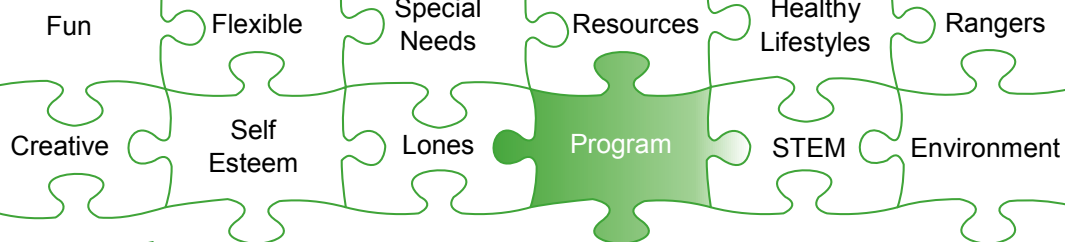




Girl Guides of Canada
Guides du Canada

BC PROGRAM COMMITTEE



FunFinder

April 2013

The Challenge Instant Meeting Issue

We have many wonderful challenges available in Canada. Challenges are a fantastic way to cover the Girl Guide program while having fun and earning an extra crest. Challenge crests can be added to a camp hat or sewn onto a camp blanket or poncho.

For this issue of the FunFinder, the BC Program Committee has put together meeting plans for four different challenges: the BC Active Living challenge, the Girl

Guides of Canada - Guides du Canada National NEDIC Love Yourself challenge, the BC Arts to Go - Food challenge and the BC STEM - Technology challenge. With the five included meeting plans, you can earn all four of these crests!

Some of the activities included in these plans are right out of the challenge documents; some of the activities are alternates to those found in the

challenge documents, but meet the objective of the challenge just the same.

Our committee was very enthusiastic while creating this issue of the FunFinder; so much so that we have decided to continue with more challenge meeting plans in our next issue, as well!

Feel free to adapt these plans for your needs, and remember to always have fun with your girls!

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Have You Participated?



<http://nsp.girlguides.ca>

Many units have been participating in this challenge - we know this because the crests have sold out of the online store a number of times! But the number of crests sold is not being reflected on the National Service Project website - the number of actions logged is far less than the number of crests sold. Please remember to log your actions on the website!

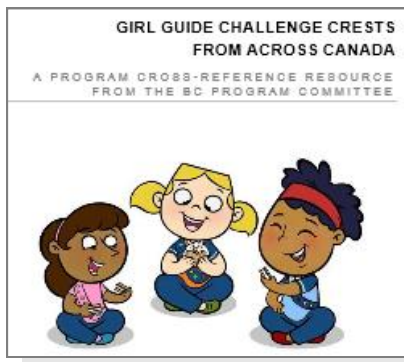


Challenge Crests From Across Canada

You can work on not just BC and National challenges (as included in this issue), but from any province in Canada!

The BC Program Committee has recently released a pdf document called "Girl Guide Challenge Crests From Across Canada". You can access this document online at: <http://www.bc-girlguides.org/wp-content/uploads/GGCCallengesCanada.pdf>

Within this document you can find program connections for most (if not all!) challenges across Canada for every branch of Girl Guides. Find challenges from BC, Alberta & Yukon, Saskatchewan, Manitoba, Ontario & Nunavut, Quebec, New Brunswick & PEI, Nova Scotia, Newfoundland & Labrador and National. Check out



this wonderful new resource and discover the challenges that await!

FITNESS FUN (ACTIVE LIVING CHALLENGE - 1/3)

Active Living Challenge Meetings

Every meeting should include some level of physical activity. But when you are working on your Active Living Challenge, the whole meeting can be focused on healthy lifestyles!

There are three parts to the Active Living challenge: Fitness Fun, Healthy Eating and Self Esteem. You would

be able to fit all three required parts into a camp setting, but if you are doing it during your regular meeting time, we suggest you split this challenge up over three meetings, each meeting focussing on just one section of the challenge.



Meeting Plan

S,B: Gathering (5-10 min)

G,P: Patrol Duties/Planning (5-10 min)

All: Opening (5-10 min)

All: Opening Discussion (5-10 min)

All: Physical Activity Plan (5 min)

All: Round Robin (24-30 min)

- ♦ Cardio Dice
- ♦ Strong Enough to Travel to China
- ♦ Flexibility with Yoga

S: Closing (5 min)

B,G,P: Hula Hoop Hurdle (10 min)

B: Hot Potato (10 min)

B: Closing (5-10 min)

G,P: Girl-led Active Games (10-20 min)

G, P: Girl-led Active Campfire (15-20 min)

G,P: Closing (5-10 min)

Before Meeting

Download the Physical Fitness activity Guidelines and log sheet from <http://www.csep.ca/english/view.asp?x=804>. British Columbia residents can order free copies of the Physical Fitness Guidelines.

Gather all supplies for the meeting activities.

Gathering

Have skipping ropes, balls and hula-hoops available for the girls to play with as they arrive at the meeting. Let them be creative while waiting for opening. This may be noisy, but the girls can use this time to "blow off some steam" before the meeting, and meet part of the Fitness Fun requirements!

Patrol Duties

Have each patrol plan part of the meeting. Patrols can plan active games and active campfire songs, as well as regular patrol duties.

Cardio Dice

For an activity to be cardio, it needs to elevate your heart rate into the aerobic zone. Keep the girls going on this station, without any breaks!

Supplies:

- ♦ Chart
- ♦ dice
- ♦ skipping ropes
- ♦ hula hoops
- ♦ small bean bags or hacky sacks



Instructions:

Roll the die to choose your activity! Have several dice available for the girls to roll, and a chart to show them what to do with their roll. See how many of the activities they can complete in 10 minutes. Alter the number of jumps, or how long they run for, based on the age level (i.e. for Sparks you may wish to replace the 30 here with a 10).

1. Skip for 30 jumps.
2. Do 30 jumping jacks.
3. Hop across the room and back again.
4. See how long you can keep a hula-hoop spinning around your waist.
5. Run on the spot while counting to 30.
6. See how long you can keep a hacky sack in the air – only using your legs and feet to keep it off the ground.

Opening Discussion

All children and youth need at least 60 minutes per day of physical activity. Ask the girls why being active for 60 minutes per day is important. Let them come up with the ideas, but if they miss some, you can prompt them with the following:

- ♦ can help improve your health
- ♦ helps maintain a healthy body weight
- ♦ improves how fit you are

- ♦ makes you stronger
- ♦ helps you do better in school
- ♦ is fun
- ♦ makes you happier
- ♦ teaches you new skills
- ♦ improves your self confidence

Ask the girls to brainstorm some of the physical activities they participate in. Write these down on a large sheet of paper for everyone to see.

Physical Activity Plan

Give each girl a log sheet and have them make a one week physical activity plan which meets the minimum 60 minutes per day guideline. For Sparks, have them draw pictures on the log sheet of how they are active every day.

Hula Hoop Hurdle

Supplies:

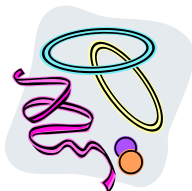
- ♦ Hula hoops—two different sizes (so that one fits inside the other)

Instructions:

Have everyone join hands in a large circle. Ask two people to open release hands so you can rest a hula hoop on their arms. Join hands again so the hula-hoop is “trapped”.

On “go” the players must pass the hula hoop from player to player down the line without letting go! They will need to be creative and work together.

Once the hula-hoop has gone around the circle once, add a second, smaller hula-hoop and send it around the circle in the opposite direction.



Flexibility with Yoga

Supplies:

- ♦ Yoga mats for each girl
- ♦ Video to follow (optional) or Yoga instructor (guest)

Instructions:

Your local library has yoga videos for kids that you can borrow, or you can look online for ideas. YouTube has many instructional videos – search for “Yoga for kids”. You could also look into having a special guest from a yoga studio join you to run this station.

Strong Enough to Travel to China

Supplies:

Two soup cans for each girl

Instructions:

Start by telling the girls that they need to do some warm-ups before going on an imaginary journey.

- ♦ 15 squats
- ♦ 15 sit-ups
- ♦ 15 push-ups
- ♦ 15 bicep curls using soup cans

Finally, they are ready to go on their journey.

