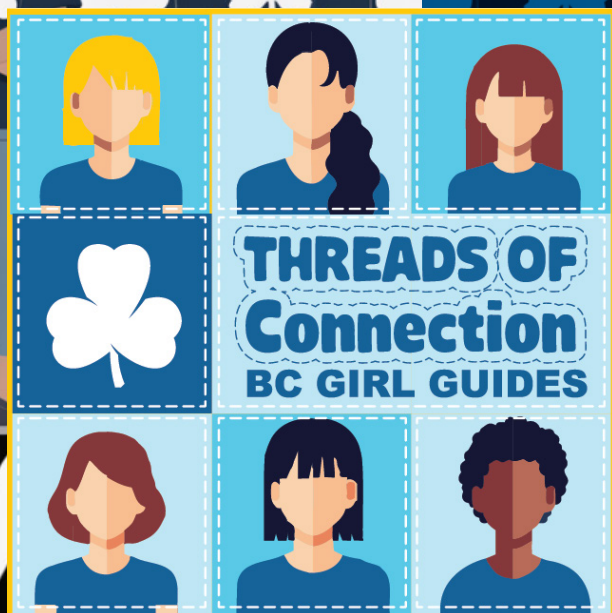


THREADS OF CONNECTIONS

What connects us all? From the threads in our clothes to the invisible bonds of friendship, community, and our global Guiding sisterhood, this new all-branches activity is all about exploring our connections!

Get ready to pull on the thread of adventure!



THREADS OF CONNECTION

We are all connected. From the threads in the clothes we wear to the invisible bonds of friendship, family, and community, our world is a beautiful and complex tapestry woven from countless connections. The “Threads of Connection” challenge invites Girl Guides from Sparks to Rangers to explore this theme in all its forms.

Threads of Connection is designed to be a flexible, all-branches resource filled with engaging, low-cost activities that encourage creativity, build community, and foster a deeper understanding of our place in the world. Each activity includes variations that make it fun and meaningful for every age level, allowing units to adapt the challenge to their unique needs and interests. The challenge is divided into four distinct, yet interconnected, sections.

To achieve the Threads of Connection Challenge crest, complete activities from each section.

- Sparks: Complete 1 activity from each section
- Embers: complete 1 activity from each section, plus 2 additional activities
- Guides: Complete 2 activities from each section
- Pathfinders and Ranger: Complete 2 activities from each section, plus 2 additional activities.

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PART 1: HAND-WOVEN BONDS

This section is all about the literal threads. Here, we get hands-on with textile arts, crafts, and science. Participants will learn practical skills like knotting and upcycling, create beautiful friendship bracelets and collaborative art pieces, and even explore the science of the fabrics we use every day. These activities celebrate the joy of making things with our own hands and the tangible connections we create through shared craft.

PART 2: THE COMMUNITY QUILT

Just as a quilt is made of many individual squares stitched together to create a warm and beautiful whole, so too is our community. This section focuses on exploring our connections to the people and places closest to us. Through activities like mapping our neighbourhoods, interviewing community members, and engaging in acts of kindness, youth will strengthen their bonds with family, friends, and their local Guiding sisters, discovering the vital role they play in their own community quilt.

PART 3: THE GLOBAL WEB

The threads of connection don't stop at our town's edge; they stretch across the entire globe. This section broadens our perspective to explore these vast networks. We will investigate the interconnectedness of ecosystems, unravel the global journey of our food and clothing, and build friendships with our Guiding sisters in other parts of the world. These activities foster a sense of global citizenship and an appreciation for the complex web that links us all

PART 4: A COMMON THREAD

The most important thread of all is the one that tells our own story. This final section is a journey of personal discovery and self-expression. Through creative activities like writing, photography, and reflective art, youth will explore their unique identities, celebrate their personal histories, and find the confidence to share their own voices. This section reminds us that by understanding our own stories, we can better connect with the stories of others.

