



Canadian Women of Valour Challenge

Purpose: The purpose of this challenge is to learn about and appreciate the efforts of Canadian women's efforts during WWI and WWII.

This challenge can also be viewed in its entirety (with recommended documents for completing challenge) on the [Valour Canada](#) website.

All branches must complete Section #1 - Remembrance

Sparks and Brownies: complete 3 other sections.

Guides: complete 4 other sections.

Pathfinders and Rangers: complete 5 other sections.

Section #1 – Remembrance

- a. Discuss what Remembrance is – not just remembering, but active Remembrance.
- b. Participate in some form of active Remembrance.
 - ♣ attend a Remembrance Day ceremony;
 - ♣ visit a monument;
 - ♣ meet with a veteran; talk with family members;
 - ♣ write a first-hand history;
 - ♣ design a symbol of Remembrance to wear (ie. the poppy).
 - ♣ Attend a “No Stone Left Alone” ceremony

Section #2 – On the Home Front

- ♣ Describe how war affects people on the home front:

IN THE KITCHEN

- a. Have girls read the historical information about rationing and the home front on pages 3 & 4 below on as a class, in small groups, or individually.
- b. Make a delicious and authentic 1940s recipe.
 - ♣ Encourage older girls to research and choose their own wartime recipe in groups. Girls can then present the food item to the group along with historical information about the recipe.

IN THE COMMUNITY

- a. Help on the home front when women weren't able to participate overseas, they often wrote letters, knit socks, made ditty bags and rolled bandages as a way to lift the spirits of the soldiers on the front. Try your hand at some of these tasks:

- ♣ Valentines for Vets
- ♣ Make a care package for a soldier or veteran
- ♣ Try rolling bandages
- ♣ Try knitting a pair of socks (or mittens, or a hat, or a scarf).

Section #3 –

- a. Using pictures of women in wartime, write a letter, story, draw a picture or create a short skit based on information you have gathered about the life of a woman in the time of war.
- b. Find out what women did in your town during the wars.
- c. Learn about what your relatives did during the wars.
- d. Learn about veterans services in your area. Incorporate veterans into a service project.
- e. Do another activity of your choosing.

Section #4 – Real Canadian Women

- a. Learn about three of the following women, *click on the associated links (on the Valour Canada website), read the articles or the information on the webpage. Then imagine that you have a chance to meet each of them while they are serving and write down 3 questions that you would like to ask each of the three women to learn more about their experiences.* Do an activity that honours her work and legacy:

- ♣ Nursing Sister Lowe
- ♣ The C.W.A.A.F
- ♣ Molly Lamb Bobak
- ♣ Women of the "Bombes"
- ♣ Canadian Army Film and Photo Unit: Karen Hermiston
- ♣ Cynthia Oakley, C.W.A.C
- ♣ Alexina Dussault
- ♣ Charlotte "Andy" Monture
- ♣ Matron Margaret Fraser
- ♣ Wright and Trull

Section #5 – How the Girl Guides Won the War

- a. GGC ran a Canada-wide Wartime Emergency Service Program to prepare girl members, 15-years and older (especially Rangers), to meet the war needs in their community in periods of emergency. Try one of the following areas and think about how you could apply the knowledge and skills to present day. Use at least one new skill (ie. map and compass skills, household repairs, canning etc.) The girls were trained and tested in the following areas:
 - ♣ Home Service – This included home nursing, first aid, household repairs, mending and thrifty cooking.
 - ♣ Child Care – This included looking after children younger than 10 years of age. It also included learning to assist in the evacuation of small children and helping to make them comfortable and happy in temporary quarters.

- ♣ Transportation – This included knowing how to act as messengers in their own communities, drive a vehicle, repair motors, transport groups from a danger zone to a safe place and being able to orient themselves in strange surroundings with road maps, a compass, a watch and the position of the sun and stars.
 - ♣ Land work – This included theoretical and practical knowledge of any form of food production with at least one month's part-time work or three months' full-time land work.
- b. During the First World War, Girl Guide members worked in munitions factories, made surgical dressings and bandages, knitted socks for soldiers, assisted in the distribution of leaflets for war relief societies, collected waste paper for Red Cross funds and prepared khaki cloths and made shirts and other articles of soldiers' clothing in factories. This meant that there was little time and access to machinery to make badges, so they hand embroidered them. Learn how to embroider and create a badge. (kits can be purchased at E-Patches and other badge outlets).
 - c. Learn about what Girl Guides did during the wars – read sections from “How the Girl Guides Won the War” by Janie Hampton.
 - d. Do another activity of your choosing showing how Girl Guides participated in WWI and WWII.

Section #6 – Rallying the Troops

- a. Create a poster to get women to enlist. It should be informative and eye-catching. You could use principles from war posters to make an advertisement to “enlist in Guiding”.

Section #7 – Valour Canada

- a. Learn about Valour Canada's programs and check out their website. Participate in a Valour Canada event. Provide feedback to Valour Canada's [educator](#).

Program Tie-Ins: All Branches

Connect and Question

♣ Canadian Connections

♣ Local Communities

♣ World Stage

Guide Together

♣ Our Story

Take Action

♣ Your Choice

♣ Your Voice

♣ Your Action