They will be traveling to China, so it is a long distance! Sing the song “Chinese Fan” (links to lyrics and music in the [Arts to Go - Music booklet - http://guidingjewels.ca/resources/songs/502-song-chinese-fan](http://guidingjewels.ca/resources/songs/502-song-chinese-fan)) but have the girls holding a soup can in each hand as they complete the actions in the song.



Hot Potato

Supplies:

- ♦ Watch or timer
- ♦ Music
- ♦ Tennis ball, beanbag or hacky sack

Instructions:

You can do this activity as an entire unit or divide into teams.

1. Stand in a wide circle and toss the beanbag from one girl to the next and so on until the beanbag makes it around the whole circle without being dropped. Try it with the bouncy ball and tennis ball too. Time your team and see if you can improve your time with practice. Then try tossing the beanbag, bouncy ball and tennis ball at the same time around the



circle (start each ball at different points).

2. Now start the music. Continue to toss the beanbag/ball around until the music stops- if you are caught holding the ball when the music stops you have the hot potato! Create your own variations to make it more and more challenging as your team improves.

Patrol Lead Active Games & Campfire

Play the patrol-led active games selected by the girls at the beginning of the meeting.

Come together for a Campfire led by the girls with many active songs.



Closing

Sparks

After the Round Robin stations, gather the girls together and tell them that at this meeting today they have met half of their daily physical fitness requirements. Remind them to be fit every day and to try and follow the plan they drew of how they will be fit. Give each girl their log sheet to take home as well as a sheet of small stickers and ask them to put a sticker on the calendar for every active activity they participate in over the next week.

Do your usual closing.

Brownies

After playing Hot Potato, gather the girls together and explain that the last

game was originally played with a potato. Talk about how potatoes are a healthy food. They are full of nutrients, including a lot of Vitamin C. They are easy to digest, are good for your skin, can relieve high blood pressure, and even help your brain to function normally! Who knew that spuds were so packed full of goodness! Explain that they will be learning more about nutritious foods in the next meeting.

Tell the girls that at this meeting today they have met most of their daily physical fitness requirements. Remind them to be fit every day and to try and follow the plan they set out for how they will be fit. Give each girl their log sheet to take home and ask

them to write on their calendar for every active activity they participate in over the next week.

Do your usual closing.

Guides & Pathfinders

Tell the girls that at this meeting today they have met most of their daily physical fitness requirements. Remind them to be fit every day and to try and follow the plan they set out for how they will be fit. Give each girl their log sheet to take home and ask them to write on their calendar for every active activity they participate in over the next week. Challenge the Guides work on one of the "Being Healthy" interest badges at home.

Do your usual closing.

Program Connections

Note that these are all fitness activities, and you do not need to do the exact activity in the book to fulfill the requirements of the program.

Sparks

Being Healthy: Move to the Beat, Heartbeats and Newspaper Skate, Additional Activity: Talk about why eating well and being physically active keeps us healthy

Brownies

Key to Active Living: Feel the Pulse, Go For It! Interest Badge

Guides

You and Others: Learn About Leadership in a Group

1. Help others learn a new activity

Discovering You: Stay Fit and Healthy

4. Participate weekly in physically active games.

6. Complete any activity of your choice that will help you stay fit and healthy.

Discovering You: Being Healthy: Fitness Fun Interest Badge

Pathfinders

Living Well: Active Living

1. Brainstorm a list of all non-sporty, yet active, things you do.

2. Quiz yourself on the benefits of

physical activity

4. Try activities in the following categories: endurance, strength, flexibility.

5. Create a chart that shows what vigorous activity you do and how frequently you do it.

6. Check out some ideas for fun physical activities

7. Create a realistic plan to be more active.

Living Well: Let's Go and Chill Out!

1. Invite a yoga instructor to your unit meeting.

2. Do something active every day for a week.

Creating Your Future: We're a Team!

4. Get active! Have a gym night.



HEALTHY EATING (ACTIVE LIVING CHALLENGE - 2/3)

Meeting Plan

All: Gathering (5-10 min)
S: Mission Nutrition (5-10 min)
B,G,P: Go Fish For Food Card Game (10-15 min)
All: Opening (5-10 min)
All: Opening Discussion (5-10 min)
All: Food Group Relay (15 min)
All: Round Robin (24-30 min)

- Food Detective
- Follow Your Nose
- Taste Test

S: Closing (5 min)
B,G,P: Fruit Basket Game (10 min)
B,G,P: The Great Smoothie Taste Test (20-30 min)
B: Closing (5 min)
G,P: Create an Ad (15-20 min)
G,P: Closing (10-15 min)

Before the Meeting

Download or order copies of Canada's Food Guide from <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>.

Download and print copies of the My Food Guide Servings tracker sheets from <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/track-suivi/index-eng.php>. There are sheets for Sparks & Brownies (ages 4-8 years), Guides & Pathfinders (ages 9-13 years) and older Pathfinders ages 14-18). There are printable pdf documents for each chart.

Download and print the pdf version of the serving sizes for each food group:

- ♦ Vegetables and Fruit: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/fruit/serving-portion-eng.php>

- ♦ Grain Products: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/grain-cereal/serving-portion-eng.php>
- ♦ Milk and Alternatives: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/milk-lait/serving-portion-eng.php>
- ♦ Meat and Alternatives: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/meat-viande/serving-portion-eng.php>

Download and print parts of the pdf Mission Nutrition Activity Sheet for Sparks: <http://www.missionnutrition.ca/missionnutrition/eng/educators/kto1.html>

Gather all supplies for the meeting activities.

Gathering



Have copies of the food group serving sizes available for the girls to look at. This will help them to think of many food ideas. Give each girl a serving tracker sheet for her age group. Have the girls fill in the chart on the second page with what they have eaten today. Sparks can draw pictures of their meals.

Mission Nutrition

Mission Nutrition is a program developed by Canadian Dietitians through Kellogg Canada. The resources are free to download.

Supplies:

- ♦ Mission Nutrition activity sheets
- ♦ Markers or crayons

Give each Spark a copy of the activity sheets to colour prior to opening.

Go Fish For Food Card Game

Supplies:

A set of Go Fish Food Cards for each circle/patrol – print 2 copies of the food cards sheet for each circle/patrol, cut apart and glue on to index cards. These can be laminated to use again and again.

Instructions:

Deal 5 cards to each player. The rest of the cards are placed face down on the floor or table. They can be spread out in a messed up pile like a fish pond.

The object of the game is to make matched pairs. Before beginning the game, all players put any pairs they have in their hand down on the table in front of them.

The game begins with the youngest player going first. She asks one of her opponents if she has a card that matches one in her hand. For example Anne would say "Zoe, do

you have broccoli?" If Zoe has a broccoli card, she must pass it over to Anne. Anne then asks any of her opponents for another card. If the opponent does not have a matching card, she says "Go Fish!" and Anne picks up a card from the pile. Whenever a match is made, it is put down as a pair in front of the player, and she can go again.

When a player cannot make a match, the game continues clockwise until all the cards are gone.

If a player runs out of cards, she picks up five more cards from the pile.

When all the cards are gone, each girl must see if she has matches for all four food groups. Everyone who can make a balanced meal with their pairs is a winner!



				
Apple	Banana	Cauliflower	Fruit Juice	Grapes
				
Broccoli	Beans	Carrots	Spinach	Squash
				
Bread	Cereal	Muffin	Crackers	Pasta
				
Rice	Waffle	Popcorn	Rice Cakes	Oatmeal
				
Milk	Cheese	Yogourt	Fortified Soy Beverage	Pudding
				
Eggs	Chicken or Turkey	Pork or Beef	Brown Beans	Nuts
				
Cotton Candy	Potato Chips	Soft Drinks	Cookies	Chocolate Bar

Opening Discussion Food Group Relay

Ask the girls if they met the food group recommendations on their serving tracker sheets. Do not be judgemental if they have not met the requirements.

Ask what types of foods they did not have enough of, then have the girls brainstorm what they could eat to help meet the requirements (the food group serving size sheets may be helpful here).

Ask the girls for ideas of foods that fit into each of the four food groups. If you have given out Mission Nutrition activity sheets, talk about what they did on the sheets.