We invite you to pull on a thread and begin this exciting journey of discovery, creativity, and connection!



PART 1: HAND WOVEN BONDS

Activities focused on the literal threads – sewing, weaving, knotting, and textile crafts.

FRIENDSHIP BRACELETS

PROGRAM AREA: EXPERIMENT AND CREATE

CORE CONCEPT

This activity uses the simple, repetitive art of knotting threads together to create a colourful bracelet. Each knot and each thread represents the individual moments and people that weave together to form strong friendships and communities. It's a perfect way to make a keepsake for a friend in the unit or a gift for a friend outside of Guiding.

MATERIALS NEEDED

- Embroidery floss or thin craft yarn in various colours
- Scissors
- Measuring tape or ruler
- Masking tape or a clipboard to hold the threads steady
- Optional: Beads, cardboard for looms

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : THE THREE-STRAND BRAID

Sparks make a simple, beautiful braid, learning the core concept of weaving threads together.

Visit: <https://www.animatedknots.com/three-strand-braid-knot> to see this pattern in action.

1. **Choose and cut:** Let each Spark choose three (3) different colours of yarn. Cut each strand to be about 60 cm long (from their

fingertips to their shoulder and back again is a good measure).

2. **Knot the top:** Help the Sparks hold their three strands together and tie a simple knot at one end, leaving a 5-7 cm tail.
3. **Tape it down:** Securely tape the knotted end to a table or the back of a chair.
4. **Braid away!** Show them the simple “right over middle, left over middle” braiding pattern. Chant it together as a group to help them remember.
5. **Finish up:** Once the braid is long enough to fit around their wrist, tie another knot at the end. An adult can help tie it onto their wrist.

Spark tip: Encourage them to make one for themselves and one to give to a “sister Spark” in the group to make a new connection!

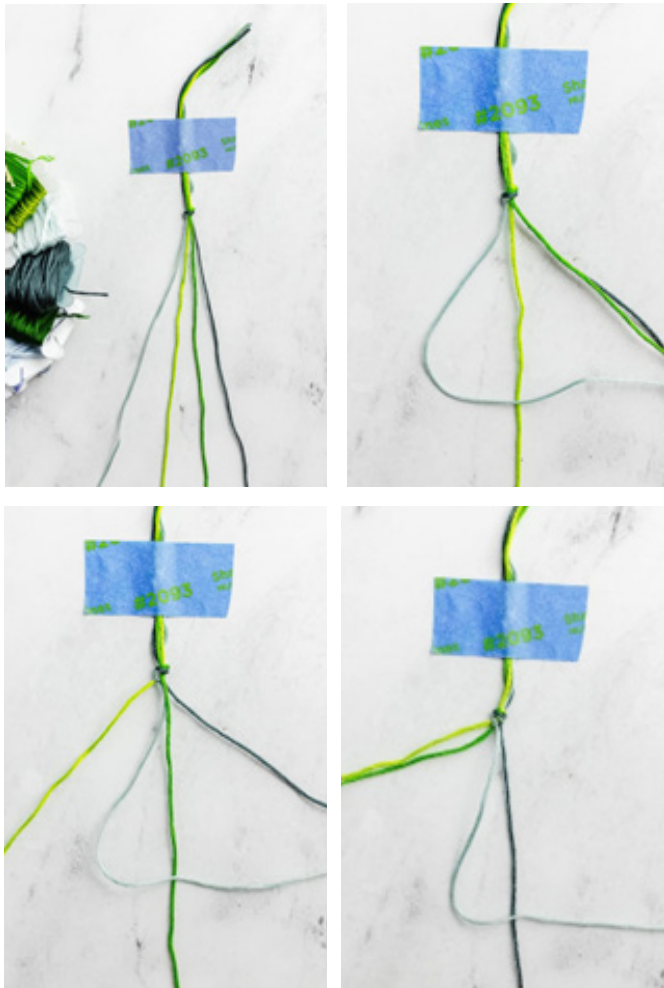
EMBERS : THE CANDY STRIPE SPIRAL

Embers level up by learning a simple knotting pattern that creates a colourful spiral.

