go on a community scavenger hunt-have each girl take a picture of a place around town. The group can then go on a walk with their family to find those spots
- Karaoke– Host a karaoke night using lyric videos on YouTube
- Submit your baby photos and have everybody guess who is who
- Host an Iron Chef competition and have Guiders judge each dish on Zoom

Guides

Thank you to Debra Legge from the 15th Vancouver Guides and Tracy Fenner from the BC Program Committee for submitting these ideas

- Run a yoga session-invite a yoga teacher or Physiotherapist to your unit
- Invite an artist to a Zoom meeting to lead an art or paint night
- BINGO– Easily played over Zoom or outside with everyone creating their own cards! Small prizes can be mailed afterwards
- At-home scavenger hunt-have everybody find items around their homes
- Youtube Zoom Games– There are many different games available on YouTube
- Online Sleepover– Including a movie night, building a fort and tent, having a campfire, doing crafts and having breakfast
- Unit Talent Show– Have everybody show off their talents to the Unit. Talents can be performed live or pre-recorded
- Bring your pet to the Zoom meeting night
- Host a trivia night– test everybody's knowledge of popular shows, songs, games, or even Girl Guides
- Have everybody create and film a Zoom commercial for Girl Guide cookies

*Does your unit have other awesome virtual meeting ideas? Submit them to **bc-funfinder@girlguides.ca** to be featured in the next FunFinder!*

Crafts

These crafts can be done virtually or outdoors with your unit!

Emergency Toilet Paper Hat Craft

Emergency toilet paper is always a fun camp craft, and never has it been more fitting! This is an easy craft that can be customized any way you like– such as with wire, cardboard, or beads (you may want to put paper crafts like this in the tiny bags to protect from rain while on camp hats).

Paperclip & Napkin

Spool or Cardboard & Felt

Make-Your-Own Hand Sanitizer

Many of us have been making hand sanitizers at camps for years. The World Health Organization has discouraged home-made hand-sanitizer unless certain provisions are met. Only sanitizers with an alcohol percent of 60% or more are effective against COVID-19. This means the percent must equal at least 60% AFTER all the ingredients are added.

You may also make scented hand sanitizer by adding 5-10 drops of essential oil

Gel Sanitizer:

- 2/3 cup isopropyl or rubbing alcohol– IT MUST BE 91-99% ALCOHOL
- 1/3 cup aloe vera gel (no additives)

Spritz Sanitizer

- ¾ cup isopropyl or rubbing alcohol IT MUST BE 91-99% ALCOHOL
- ¼ cup glycerol/glycerine to moisturize and protect skin
- 5-10 drops essential oil

What To Do

- Make sure hands, utensils, bottles, and work surfaces are clean
- Mix materials together with whisk
- Rub on hands for 30-60 seconds until hands are dry

DIY Earrings

Materials:

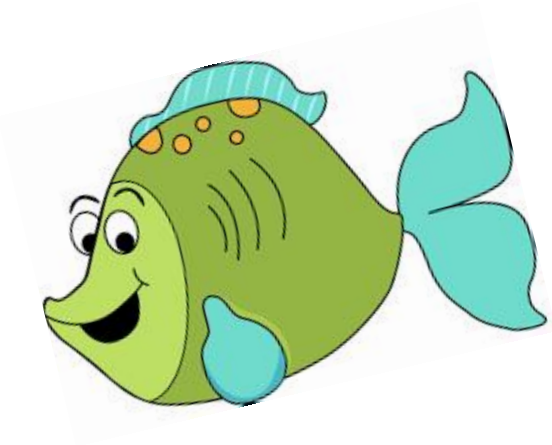
- Round earwires
- Beads
- Earring hooks
- Needle-nose pliers

What To Do

- Slide on the beads in your favorite pattern
- Bend the end of the earwire into a hook and feed it through the loop at the end
- Tightly secure the hook around the loop
- Open the loop of the earwire, feed through the hoop and fasten

*Photo credits and special thanks to **Tracy Fenner, BC Program Committee** for contributing these crafts.*

Science Lab



Fish Game

This is an online exercise that encourages the player to explore the concepts of sustainability.

You have 10 days to fish. The money that you make from these fish will need to support your family for the next month. Each fish nets $2. Each day you have to make a decision as to how many fish you want to take for that day. There are others in the game who will follow your lead and base their catch on yours.