Food Detective

Supplies:

- ♦ brown paper bags – you decide if you want one bag per girl, or if they will pass the bag around
- ♦ 5-8 foods identifiable by touch (i.e. broccoli, mushroom, carrot, potato) for each bag.
- ♦ Pens, paper

Instructions:

One at a time, each girl reaches into the bag (without peeking!) and tries to identify all the foods she can feel in the bag. Write all those foods down and the food groups they belong to. After everyone has had a turn, remove the items one by one to see if your detective skills helped you identify all the foods in the bag. See whose bag had the healthiest foods!

Follow Your Nose

Supplies:

- ♦ Containers that conceal the contents – could be black film canisters, or paper cups with a cotton ball on top
- ♦ Food Items with distinctive smells: containers with lemon peel, orange peel, banana, cinnamon, cloves, vanilla extract, fresh ginger, crushed garlic, curry powder,

Supplies:

- ♦ Signs representing the four major food groups
- ♦ cut-out pictures of food (i.e. from supermarket flyers) – the same number of pictures for each team or plastic play food
- ♦ Paper bag for each team

Instructions:

The four food groups signs are placed across a wall. Girls divide into relay

teams and the first girl from each team reaches into a bag to take a 'food' picture or piece of plastic food. Race to put your food under its correct food group heading and then race back to let the next member on your relay team take their turn.

After the bags are empty, look through each food group as a group to see if there are any foods that have been misfiled.

Taste Test

Note: As always, please be careful with food allergies. Read every label and avoid anything that may contain a potential allergen.

Supplies:

- ♦ Food-safe containers – could be small paper cups, baby food jars (labels removed), plastic containers
- ♦ Flat toothpicks or wooden coffee stir sticks
- ♦ Water to drink
- ♦ Pureed food Items with distinctive tastes (baby food works well): apple sauce, pureed bananas, pureed peaches, pureed pears, chocolate sauce, honey, syrup, pureed carrots, pureed peas, ketchup, mustard, ranch salad dressing, etc.
- ♦ Food colouring to disguise the samples (optional)

Instructions:

Put a small amount of each pureed food into a container. Add food

colouring (optional) and mix well.

Give each girl a flat toothpick to dip into the food sample. Taste test – what do they think the food is? Discard the toothpick after one use, and get a new toothpick for each sample – no double dipping!

Do not force any girl to try the different foods. Some will refuse, and that's ok. Maybe after she hears the other girls identify the food (i.e. chocolate!), she will want to try, too.

Why is it that we can't identify some of the foods? This is because we recognize foods based on their appearance. If we've had the food before, we know what to expect. But if we do not recognize the food, we will connect it with something that looks similar. Food that looks like "glop" makes us think it will taste awful.

Does it matter what food looks like?



Spices are found in many of the foods we eat every day. They help to "jazz up" the flavour of many of our favourite healthy foods. What spices do you like to eat?

Each girl has a turn at trying to identify each food/spice by its smell. See how your nose does!

Fruit Basket Game

Note: this is an international game, played at Sangam world centre in India.

Supplies:

- ♦ Chairs or sit-upons – one less than the number of players

Instructions:

The girls sit in a circle and each is assigned a fruit name. There should be many of the same fruits, for

example 4 apples, 4 oranges, 4 banana, etc.

One girl sits in the middle of the circle. She calls out the name of a fruit, such as "banana," and all of the banana-girls must jump up and run to sit in one of the open chairs. The girl in the middle also runs for a chair. The girl who does not get a chair when all "bananas" have seated again, will stand in the middle and call out the next fruit.

Sometimes, the girl in the middle can call out "fruit basket" and then everyone stands up and runs for a new chair.



It's fun to use fruits that are common in India, such as: papaya, banana, pomegranate, sweet lime (mosambi), orange, pineapple, coconut, etc.

The Great Smoothie Taste Test

(originally published in the Girl Guides of Canada-Guides du Canada Brownie Bone Building Nutrition Challenge, now discontinued)

Supplies:

- ♦ A blender for each group
- Smoothie ingredients
- ♦ Cups

Basic Smoothie Recipe:

½ to ¾ cup non-fat milk (1%, 2%, lactose-reduced or lactose-free milk, or calcium fortified orange juice can be substituted)

¼ to ½ cup of frozen yogurt (ice

cream, light ice cream, or tofu ice cream can be substituted)

Choose any combination of the following ingredients.

Mix ingredients in blender until smooth.

- ☐ cinnamon
- ☐ kiwi
- ☐ vanilla wafers
- ☐ diced apples
- ☐ chocolate syrup
- ☐ wheat germ
- ☐ peaches
- ☐ oatmeal
- ☐ Girl Guide cookies

- ☐ banana
- ☐ vanilla extract
- ☐ graham crackers
- ☐ mango
- ☐ strawberries
- ☐ juice concentrates
- ☐ blueberries
- ☐ honey
- ☐ cocoa

Once you have created your smoothie, give it a name and write a short description of it.

Complete the smoothie form, similar to the one below, to share with the group.

Ingredients	Taste test results (what did others say about your group's smoothie?)

Name of Smoothie:

Best thing about our Smoothie:

Why others should drink our smoothie:



Create an Ad

Supplies:

- Canada Food Guide
- supermarket flyers
- Paper
- Pens, scissors, glue

Instructions:

Pretend you work for a company that creates ads for healthy eating. Or, that you have a restaurant and want to advertise a healthy meal you serve. Create an advertisement for a healthy breakfast, lunch or dinner by either drawing or cutting out pictures from supermarket flyers OR creating a commercial. Include all four food groups in your ad. Create a catchy slogan to top off your ad!



Closing

Sparks & Brownies:

Gather the girls together and ask them to each name one healthy food that they enjoy. Remind them to eat from all four food groups. Give each girl a copy of the Canada Food Guide and their worksheets from the beginning of the meeting to take home.

Do your usual closing.

Guides & Pathfinder:

Gather the girls together to present their advertisements/commercials. Give each girl a copy of the Canada Food Guide and their worksheets from the beginning of the meeting to take home.

Do your usual closing.

Program Connections

Note that you do not need to do the exact activity listed in the program book to fulfill the requirements of the program.

Sparks

Being Healthy: Healthy Snack Relay, Healthy Breakfast, Additional Activity: Talk about why eating well and being physically active keeps us healthy.

Brownies

Key to Active Living: Fabulous Food, Food Power Interest Badge

Key to Girl Guides: Thinking Day and Guide-Scout Week

D. Play a game from another WAGGGS country.

Guides

Discovering You: Stay Fit and Healthy

2. Raise awareness of the importance of a healthy lifestyle. Create an advertisement.

3. Healthy eating helps you achieve your personal best. Learn the importance of giving your body proper fuel (food).

Discovering You: Being Healthy: Healthy Eating interest badge

1. Consider whether or not you are eating a balanced diet. Record what you eat. How can you make one meal healthier?

2. How many servings do you eat from each food group?

3. Design an ad for healthy food.

You in Guiding: Learn about WAGGGS

1. Play a game from another WAGGGS country.

Pathfinders

Living Well: We Are What We Eat

1. See if you are brave enough to pass the "yuck test" for food you're not sure about.

SELF ESTEEM (ACTIVE LIVING CHALLENGE 3/3)

The self esteem section of the Active Living Challenge is very similar to the GGC/NEDIC Love Yourself Challenge. Complete the meeting plan for the NEDIC challenge and you will complete the third section of the Active Living Challenge, and you will earn the NEDIC crest, as well!



NEDIC: LOVE YOURSELF CHALLENGE

There are three parts to this challenge:

- ♦ Body Image
- ♦ Self Esteem
- ♦ Health and Nutrition

Girls must complete one item from each section to earn the challenge.

This meeting plan, on its own, meets the requirements to earn the NEDIC challenge crest. If you complete this challenge and do the Fitness Fun and Healthy Eating meetings, you will also earn the BC Active Living challenge crest.



Meeting Plan

All: Gathering (5-10 min)
All: Opening (5-10 min)
All: Body Pride Pledge (10-15 min)
S,B: Active Games (10-15 min)
S,B: Butterflies of Happiness (15-20 min)
G: Super You Posters (20-30 min)
P: Stop the Putdowns (20 min)
S: Closing (5 min)
B: Cook Up a Storm (20 min)
B: Closing (5 min)
G,P: Sports Sampler (30-45 min)
G,P: Closing (5 min)

Gathering

For Younger Girls:

Play "Tag-You're Cool"

Find a large open space for this tag game. Choose one or two girls to start as "it". They run around trying to tag other members. But instead of just "tag-you're it" they say "Tag -you're cool!" and something cool about the girl they tagged. The tagged girl now also becomes "it." The game carries on like this until all the members have been tagged cool.