1. **Choose and cut:** Embers can choose 3-4 colours of embroidery floss. Cut each strand about 75 cm long.
2. **Knot and secure:** Tie a knot at the top and secure it with tape or a clipboard.
3. **The Forward Knot:** Teach them the basic “forward knot.” Take the leftmost string, make a “4” shape over the string next to it, loop it under, and pull it tight. Do this twice for every knot.
4. **Create the stripe:** The first string now makes knots on every other string, moving from left to right. When it reaches the far right, it becomes the last

string in the line.

5. **Repeat!** Pick up the new leftmost string and repeat the process. As they continue, a spiral “candy stripe” pattern will appear!
6. **Tie to finish:** Once it’s long enough, braid the remaining ends and tie a knot.



Source: <https://sarahmaker.com/candy-stripe-friendship-bracelet/>

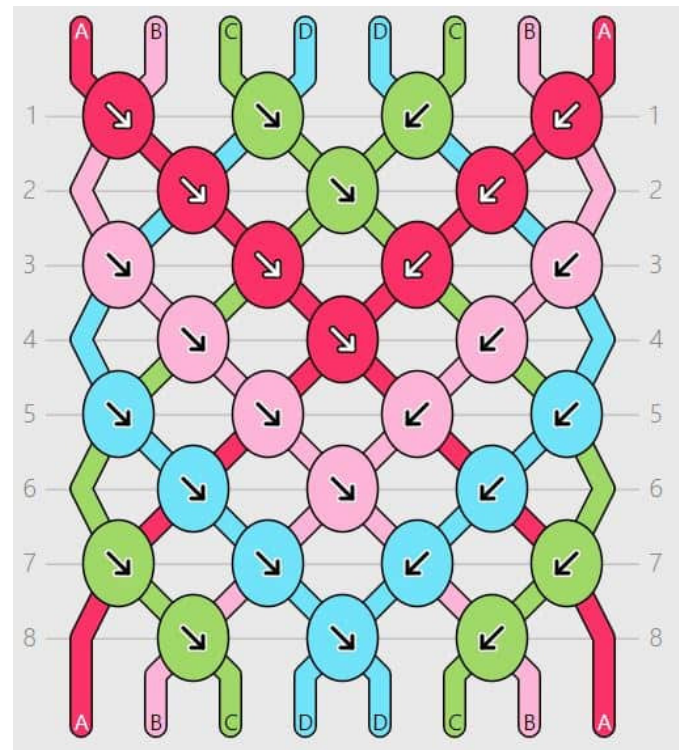
Ember tip: Have the girls choose colours that represent their personality or the personality of the friend they are making it for.

GUIDES : THE CLASSIC CHEVRON

Guides will tackle the iconic V-pattern, or “chevron,” which requires more

concentration and pattern recognition.

1. **Symmetrical setup:** Guides choose 4-6 colours, but they need two strands of each colour. Cut strands about 90 cm long.
2. **Arrange in a mirror:** After knotting the top, they must arrange the strings in a mirror image (e.g., Pink, Blue, Yellow, Yellow, Blue, Pink). This is the secret to the chevron!



Source: <https://sarahmaker.com/chevron-friendship-bracelet/>

3. **Knot to the middle:**
 - **Left side:** Using the outermost left string, make forward knots on each string until it reaches the middle.
 - **Right side:** Now, use the outermost right string and make backward knots (the “4” shape is reversed) on each string until it also reaches the middle.
4. **Join the middle:** When the two starting strings meet in the middle, use either one

HAND WOVEN BONDS

to tie one final knot around the other.
That completes one “V”!

5. **Continue the pattern:** Repeat with the new outermost strings.

Guide tip: Challenge them to make a bracelet using the patrol colours or the colours of the Canadian flag.