The lake that you are fishing in can only support 20 fish, and every night any fish that remain in the lake will reproduce at a rate of 25%.

The aim of the game is to have as many fish as possible at the end of the game, but you still need to financially support your family – how do you balance the needs of your family/other people fishing and the fish population itself?

You can play this game with others in your unit, family or on your own.

This activity can be found at https://cloudinstitute.org/fish-game

Oil Spill

This is a great activity for a virtual meeting— once the activity is completed, encourage the girls to discuss what this would look like in a "real life" setting – how does it make you think about oil spills in the oceans?

Start of by asking the group what they know of oil spills, discuss what kinds of people help out when there is an oil spill – chemical and environmental engineers, animal specialists looking at the impact of the spills on wildlife.

Equipment needed:

- Trays (such as foil baking trays)
- Water
- Vegetable Oil
- "Clean up items" – cotton wool balls, coffee filter papers, sponges, shampoo, popsicle sticks, paper towels
- Feathers
- Dish soap

What to Do:

Pour water into the foil tray and pour over approximately 3 tbsp of oil, place the feathers in the oil. Encourage the girls to look at how the oil behaves when it is on the water,

Use the "clean up items" to try and separate the oil and the water from the feathers, what items work best? What other items can you find around the house that might help in "cleaning up" the oil?

Once the girls have tried cleaning up with the items they have, have them add a few drops of dish soap – what happens then?

Program Tip

These activities are a great fit for the "Into the Outdoors" Program Area!

Are you the missing piece? The BC Program Committee is looking for new members!

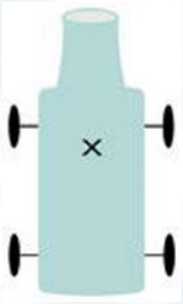
We are looking for Guiders to help support our programming as we move towards bringing virtual opportunities to girls in BC. Would you like to be part of this fun committee during an exciting time of new ideas? We would love to have you join us and share your special talents with Guiders around BC!

Email us at bc-program@girlguides.ca for more information.

Balloon Rocket Car

…a great activity for an outdoor meeting or done virtually with leaders providing supplies

You Will Need:



- 16-20 oz. plastic water bottle
- Drinking straws
- Wooden shish-kabob skewers
- 4 plastic bottle caps
- Balloon
- Duct tape or masking tape
- Nail, hammer, knife, scissors

What To Do:

- The water bottle forms the chassis, or body, of your balloon car. You can start by mounting the wheels on this body.
- Stretch out a large balloon by blowing it up and then letting the air out of it a few times. Next, make a nozzle. The size of the nozzle is very important. If it is too small, the air can't escape with enough force to propel the car forward. If it is too big, the air will escape too fast and the car won't go very far. Create the nozzle by taping four drinking straws together. Insert the straws into the mouth of the balloon and seal the opening by wrapping a strip of duct tape around it several times.
- To mount the balloon/nozzle on the car, use a knife to cut two perpendicular slits (to make an X) in the top of the car about 4' back from the mouth of the bottle, as shown in the illustration. Thread the nozzle through this opening and out through the mouth of the bottle. Leave about an inch of the nozzle sticking out of the mouth.
- Find a hard surface, like a long table, linoleum floor, or sidewalk. Blow up the balloon through the straws at the mouth of the bottle. Pinch the base of the balloon to prevent the air from escaping too soon. Set the car down, let go of the balloon, and watch it go!

What Happened?

The air in the balloon is gas under pressure. The air pushes against the balloon, causing it to expand, but the balloon is also pushing back on the air. The pressure of the balloon pushes the air right out through the nozzle, which creates thrust that propels the car forward.

Decorate your car and have races with siblings or friends. Try to figure out why one car goes faster or farther than another, and keep experimenting to make your design better!

Activity from https://www.homesciencetools.com/article/balloon-rocket-car-project/

Bubble Blowing

The aim of this activity is a simple one, which "additions" make the best bubbles? We all know that you need to add detergent to water to make bubbles, but what else can we include? Do these make the bubbles last longer, grow bigger or become a total flop?! You can make this as messy and as adventurous as you like!