For older girls:



Have a selection of magazines available. Ask them to flip through the pages and discuss how women are

depicted in the photos. Do they think the women represent all women or only a small group (think about cultures, body size, clothing, etc.)?

Body Pride Pledge

[Body Image]

Supplies:

- ♦ 8x10 paper for each girl
- ♦ markers/crayons, pencils

Instructions:

Have each girl list three things she likes about herself on her paper (e.g. I like my hair, I am a good friend, I am a good reader, etc.). At the end have the girls write "I am Beautiful".

Girls can then decorate their paper however they choose.

You may wish to take a photo of each

girl and have her include it on her poster. Encourage girls to hang it in a special place at home to remind themselves of what great people they are.

For younger girls, it may work best to discuss personal traits the girls are proud of and write them on a chalkboard or cards so the girls can copy the spelling.

An alternative would be to have the girls write their Body Pride Pledges on a flat surfaced picture frame and include a picture of the girl.

Butterflies of Happiness

[Self-Esteem]

Supplies:

- ♦ Butterfly template for each girl
- ♦ Colouring tools
- ♦ Pencils



Instructions:

1. Ask girls to think about all the positive things in their life that make them happy (i.e. family, pets, school, friends, books, Guiding, dance, etc.).

2. Girls can draw or write as many or as few positives on the wings of their butterfly as they are comfortable sharing. Younger girls may need help spelling some of the words they wish to use. Write words they want to use on a chart paper, chalkboard, or word cards.
3. Allow girls to decorate their happy butterflies using your unit's craft supplies.



Stop the Put Downs

[Self-Esteem]

Lead a discussion with girls about what they think a put down is. A put down is a negative comment said by someone to make themselves feel better or more powerful than the person it was directed at.

Why might we put others down? Brainstorm with the girls about ways to deal with being put down or what to do if you witness someone being put down. Also discuss what girls could do if they put someone else down.

Break girls into small groups. Have them create a short skit demonstrating the negative effects of put downs and how to deal with put downs. Have girls perform their role plays for the group and then discuss how each group dealt with put downs.

Cook Up a Storm

[Health and Nutrition]

Talk to girls about healthy eating habits and discuss the four food groups. Together make a nutritious snack you can all enjoy. Be sure to go over kitchen safety with the girls and check for food allergies. Ideas younger girls can help make are fruit smoothies, trail mix (nuts, raisins, dried fruit, etc.), Friendship Fruit salad (everyone brings one piece of fruit to include in the salad), cream cheese roll ups (spread flavoured cream cheese on tortilla and roll up), and chopped veggies with homemade dip.



Super You Poster

[Self-Esteem]

Supplies:

- ♦ Half a piece of poster board per girl
- ♦ Markers/crayons
- ♦ Pencils

Instructions:

1. The girls choose a partner and sit down with them. Each girl is given a piece of poster board.
2. Ask the girls to draw a picture of their partner from the shoulders up. Portraits should be large and cover most of the paper. Encourage them to take their time and include details of their partner's face (i.e. eye colour, hair colour/style, face shape, etc.).

Girls should also write their partner's name at the top of the paper in large letters.

3. Once all the posters are done, post them around the room.
4. Girls walk and write something nice about each girl on her poster.
5. Once everyone has written on everyone else's posters, girls may find their poster and read all the positive comments their friends wrote about them.



Active Game: Crab Soccer

[Health and Nutrition]

Supplies:

- ♦ Balloon
- ♦ Large Playing Area

Instructions:

1. Girls crabwalk around playing area in the "crab position" (belly up, hands and feet on the ground). Girls may not stand up to

kick or move the balloon

2. Use only your feet to kick the balloon towards the opposing teams net.
3. Keep score of goals. First team to 5 or 10 wins.



Active Game: Elephant Ball

[Health and Nutrition]

Supplies:

- ♦ 1-2 playground balls
- ♦ Playing Area

Instructions:

1. Girls stand in a circle with legs spread just beyond shoulder width and touching their neighbour's feet with their own feet. Girls bend forward and clasp hands together. Your arms and hands form your "trunk."
2. Toss the ball into centre of the circle. The object of the game is to use your "trunk" to prevent the

ball from rolling between your legs. Girls use their "trunks" to hit the ball across the circle.

3. If the ball goes through your legs, you must turn around (head facing outside of circle) and continue playing backwards. If the ball goes through your legs again you turn around to face inside the circle.
4. To make the game more challenging, add more balls.



Sports Sampler

[Health and Nutrition]

If you meet in a large hall or gym, try setting up sports stations for girls to try. You could set up a net and soccer balls or floor hockey sticks, badminton or tennis, basketball, skipping, yoga, disc golf, or volleyball nets. Of course this would depend on the availability of sports equipment at your meeting hall. Don't be afraid to get creative if you don't have access to sports equipment: use a garbage pail for a "basketball hoop", cones to mark a soccer net, balloons could be used as a ball for various sports, etc.

Invite a guest to come to your unit to introduce the girls to a new sport or physical activity. Dance, aerobics,

martial arts, yoga, skipping, or Pilates would be fun to try as a unit. See what resources you have in your community at local recreation centers or community halls.

Ask Pathfinders to come to the meeting prepared to lead a favourite sport or game of theirs or introduce the group to a new sport or game they want to try. Have them research the sport or game so they know the rules, and ask that they bring in the necessary equipment to play the game. Girls should dress in comfortable clothing and wear running shoes. Be sure to include water breaks between games. Once all girls have shared the sport or

game they prepared, challenge the group to create a new sport using at least one aspect from each sport or game presented. Have fun playing the new game!



Active Game: Banana Tag

[Health and Nutrition]

Instructions:

1. Designate one or two people to be it (depending on the size of your group). You may wish to call the it(s) "Monkeys".
2. On "go" the girls run around the play area, staying away from the monkeys.

3. If a monkey tags you, then you become a banana and raise both arms above your head, arms together. You are frozen as a banana and must wait to be "peeled".
4. To "peel" a tagged banana, a friend may come along and tap

one of your arms, which you may put down to your side. A second friend may come along and tap your other arm, thus setting you free as both arms are "peeled".



Program Connections

Note that you do not need to do the exact activity listed in the program book to fulfill the requirements of the program.

Sparks

Being Me: All About Me Booklet

Being Healthy: Active game, Discuss Healthy Food

Brownies

Key to Me: Who am I?, I Feel Proud, Being a Friend, Helping Others

Key to Active Living: Feel the Pulse, Fabulous Food

Guides

You in Guiding: Be Involved in Your Community

2. Find out about an issue concerning girls your age

Discovering You: Discover What's Important to You

2. Create a journal or scrapbook that highlights the things you are good at.

Discovering You: Stay Fit and Healthy

2. Raise awareness of the importance of a healthy lifestyle

3. Healthy eating helps you achieve your personal best. Learn the importance of giving your body proper fuel

4. Participate in physically active

games.

5. Write positive statements about each other.

Discovering You: Being Healthy
Feeling Good and Fitness Fun
badges

Pathfinders

Girl Stuff:

Focus on Friendship
Media and Image
Relationships, Values and Choices

Living Well:

Active Living
Beyond Baseball
Be Glad You're You

A PARISIAN EXPERIENCE (ARTS TO GO FOOD CHALLENGE)



French Café Night

Let's see... have we covered healthy eating? Have we incorporated enough Arts into the Program? Why not do the BC Arts to Go Food Challenge and cover both at once? Here are some great ideas for a fun-filled couple of meetings that will cover program and earn a challenge crest for your girls!

Prepare your girls for a French café

night! Start with planning a night to invite a special guest... mom or dad or whomever (maybe do this as an enrollment theme, if the girls get on board) and incorporate the following ideas into your meeting plan.

This is just one way of incorporating a challenge into program work - with a little thought and ingenuity you can have great fun with your girls and double the success of your meetings!