PATHFINDERS : ADVANCED PATTERNS AND LEADERSHIP

Pathfinders can explore more complex patterns and take on a leadership or creative role.

- **Option 1 - Advanced Patterns:** Introduce them to more intricate patterns like diamonds, hearts, or the “zolino” bracelet. They can find patterns online or in books and challenge themselves.
- **Option 2 - Design Your Own:** Have Pathfinders use graph paper to design their own simple chevron-based pattern explanation of what the colours represent.

Ranger Tip: Explore the concept of “craftivism” – using craft as a gentle form of activism to make a statement and connect with a cause.

ADAPTATION AND INCLUSIVITY

- **For youth with fine motor challenges:** Use thicker yarn instead of floss. A simple cardboard loom (a small square of cardboard with slits cut on the top and bottom to hold threads) can be a great tool for keeping strings organized.
- **For visual learners:** Have pre-made examples of each stage of the knot

available to look at. Colour-coded diagrams can also be very helpful.

- **Keep it calm:** This is a quiet, focused activity. It can be a great wind-down activity at the end of a busy meeting. For youth who finish early, they can start another or help a friend.

NATURE WEAVING

PROGRAM AREA: INTO THE OUTDOORS -
NATURE'S DISCOVERIES

CORE CONCEPT

This activity beautifully connects the literal “threads” of weaving with the interconnected threads of our natural environment. By using a simple loom and materials found right outside, girls create a unique piece of art that reflects the texture, colour, and beauty of their local ecosystem. It’s a quiet, mindful way to appreciate the world around us.

MATERIALS NEEDED

- Strong sticks or twigs (Y-shaped sticks for Sparks, straight sticks for older branches)
- Twine or yarn (natural colours like brown, green, or white work well)
- Scissors
- “Weaving materials” found in nature: long grasses, flexible stems, leaves, pine needles, flowers, feathers, strips of bark, etc.
- Optional: A sturdy piece of cardboard for an indoor alternative.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : THE “Y” STICK WEAVING

Sparks create a simple and charming weaving on a natural, Y-shaped loom that is

easy for small hands to hold.

1. **Nature Walk:** Take the Sparks on a short nature walk around your meeting place to find their own special Y-shaped stick and collect some interesting weaving materials. Remind them to only pick up things that have already fallen on the ground.
2. **Warp the Loom:** An adult or older girl can help wrap the twine around the “Y” of the stick, creating the vertical “warp” threads. Tie it securely.



Source: <https://happyhooligans.ca/stick-weaving-y-shaped-stick/>

3. **Start Weaving:** Show the Sparks how to weave their collected treasures through the strings. Use a simple “over, under, over, under” pattern. It doesn’t have to be perfect!
4. **Tuck it In:** Show them how to gently tuck the ends of their grasses and leaves into the weaving to keep them in place.
5. **Display Your Art:** Tie a loop of twine to the bottom of the stick so they can hang their creation.

Spark Tip: Talk about the different textures they feel. Is the leaf smooth? Is the bark rough? Is the feather soft?

EMBERS : THE FOUR-STICK FRAME LOOM

Embers build a more structured square loom, allowing them to create a larger “nature tapestry.”

1. **Build the Loom:** Have Embers work in pairs to find four relatively straight sticks of similar length. Show them how to lay them in a square shape, overlapping at the corners, and lash them together with twine.
2. **Warp the Frame:** Once the frame is sturdy, they will wrap the twine from the top of the frame to the bottom, creating the vertical warp threads about 1-2 cm apart.



Source: <https://fibersanddesign.com/learn-to-branch-weave-and-nature-weave-in-3-projects-for-any-season/>

3. **Gather and Weave:** Go on a nature scavenger hunt for their weaving materials. Encourage them to find different colours and textures.
4. **Weave a Pattern:** Challenge them to try weaving a simple pattern, like a thick stripe of green leaves followed by a thin stripe of white petals.
5. **Finishing Touch:** The finished weaving can be left right in the stick frame for a rustic look. Add a twine loop for hanging.