You Will Need:

- Water
- Dish soap
- Straws
- Bowl and plate
- Bubble "ingredients" – use whatever is around the house, ideas include: vinegar, conditioner, vegetable oil, maple syrup, nail polish remover, glycerin, corn starch, flour, salt – whatever you can dream up!

Hint: here is a recipe for some great big bubbles that hold their shape:

- 6 cups distilled or purified water
- 1/2 cup cornstarch
- 1 Tbs. baking powder
- 1 Tbs. glycerin or corn syrup
- 1/2 cup blue Dawn

What To Do:

- Mix the bubble ingredients in the bowl and then pour a small amount onto the plate and use the straw to blow the bubbles
- Encourage the girls to try adding different things to their bubble mixture and try blowing bubbles, what works well? What doesn't work at all?

Making a Rain Garden

This is activity that you can do at home and update your unit at your virtual or outdoor meeting.

What is a rain garden?

A rain garden is a landscaped feature that replaces an area of your lawn in order to collect the stormwater (rain and melted snow) that runs off your grass, roof and driveway. This shallow depression has loose, deep soil that absorbs and naturally filters the runoff, preventing it from entering the storm drain system and, eventually, our waterways.

Why build a rain garden?

Rain gardens are not only beautiful and creative, they are also functional. By planting a rain garden, you can help maintain the natural water cycle while protecting local rivers, lakes, fish and drinking water sources.

Rain gardens:

- Limit the amount of water that enters the local storm drain system
- Reduce the potential for flooding, drainage problems and stream bank erosion
- Reduce the quantity of pollutants that run from our yards and roads straight into our waterways
- Restore and recharge our groundwater system
- Are low maintenance. They are planted with beautiful, hardy plants that require little to no watering
- Attract birds, butterflies and beneficial insects, such as mosquito-consuming dragonflies
- Complement any style of landscape and enhance the beauty of the surrounding neighbourhood.
- Compared to a patch of lawn, a rain garden allows about 30% more water to soak into the ground!

You will need:

- Shovels
- Ground paint or string
- Mulch
- Sand/compost
- Small rocks and stones
- Plants

This activity has been adapted from the Toronto and Region Conservation Authority

Getting Started

The best gardens start with a well laid out plan. This is especially true for rain gardens. There are three things to consider when planning your new rain garden:

- Location – the easiest way to carry water to your rain garden is to redirect a downspout, or collect water in a rain barrel and use this to water the garden
- Style – what are the flowers and plants that you like to see? How do they work with the climate where you live?
- Size – how big is your rain garden going to be?

What To Do

1. Digging your rain garden

Before you even pick up a shovel, mark out your rain garden area to make sure you are happy with the size and how it will look. Ground paint, or string tied to wooden stakes are both easy ways to mark the area, and let you make changes if you would like. You should also mark out the area where water will get to your rain garden, and where the water overflow area will be (refer to step 3 for more information).

Activity continued on next page...

Making a Rain Garden continued...

Once you are happy with the layout for your new garden, it's time to start digging. Rain gardens should be dug to a depth of approximately 85 centimetres (or deeper if you're building a small rain garden). The ground under a rain garden should not be packed down, so try to stand outside of the garden area as much as you can, and avoid placing any heavy instruments or machinery inside the digging area.

2. Soil for your rain garden

Once you have finished digging your garden area, it's time to fill it back up with rain garden soil mix. This is one of the major differences between building a rain garden and building a regular garden; rain gardens require a special soil mix to work properly. This soil mix usually contains a combination of compost and sand and is designed to allow water to infiltrate easily and quickly.

Soil mix should be added to your excavated rain garden area to a depth of approximately 60 centimetres (this will leave approximately 25 centimetres for plants, mulch and water pooling – remember, rain gardens should be sunken into the ground to allow rain water to collect and filter into the soil). When filling with soil, lightly tamp down the area with your feet every 20 centimetres or so to help the soil settle.

3. Getting water to the rain garden and providing an area for overflow

You need to create the inlet (area for water to enter the rain garden) and the overflow (area for water to exit the rain garden in case of overfilling).

Creating an Inlet

Water can be carried to your rain garden in a variety of different ways. It can be carried through an extension on the end of your downspout, across a landscaped area, through an infiltration trench lined with plants or decorative rock , or through the overflow pipe from your rain barrel. A few small stones should be placed around the spot where water will enter the rain garden to slow the water and protect the soil from being washed away.