Meeting Plan

All: Gathering - Chef Hats (5-10 min)

All: Opening & discussion - French food suggestions and Menu Planning (5-15 min)

All: Waiter Races (5-10 min)

All: Music - Grace (5 min)

All: Dance - Sur La Pont D'Avignon (10 min)

All: Impressionist Art Invitations

S: Closing (5 min)

B,G,P: Pantomime (10 min)

B,G,P: Easel Place Settings (10 min)

B,G,P: Food songs (5-20 min)

B: Closing (5 min)

G,P: Edible Eiffel Tower centerpieces (10 min)

G,P: Twist on waiter races or directed pantomime (15-20 min)

G,P: Can use extra time to work on Impressionist art or have girls learn a French song or other dance.

G,P: Closing (5-10 min)

Craft: Chef Hats

As chefs, you should have a hat!

Supplies:

- ♦ Measuring Tape
- ♦ White poster board, cut 3 inches high
- ♦ Scissors
- ♦ Tape
- ♦ Large white pieces of tissue paper

Instructions:

1. Measure each girl's head and cut the poster board 1 inch longer (to allow for overlap).
2. Tape the hat ring closed,

overlapping the ends by about 1 inch.

3. Lay the tissue paper out flat, then take each corner and tape it inside the hat ring, evenly spaced around the inside circumference.
4. Take the remainder of the tissue paper and pull those inside the hat ring, then tape them in place.
5. Poof up the tissue paper carefully from the inside so it looks like a chef's hat.



Craft: Easel Place Settings

Plan for a cafe setting with red and white checkered tablecloths, as well as candles in small, stubby bottles. If you want to create place settings, miniature easels are the perfect touch.

Supplies:

- ♦ 5 craft sticks
- ♦ 1 inch square piece of cardstock
- ♦ glue

Instructions:

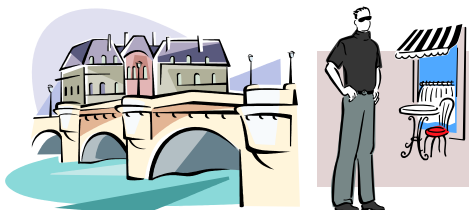
1. Arrange two craft sticks in an upside down V shape.
2. Glue one craft stick across the two sticks, to form an A shape.
3. Make a ledge for your "artwork"

by gluing another stick sideways onto the crosspiece.

4. Glue the folded cardstock onto the back of the top point of the A to make a hinge.
5. Glue the final craft stick onto the back of folded cardstock – this will be the back leg of the easel.
6. Allow the glue to dry before standing your easel up and adding a cardstock place setting name.



Photo: Julie Thomson



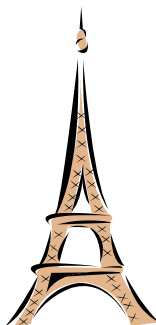
Craft: Edible Eiffel Tower Centerpieces

Supplies:

- ♦ Rectangular Wafer Cookies
- ♦ Frosting

Instructions:

1. Start by building four legs for the base of the tower: stand four wafer cookies on end and secure them in place using the frosting.
2. Add a platform with a flat layer of wafer cookies on top of these legs, using the frosting as glue.
3. Add another four legs on top of the platform, tapering the cookies together at the top.
4. Break the cookies into smaller pieces to add a smaller platform on top of this second set of legs
5. Add just one vertical cookie on top of this smaller platform.



Craft: Impressionist Art Invitations

Create invitations that are Impressionist Art.

Supplies:

- ♦ Impressionist Pictures, downloaded from the internet, to view as samples (<http://goo.gl/DcPT5>)
- ♦ Cardstock paper, cut to card size (4 ¼ x 5 ½ inches)
- ♦ Tempera paint
- ♦ Paper plates (for palettes)
- ♦ Paint brushes
- ♦ Clean up supplies
- ♦ Invitation cards

Instructions:

1. Impressionist art is different because it is individual brush strokes that don't blend together. From close up the picture can look "fuzzy" but becomes clearer from a distance. Monet was a French painter who gave the name to Impressionism.
2. Dab the colour on to the paper, one brush stroke at a time, but not dragging the brush across the paper.
3. Fill the entire paper with colour.
4. When the painting is dry, glue it to the front of an invitation card.

Music: Grace

Prepare the girls to sing a grace that they can teach their guests - the challenge offers you a couple of choices but you can choose any grace - perhaps a simple one in French to fit the theme.

One familiar grace may be "For Health and Strength" - visit <http://tuneguide.e-guiding.com/health.mp3> to hear the song.

*For health and strength and daily food,
We praise they name, Oh Lord.*

Once you have the tune down, try the words in French-

*Pour ce repas, pour toute joie,
Nous te louons, Seigneur.*

Or, for younger girls, try the simple song "Bon Appetit" – found in the "Canciones De Nuestra Cabaña" songbook on page 11, or find it online at <http://www.users.ms11.net/~gsong/Graces/words/bonappet.html>

Dance: Sur La Pont D'Avignon

Did you know? Most square dances and many folk dances owe their steps to french dance steps--the "contre", the "quadrille", the "chasse" or the "promenade".

Have the girls prepare a simple dance to show their guests-a great one would be "Sur La Pont D'Avignon." You can find the music for this song online at <http://www.mamalisa.com/?t=es&p=155&c=22>.

Song Lyrics:

Refrain

Sur le pont d'Avignon
On y danse, on y danse
Sur le pont d'Avignon
On y danse tout en rond

1. Les beaux messieurs font comme ça
Et puis encore comme ça.

Refrain

Sur le pont d'Avignon
On y danse, on y danse
Sur le pont d'Avignon
On y danse tout en rond

2. Les belles dames font comme ça
Et puis encore comme ça.

Refrain

Sur le pont d'Avignon
On y danse, on y danse
Sur le pont d'Avignon
On y danse tout en rond



Instructions:

This is just one way you can dance to this song. You can find other dance instructions online.

1. Everyone joins hands in a large circle. During the refrain, everyone skips to the right for the first two lines, then reverses direction and skips to the left for the next two lines.
2. For verse 1, everyone stops skipping and they bow and raise their hats, then bow and raise their hats again.
3. For verse 2, everyone stops skipping and they curtsy first on one side, then on the other side.

Game: Waiter Races

Once you have planned the menu, do waiter races with trays and food on the trays, having them deliver a complete healthy meal.

Supplies:

- Serving tray
- Paper plate
- Plastic food to make a meal
- Plastic Cup

Instructions:

1. Each team has a serving tray laid out with a healthy meal, including a cup for a drink. For older girls, you could fill the cup with water.
2. Relay race style, on "go" the first girl picks up the tray and carry it, as fast as she can without tipping it, to the end of the room (or race course) and back again. Older girls can carry the tray "waiter-style" – arm held up with the tray balanced on the palm of the hand.

3. Each girl in the team takes turns carrying the tray to one side of the room and back again.
4. To add interest, have an obstacle course that the girls must manoeuvre through while carrying the tray.



Music: Apples and Bananas

Visit <http://www.songsforteaching.com/folk/applesandbananas.php> to hear this song online.



I like to eat, eat, eat, eat
I like to eat, apples and bananas
I like to eat, eat, eat, eat
I like to eat, apples and bananas

Ay lake tay ate, ate, ate, ate
Ay lake tay ate, ay-ples aind bay-nay-nays
Ay lake tay ate, ate, ate, ate
Ay lake tay ate, ay-ples aind bay-nay-nays

Ee leek tee eat, eat, eat, eat
Ee leek tee eat, eep-ples eend bee-nee-nees
Ee leek tee eat, eat, eat, eat
Ee leek tee eat, eep-ples eend bee-nee-nees

I like tie ite, ite, ite, ite
I like tie ite, i-pels i-nd bi-ni-nis
I like tie ite, ite, ite, ite
I like tie ite, i-pels i-nd bi-ni-nis

Oh loke toe ote, ote, ote, ote
Oh loke toe ote, o-pals oh-nd bo-no-nose
Oh loke toe ote, ote, ote, ote
Oh loke toe ote, o-pals oh-nd bo-no-nose

Oo luke to oot, oot, oot, oot
Oo luke to oot, oop-ples oond boo-noo-noos
Oo luke to oot, oot, oot, oot
Oo luke to oot, oop-ples oond boo-noo-noos



Music: One Bottle Pop

This song is a 3 part round. Visit http://youtu.be/_je-rbBqOLO to hear it online.

One bottle of pop, two bottles of pop,
Three bottles of pop, four bottles of pop,
Five bottles of pop, six bottles of pop,
Seven bottles of pop, POP!

Fish and chips and vinegar,
Vinegar, vinegar,
Fish and chips and vinegar,
Pepper, pepper, pepper salt!

Don't throw your junk in my backyard,
My backyard, my backyard,
Don't throw your junk in my backyard,
My backyard's full!

Music: Oranges and Lemons

This old English song has a game associated with it. Visit <http://youtu.be/9Y1dttyp8LI> to hear this song online and to view the game instructions.

Oranges and lemons,
Say the bells of St. Clement's.

You owe me five farthings,
Say the bells of St. Martin's.

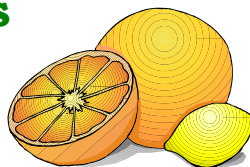
When will you pay me?
Say the bells of Old Bailey.

When I grow
rich,
Say the bells of
Shoreditch.

When will that be?
Say the bells of Stepney.

I do not know,
Says the great bell of Bow.

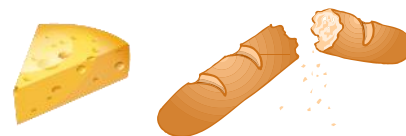
Here comes a candle to light you to bed,
And here comes a chopper to chop
off your head!



Menu Planning

Have the girls talk about what is French food - suggestions are ratatouille, baguettes, quiche, crème brûlée, gratin and tarte normande.

Have them plan a menu for the cafe night, incorporating the four food groups - dependent on the age, you can do this with paper plates and magazine pictures or fake food.



Drama: Pantomime

France is the home of pantomime! Have the girls work on presenting themselves through mime – acting without talking and without props, only using gestures and expressions.

Use the idea of the restaurant to mime waiters, chefs, different kinds of customers, busboys, dishwashers, etc. Some other ideas are to try and open a stuck door, eating a banana or

apple, setting the table, or putting out a kitchen fire.



Program Connections

Note that you do not need to do the exact activity listed in the program book to fulfill the requirements of the program.

Sparks

World Around Me: Diversity meeting, Additional Activities: Learn and sing a song from a WAGGGS country and one from Canada. Bring in a snack from a WAGGGS country and/or any other country. (Encourage girls of different cultural backgrounds to bring traditional foods their families enjoy.) Eat the snacks at a party.

Being Healthy: Snack Relay, Additional Activities: sing a song about being thankful for food

Brownies

Key to I Can: Party planner, Be a Chef interest badge - *if helping to prep food for the event*

Key to Active Living: Fabulous Food

Key to the Arts: Around the World in Song and Dance, No Talking, I Can Be interest badge use mime to describe an activity or situation, Share Your Talent for Dance interest badge - Learn a new dance

Guides

You in Guiding: Learn about WAGGGS

1. Have a party to celebrate a holiday in a WAGGGS country OR play a game or learn a song from a WAGGGS country

2. Mime how you would get to know someone who does not speak English

You in Guiding: Adventures in Guiding: Cultural Awareness interest badge
entire badge

You in Guiding: Adventures in Guiding: World Guiding interest badge

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.
7. Plan and carry out a WAGGGS theme party.

You and Others: Build Skills in Communication

5. We communicate our ideas and emotions through the arts. Explore dance, music, drama or mime as a way to communicate.

You and Others: Learn How to Plan
1. Plan and organize a party for younger children.

Discovering You: Discover Your Creativity

4. Explore the visual arts by learning to mix different colours and create a piece of art.
5. Explore the performing arts with dance, music and drama.

Discovering You: Stay Fit and Healthy

3. Healthy Eating.
4. Participate in physically active games.

Discovering You: Girls Creating: Art Production interest badge

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

Discovering You: Girls Creating: Kitchen Creations interest badge
7. Cook a traditional dish from a country other than Canada.

Discovering You: Girls Creating: Singing interest badge

1. With other Guides, sing a song in a round.
2. Sing three songs: One action song or singing game (Oranges & Lemons), One song of thanks (grace), One song of your choice

Discovering You: Girls Creating: Tasty Treats interest badge
Activities covered depends on the food you make for your event.

Pathfinders

Creating Your Future: Event Planning

A World to Discover: Going Global

Around the World at Home: Living Well,
We are What We Eat
Now You're Cooking



UNTANGLING THE TECHNOLOGY MYSTERY

(STEM TECHNOLOGY CHALLENGE)



The STEM: Technology challenge is one of the four parts of the “Science, Technology, Engineering and Mathematics” challenge. The object of the technology portion of the challenge is to learn about computers, electronics and communications technologies.

By the end of this meeting, Sparks, Brownies and Guides will have earned their STEM Technology Challenge. Pathfinders and Rangers will need to do an additional activity.

Tip: Plan ahead to leave yourself enough time to try the activities

yourself. Not only will you know how each of the activities work, but it’s possible that you may need to make adjustments to the activities based on the skill levels of your girls and the materials that you have available.

Download the STEM: Technology booklet from the BC Girl Guides website http://www.bc-girlguides.org/wp-content/uploads/technology_book.pdf. If there is an activity in it that you think your girls would enjoy, feel free to substitute it for one of those listed below. This instant meeting is just a guideline!

Meeting Plan

All: Gathering activity (5-10 min)

All: Opening (5-10 min)

CyberSafety:

S, B: CyberSense Poem
(10-15 min)

G, P*: Jo Cool and Jo Fool
(20-25 min)

P*, R: In the Eye of the Beholder
(10-15 mins)

* note: Pathfinders choose one of the listed activities.

Round Robin:

S, B: String Phone Project
(12-15 min)

All: Peanut Butter and Banana transistors (12-15 min)

B, G, P, R: Squishy Circuits
(12-15 min)

G, P, R: Computer Fun (12-15 min)

S,B: Closing (5 min)

G, P, R: Jitterbug (20 min)

G: Closing (5 min)

P, R: Learning About Cell Phones
(20 min)

R: Choose one more activity of your choice from the STEM: Technology challenge

P,R: Closing (5 min)



CyberSense Poem (Cyber Safety)

This activity is from the Girl Guides of Canada - Guides du Canada CyberCitizen challenge and will complete 1 of 2 activities required to earn that challenge. It focuses on learning the difference between general and personal information and why protecting your private information on the internet is important. Reinforce the lessons learned by sending home a copy of the CyberSense Poem.

Supplies:

- ♦ Copy of CyberSense poem for each girl <http://mediasmarts.ca/tipsheet/cyber-sense-poem>
- ♦ Prepared cue cards for each girl: “my real name,” “my age,” “where I live,” “my favourite colour,” “my email address,” “my school name,” “my favourite animal,” “my favorite game,” “my favourite food,” “my phone number.”
- ♦ 2 signs – General & Private

Instructions:

1. Tell the girls, “Today we are going to be looking at the difference between personal information and general information. Personal information tells people who you are and where you live; general

information tells people about things you like or do, but not who you are.”

2. Place the two sheets of paper with “General information” and “Personal information” on the floor. Read each cue card out loud, one at a time, and have the girls decide which category the information falls under and then place the card on the floor beside the appropriate category. (The test question for each one is: would this information tell someone that you are Jenny Smith and how they can contact you?)
3. Explain to the girls that protecting your personal information is very important when you are on the Internet because you don’t always know who you are talking to or who can see the information you post. The most important message for them to understand is to get help from an adult before posting any information online or communicating with others online.
4. To help reinforce what they’ve learned, have the girls memorize and bring home copies of the CyberSense Poem.

Gathering

Choose one of the activities below, based on what would work best for your girls.

- ♦ A copy of the “Parts of a Computer Word Search” for each girl (pg 23)
- ♦ A copy of “Mixed Up Tech Words puzzle” for each girl (pg 23)
- ♦ Computer Parts Concentration card game (pg 20-22)

Jo Cool and Jo Fool (Cyber Safety)

This activity is from the CyberCitizen challenge. During this Cyber Tour, the girls will travel through a variety of websites with Josie and Joseph Cool. At each site, the girls will use a series of questions to decide whether Jo and Jo are making the right or wrong decision about whether to use the site. These situations can be used as springboards for discussion and critical thinking about responsible internet use.