Creating an Overflow

During most of the year, all the water that flows into your rain garden will soak into the ground. Occasionally, when the ground is wet and a big storm occurs, the garden can fill up and overflow. A rain garden needs to have an overflow area to let excess water leave the rain garden. The overflow should be located on the downhill side of the garden, directing excess water towards a second garden or an open area of lawn. As you did with the inlet, you should also place a few small stones around the overflow area to slow the water as it exits and protect the soil from being washed away.

4. Planting your rain garden

Planting your rain garden is the final step. It's best to position all of your plants in the garden before removing them from their containers to make sure you like the layout. Now you can start planting.

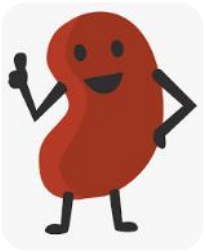
Turn the plant's container upside down, give the bottom of the pot a sharp rap, and catch the root ball as the plant slides out from the container. Tease the roots out with your hands – don't worry if you break a few of the roots.

Make sure you do not plant the new plant too deep into the soil. The depth should be equal to the depth in the container. Also, make sure you consider the plant's mature size when spacing them – you don't want to overcrowd your garden. Press the soil firmly around its base and water well. Plants will need to be watered every few days until established (about 4 weeks). Once established, the plants will not need to be watered regularly, except for during times of drought.

Once all of your plants are in, cover your new garden with a 5-10 centimetres layer of mulch. Mulch helps to keep out weeds, resists drought and gives the garden a tidy appearance. Mulch is especially important for rain gardens as it also helps to absorb and filter the rain water. Your layer of mulch should not be more than 10 centimetres deep.

Renew-a-Bean

This activity is designed to be done as a group.



Explore the difference in renewable versus non-renewable energy sources using beans! Renewable energy sources are those that we can use over and over again. Non-renewable energy sources are those that are used and cannot be recreated in a short period of time.

In this activity you will be given a bag of "energy beans." Each bag contains energy provided by both renewable (white beans) and non-renewable (brown beans) sources. You will "use" the energy provided by both types of sources by randomly picking beans from a bag – some of the "energy" you use will be renewable, some will be non-renewable. You will see what happens to the renewable/non-renewable energy sources that remain after many years of energy use.

You Will Need:

- One plastic bag containing 90 brown kidney beans (representing non-renewable energy resources) and 10 white beans (representing renewable energy resources)

  Note: It does not need to be beans, use whatever you have available at home or in your unit space
- Calculator
- Pencil

What To Do:

1. Split into groups of 2-3

2. Collect all equipment and materials necessary to conduct the activity.

Part 1:

3. Have one person from each group pick out 10 "energy beans" from the bag, without looking. These 10 beans represent the energy that is used in one year

4. Count the brown and white beans and record the number on the attached data collection sheet for Year 1

5. The brown beans represent energy from non-renewable energy sources, so when a brown bean is picked it cannot be returned to the bag (place it aside). The white beans are renewable energy beans, so they should be put back into the bag each turn after counting them

6. Let another person from the group pick 10 beans to represent energy use in Year 2. Fill in the number of brown and white beans on the chart, and return the white beans as in step 5.

7. Repeat the process, returning all white beans to the bag after each person's turn, until 20 years have passed or until all the brown energy beans are gone.

Part 2:

8. Consider the growing use of power and energy over time. Repeat steps 3 through 7, but increase the amount of energy use by picking out 5 additional "energy beans" each year (pick 10 beans in year 1, 15 beans in year 2, 20 beans in year 3,

etc.). Record information on the attached data collection sheet. What do you notice happens to the beans as time progresses?

Here are some questions to discuss after completing the activity:

1. How many years did it take for the non-renewable energy sources to run out when you used 10 energy beans per year?

2. How many years did it take for the non-renewable energy sources to run out when you increased the rate at which we consumed resources each year (part 2)?

3. What does this activity demonstrate about our consumption of resources - what will happen if we keep using non-renewable resources?

Activity resources on next pages...