The *Cyber Tour* is followed by a 20-question multiple-choice *Cyber Quiz* that reinforces the lessons that have been learned. Completion of the Cyber Tour and Cyber Quiz will complete the CyberCitizen Challenge.

Supplies:

- Internet connected computer(s)
- Review the PDF document from the

Cybercitizen challenge: https://www.girlguides.ca/uploads/File/opportunities_for_girls/challenges_and_activities/cybercitizen_challenge/2012/G-P-jo-cool-jo-fool-all-issues.pdf

- ♦ Bring in Popsicle sticks (one per girl), markers, cue cards (one per girl) and tape or glue.

Instructions:

1. Have each girl write "Cool" and "Fool" on each side of their cue card and then glue their card to a Popsicle stick. (They will be using these to indicate their answers.)
2. Gather the girls around a computer (or in front of a screen if you are using an overhead projector). Have each girl have their voting sticks ready.
3. Take the girls through each of the twelve scenarios on the website

<http://mediasmarts.ca/game/jo-cool-or-jo-fool-grades-6-8>. At the prompt at the end of each scenario – What kind of web site is this? What decision does Jo have to make? What should Jo look out for? Does Jo make the right decision? – discuss the answers as a group and then have girls vote, using their sticks, for "Fool" or "Cool."

4. To complete their challenge badge, girls must complete the accompanying cyberquiz for this game. (This can be done either at the meeting, if time permits and there are extra computers available, or at home.) Girls must submit a printout of their final score to their leader (which should be at least 12 out of 20) in order to complete the challenge badge.

In the Eye of the Beholder (Cyber Safety)

This activity is from the CyberCitizen challenge. In this activity girls use a self-questionnaire and guided discussion to reflect on how their Internet activities may leave them vulnerable to online risks

Supplies:

- Internet connected computer(s)
- PDF document from Cybercitizen challenge: http://www.girlguides.ca/uploads/File/opportunities_for_girls/challenges_and_activities/cybercitizen_challenge/2012/P-R-eye-of-the-beholder-safety.pdf

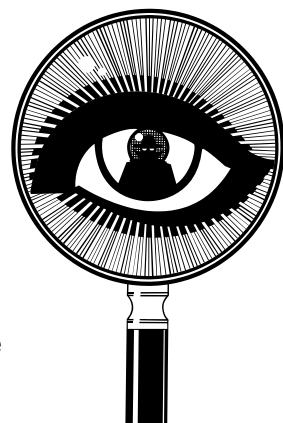
[cybercitizen_challenge/2012/P-R-eye-of-the-beholder-safety.pdf](http://www.girlguides.ca/uploads/File/opportunities_for_girls/challenges_and_activities/cybercitizen_challenge/2012/P-R-eye-of-the-beholder-safety.pdf)

- ♦ Copies of the handout "A Few Questions" – from the PDF documentation
- ♦ "Facts" Cards copied onto cardstock and cut out. – write the number of the question on the back. – from the PDF documentation

Instructions:

Distribute the "A Few Questions..." handouts and ask the girls to answer

them by circling the answer they most agree with. Explain that they will not have to share their answers to the third question unless they wish to.



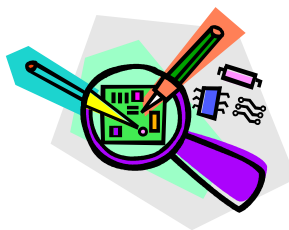
Squishy Circuits

You may prefer to do this activity as a demonstration. This activity is designed to teach about open and closed circuits.

Supplies:

- Conducting Dough – water, flour, salt, Cream of Tartar (may substitute lemon juice), vegetable oil, food colour
- Insulating dough – flour, sugar, vegetable oil, distilled water
- Circuit –conducting dough,

insulating dough, 2-3 LED's (Light Emitting Diodes), battery pack with 4 double A batteries in it (from electronic or hobby shop) that has a positive and a negative lead.



Instructions:

Follow the instructions found online at <http://courseweb.stthomas.edu/apthomas/SquishyCircuits/>

Excellent videos can be found at: <http://courseweb.stthomas.edu/apthomas/SquishyCircuits/videos2.htm>

String Phone Project

Use an old fashioned string phone to help explain sound waves and phones to the girls in this science activity.

Supplies:

- ♦ 2 paper cups
- ♦ A sharp pencil or needle to poke holes with
- ♦ Fine string or fishing line
- ♦ Small paper clips

Instructions:

1. Poke a hole in the bottom of each cup.
2. Cut a piece of string about 20 metres long.
3. Thread one end of the string through one cup and tie it onto a paper clip so it won't pull through the hole. Repeat for the second cup.

To use:

You and a friend each hold onto a cup and move apart until the string is tight. Make sure that it doesn't touch

anything. One person speaks into the cup while the other listens. Can you hear what's being said? Now the other person can try.



Explanation:

Speaking into the cup creates sound waves which change into vibrations at the bottom of the cup. Those vibrations travel along the string and into the bottom of the other cup where they are turned back into sound waves so your friend can hear what you are saying.

Landline phones have microphones that convert the sound waves into electric currents that are sent through the wires, and then converted back into sound waves by the earphone on the other end. Cell phones use radio waves to do the same thing.

Peanut Butter and Banana Transistors

Transistors are used to stop and start the flow of electrical current as well as amplifying it. This activity is a fun way to explain transistors and leaves the girls with a great snack in the end!

Note: substitute a nut-free spread if you have peanut allergies in your group!

Supplies:

- ♦ Technology: STEM Booklet - pg 29
http://www.bc-girlguides.org/wp-content/uploads/technology_book.pdf
- ♦ (per 4 people) Banana—as straight as possible, 8 chocolate melting wafers, peanut butter, graham crackers (cut in half)

Instructions:

1. Cut the banana in half crosswise, then cut each half lengthwise into two pieces. Set them flat-side up on a plate.

2. Gently press two chocolate wafers, flat side up, into the top of each banana piece. They should be about 4 cm apart (or just slightly less than the length of half a graham cracker).
3. Spread a thick layer of peanut butter on the banana between the chocolate wafers.
4. Set half a graham cracker on top of the peanut butter, pressing it down gently so it sticks. The cracker should overlap the two chocolate wafers slightly.

Your PB&B transistor is finished, but before you eat it, take a moment to learn how it works – see the STEM: Technology challenge for details of how it works to explain to the girls.



Computer Fun

There are a lot of activities that you can do on a computer. Some are educational, and some are just for fun. The following group activity is based on an old paper and pencil activity called a “Continuing picture”. One person draws a line or shape and passes it to the next person who adds something to the picture and passes it on. This continues until everyone in the group has added something and the picture is complete. In this case, we are using a Paint program and a simple activity to increase the understanding of how a simple piece of software can be used.

Supplies:

- ♦ A computer with drawing/paint software on it

Instructions:

1. Open a paint program such as Microsoft Paint.
2. The first person clicks on the pencil, then on one of the colours in the colour palette. She draws a simple line or shape. (orange line in sample).
3. The second person then changes the colour in the palette and adds the next part of the picture as she sees it. (blue line)
4. Each person takes a turn using a different colour until the group feels the picture is complete.

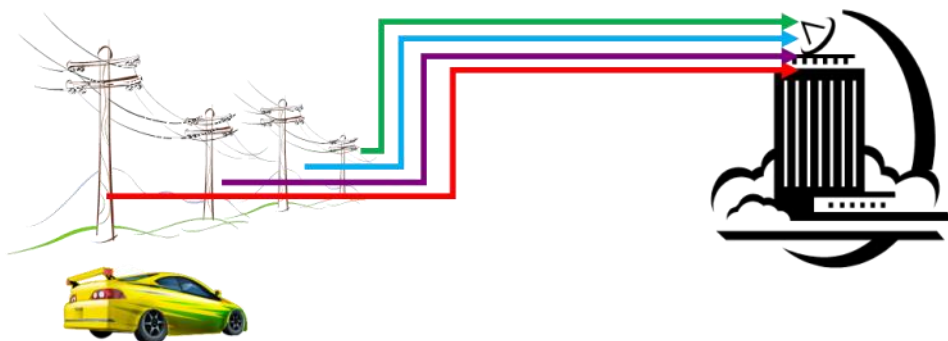


*Note: If you don't like what you've drawn, try using the eraser tool or the select tool and move it with the arrow keys. You can also try varying line thicknesses, using brushes or fill tools to see what happens.