Renew-a-Bean Data Collection Charts

Part 1: No increase in the number of beans used each year

Year	Total beans removed	Number born beans	Number white beans	Percent of beans that are renewable	Number of beans remaining
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

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Renew-a-Bean Data Collection Charts

Part 2: Increasing the number of beans used each year

Year	Total beans removed	Number born beans	Number white beans	Percent of beans that are renewable	Number of beans remaining
1					
2					
3					
4					
5					
6					
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Bridge Building Challenge

Can be done virtually using equipment found around the house, but also works well as a "kit list."

What you need:

- Weights (for example a heavy book)
- Bridge building "equipment" – cardboard tubes, rolls of paper, cardboard boxes, tins, cereal boxes, tins (essentially just dig through your recycling box!)

You can start off this exercise by asking the girls what they think engineers do. Do they know any engineers? Then explain that engineering is all about adapting to challenges and problem solving and for this activity they are all going to be engineers. Explain that engineers start with a "scope", a problem that needs to be solved – in this case you are going to build a bridge that can take the weight of a large book. But engineering doesn't always run smoothly and it is about adapting to challenges as they arise.

Start of by setting the requirements for the bridge – needs to be big enough to span across 30cm (you can use a ruler to measure it or provide an household object that needs to fit underneath it, maybe wide enough for a cereal box to pass underneath and tall enough for a tin of beans to pass under, or go big and make it an outside activity – tall enough and wide enough to crawl under – this would be a fun activity to do virtually with girls in their gardens). The bridge needs to hold the weight of the book and can be built from anything that they can find around the house – you can make this specific by saying only items found in the kitchen, bathroom, living room etc. Start the activity off and then after some time explain that the price of metal has gone up and now anything that has metal in can no longer be used and see how they adapt to that challenge.

Other challenges to throw at the girls are "engineers often work with people on the other side of the world who we can't always talk to easily, now you have to work in silence", "sometimes people in a team change, and we have to work with people using video conferencing, now work in pairs across the screen to guide each other through the building process", "sometimes resources are taken away from us when we are doing a project, now you can only work with one hand".

Who can build the strongest bridge? How much weight can yours take? How does your design mimic the bridges that you know of in your town? If you are doing this is a controlled environment then it is easy to provide the tools to build the bridge, but if doing it virtually or at home, be imaginative, what equipment can you find in the home to use?

If doing this activity when girls are back together it works well as a team building exercise, with some girls blindfolded, while others have a hand tied behind their backs.

*Photo credits and special thanks to **Clare Share, BC Program Committee STEM Specialist** for contributing the STEM activities.*

Remember…we're all in this together!

This year looks a little bit different for everybody. Sometimes this may be difficult and that's okay! It is okay to not always have the answers. It is okay to feel nervous or stressed out sometimes. It is important to be compassionate to both yourselves and others. This is also a time to explore new ideas. The possibilities are endless!

Thank you to everyone who is volunteering this year and making sure that girls still have an awesome experience. We are truly blown away by the commitment of everybody. You are all awesome!!

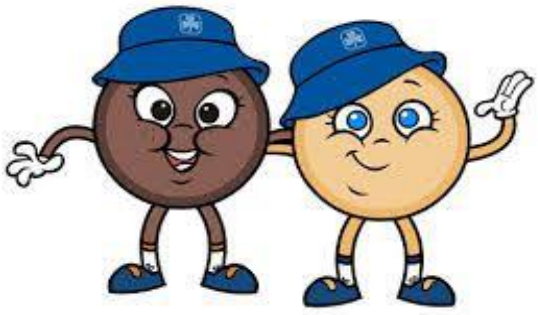
We would love to share your ideas and help in anyway that we can. Please feel free to get in touch with us at **bc-program@girlguides.ca**

Como Lake Rangers having fun at a socially-distanced outdoor meeting (Photo Credit: Audrey Wang).

-The BC Program Committee

Virtual meetings can be a lot of fun!

(1st Westbank Sparks, Photo Credit: Claire Sokoloski)



"Be Kind, Be Calm, Be Safe"

-Dr. Bonnie Henry

Girl Guides BC Council — BC Program Committee

Our Guiding programs support and fulfill the Guiding Vision and Mission. Carrying out the program reinforces the values of the Guiding Promise and Laws.

The Program Committee works to support all levels of Guiding by creating resources and hosting fun events.

Email us at bc-program@girlguides.ca to get in touch!