Learning About Cellphones

How does a cell phone work?

- ♦ Radio waves are electromagnetic waves that travel within radio frequencies.
- ♦ When a person makes a call, the phone transforms the voice into a radio wave; the antenna sends the radio wave to the nearest cell tower, which in turn passes the radio waves to the phone of the person being called. If you are travelling, your signal will transfer from tower to tower so that it's always going out through the nearest one. See diagram to the right..
- ♦ If a cell phone isn't near a tower, it won't work well because the cell phone can't transmit the waves on its own.



Take one apart!

If you can find an old cell phone, take it and the appropriate tools to your unit meeting. Let the girls pull the phone apart and try to identify the

parts inside. They should find the following:

- ♦ A circuit board which contains the brains of the phone. Within it are conversion chips that translate the outgoing signal from analog to digital for transmission and from digital to analog for reception. The microprocessor communicates between keyboard and display, memory chips store the operating system and amplifiers
- ♦ An antenna

- ♦ A liquid crystal display (LCD)
- ♦ A keyboard
- ♦ A microphone - about the size of a watch battery.
- ♦ A speaker - about the size of a time
- ♦ A battery



See pages 16-17 of the STEM Challenge: Technology (http://www.bc-girlguides.org/wp-content/uploads/technology_book.pdf) for more information on dissecting a cell phone.

Jitterbug

The jitterbug is made from recycled materials, and teaches the simple concept of a closed circuit motor. The body of the jitterbug is made from a recycled CD with paperclips or wire, a battery and a jumper. The girls will love making, then watching this whimsical creature as it dances across the floor. Making it teaches the girls about making a complete electrical circuit, and offsetting it to make its movement unpredictable.

Supplies:

- ♦ hot glue gun and glue stick
- ♦ jumbo paper clips or thick wire
- ♦ Recycled CD's
- ♦ Short mini jumper lead (wire with alligator clips on each end)
- ♦ Duct tape or masking tape
- ♦ Electric hobby motor - 3 volts DC or less
- ♦ AA battery
- ♦ Item to off-centre weight - a penny, eraser, or piece of glue stick

- ♦ Decorating supplies - pipe cleaners, glitter, googly eyes, etc.
- ♦ Tools: Wire cutters, Wire strippers, pliers, scissors

Instructions:

Follow the instructions found online at <http://www.exploratorium.edu/afterschool/activities/docs/jitterbug.pdf>

Videos on how to make the jitterbug can be found at <https://itunes.apple.com/us/itunes-u/jitterbug-videos/id391602846>

Computer Parts Concentration

Print one copy of the cards (pg 21-22) on cardstock for each group. With younger girls, play with the picture and the word cards - leave the definition out of play. With older girls, use the picture and definition cards. Cut them apart, shuffle and lay the cards out face down on a table or

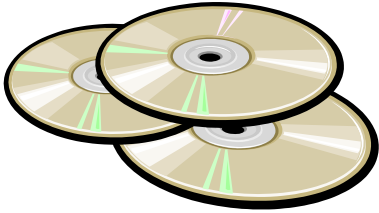




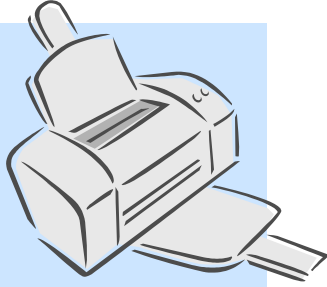
floor in front of the group.







Play like the concentration card game with the first person picking 2 cards. If the picture matches the definition, she can keep the cards and picks again. If they don't match, she turns the cards back over and then play moves to the next person.

Closing

Recap what you've learned at this meeting. Make sure that the girls know what they need to do for the next week in order to complete the CyberCitizen Challenge.

Finish the meeting with your usual closing.

CD		A round circle that holds information for or from your computer.
Disk Drive		A machine that you can insert a CD or DVD into.
Keyboard		A board that is used for typing. It has numbers and letters on it.
Monitor		The screen that lets you see what you are entering when you're on your computer.
Mouse		A piece of plastic that has a ball or light on the bottom and two (or more) buttons on the top. When you click on it, you usually click on the left button.
Printer		A machine that puts things from the computer onto paper using ink.

Scanner		A piece of equipment that copies pictures so that you can use it in your computer projects.
Speakers		The part of the computer that projects the sound from the computer.
Modem		The part of the computer that connects to the phone lines so that you can go on the Internet.
Computer Chip		A small piece inside the computer that helps your computer work. These have to be programmed by people or they won't work.
Motherboard		The main board in the computer that has many chips on it. It makes the computer work. It is also where the memory and the processing are found.
CPU (Central Processing Unit)		The brain of a the computer. Like a brain, it controls information and tells other parts what to do.

Mixed Up Tech Words Puzzle

SCRAMBLED WORDS	ANSWERS
1. TRUMEPCO	
2. RHESCREA	
3. SONCLERITEC	
4. HWEARDRA	
5. OAMINTONCIMCU	
6. GETAGSD	
7. NHLP ELEOC	
8. ADDOWLON	
9. SEECNI	
10. NMHIEAC	

SCRAMBLED WORDS	ANSWERS
11. GEYERN	
12. RCUIITC	
13. NASSIROTTR	
14. BATRETY	
15. RFUETU	
16. ITNVOOINAN	
17. TEUODACIN	
18. LDC	
19. HICPERNOMO	
20. CARIOTB CDUIR	

Parts of a Computer Word Search

J R S U J M H K U R D M O S R
 C V G Z C F K H P R E P Y P O
 M D I O W U I E A W F I L E M
 D I Z R H M H O Y E L H P A J
 F G S H O M B J Y B A C P K G
 H A R D D R I V E R O R U E K
 X R E C E M Z G D D P A S R R
 D M O H K W W W F B M U R S E
 Y V T T E R A W T F O S E D T
 R O Q O I R M W J M U P W R N
 M H T S E N K E X M S E O P I
 C P U Y T H O S M R E P P Q R
 S C A N N E R M I O A Z E M P
 E L B A C U K M D D R M K F K
 P Q Y E T D S G S Y N Y K S P

CABLE
 CPU
 HARD-DRIVE
 KEYBOARD
 MODEM
 MOTHERBOARD
 PORT
 PRINTER
 ROM
 SOFTWARE
 CHIP
 DISK
 HARDWARE
 MEMORY
 MONITOR
 MOUSE
 POWER-SUPPLY
 RAM
 SCANNER
 SPEAKERS

Mixed Up Tech Answers

- | | | | |
|------------------|---------------|----------------|-------------------|
| 1. computer | 6. gadgets | 11. energy | 16. innovation |
| 2. research | 7. cell phone | 12. circuit | 17. education |
| 3. electronics | 8. download | 13. transistor | 18. LCD |
| 4. hardware | 9. science | 14. battery | 19. microphone |
| 5. communication | 10. machine | 15. future | 20. circuit board |

Program Connections

Note that you do not need to do the exact activity listed in the program book to fulfill the requirements of the program.

Sparks

Exploring and Experimenting Keeper:
Goofy Inventions

Brownies

Key to STEM: Keeping in Touch;
Information Technology is "IT"
interest badge; SSSS Stands for
Sound, Surround, Soothe and
Stimulate Interest badge - build a
"Brownie phone" and call a friend;
Making Things Go Interest badge -
Discuss the following topics: What
are batteries? How do cars run?

What makes a plane fly? How do we
light our homes?; Build something
that needs a battery to make it light
up; Special Interest badge (Key to
STEM)

Guides

Beyond You: Try New Things: #1,4

Computer Skills Badge: #1,4,6

Engineering Badge: #5

Physics Badge: #8

Recycling Badge: #5

Science Badge: #1,2,3

Pathfinders

Exploring a Theme:

Web Surfin': #1,2

Computer Whiz: #2,10

Everything Comes from STEM: #6

Challenge Connections

Cybercitizen
Challenge

Sparks/

Brownies: One
activity complete
- require one more to complete

Guides/Pathfinders: Part of activity
complete - completion of quiz
required at home to finish challenge.



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Girl Guides of Canada
Guides du Canada

Environment Resource

Vacant

Healthy Lifestyles Resource

Vacant

Ranger Specialist

Vacant

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