HAND WOVEN BONDS

Ember Tip: As a group, talk about how every piece of nature they found connects to something else. The feather came from a bird, the leaf came from a tree that gives us shade, the flower provides food for bees.

GUIDES : THE FOUND-OBJECT LOOM

Guides get creative by turning an everyday object into a loom or designing a more intentional piece of art.

- **Option 1 - Found Object:** Challenge Guides to bring a “found object” to use as a loom – an old picture frame, a wire coat hanger bent into a circle, or even an old tennis racket! They will then warp it and weave their nature finds into it.
- **Option 2 - Intentional Design:** Before they start weaving, have them sketch a simple design or pattern they want to create. This encourages them to be more selective in their gathering, looking for specific colours and shapes to complete their vision.
- **Technique:** Introduce the idea of “packing down” the weaving by gently pushing the woven rows together to create a tighter, more dense tapestry.

Guide Tip: Discuss how their weaving will change over time as the natural materials dry and fade. It’s a great lesson in the cycles of nature and impermanence.

PATHFINDERS : THE WOVEN MANDALA AND PLANT ID

Pathfinders combine art with science and create more complex, circular weavings.

- **Option 1 - Mandala Loom:** Have them

build a circular loom by lashing 6 or 8 sticks together in the centre, like the spokes of a wheel. They then warp the loom by wrapping twine around the centre and then looping it around each spoke, creating a web-like pattern. Weaving is done in a circular motion from the centre outwards.

- **Option 2 - Eco-Weaving:** As they collect their materials, Pathfinders must identify the plant or animal it came from (e.g., “This is a leaf from a Bigleaf Maple,” “This is a feather from a Steller’s Jay”). They can use guide books or apps like inaturalist. They can then present their weaving and explain the ecological role of the species they included.

Pathfinder Tip: Challenge them to only use materials from a single type of plant (e.g., a weaving made entirely from parts of a cattail or a cedar tree) to explore the diversity within one species.

RANGERS : LARGE-SCALE AND NATURAL DYES

Rangers take their skills to a public or advanced level, focusing on large-scale art or traditional techniques.

- **Option 1 - Community Installation:** With permission, Rangers could create a large-scale “guerrilla weaving” on a park fence or between two trees in a public space for others to enjoy. This involves planning, getting permission, and working collaboratively on a large loom.
- **Option 2 - Natural Dyes:** Before weaving, have the Rangers experiment with

creating natural dyes to colour their twine. They can research how to use things like onion skins (yellow/orange), beets (pink), black beans (blue/grey), or turmeric (bright yellow) to dye their cotton or wool yarn. This connects chemistry, history, and art.

- **Option 3 - Cultural Exploration:** Rangers can research the traditional weaving practices of the local First Nations (e.g., Coast Salish wool weaving in BC). This must be done with deep respect, focusing on learning the history and significance, not appropriating sacred designs. They could potentially invite an Elder or Knowledge Keeper to share about these traditions.

Ranger Tip: Discuss the concept of “Leave No Trace” in the context of creating art in nature. How can we create beautiful things while still respecting and protecting the environment?

ADAPTATION AND INCLUSIVITY

- **Indoor Version:** If the weather is bad or you meet in a place with no access to nature, use a simple cardboard loom (a rectangle of cardboard with slits cut on the top and bottom). Youth can weave with fabric scraps, ribbons, and pre-collected (and dried) natural materials.
- **Allergies:** Be aware of any plant allergies in the group. Pre-screen the area or provide “safe” materials for those youth to use.
- **Mobility:** For youth with limited mobility, bring the nature to them! Have other youth or Guiders collect a wide variety of materials and bring them to a central, accessible table for weaving.

UPCYCLED CREATIONS

PROGRAM AREA: INTO THE OUTDOORS - OUR SHARED PLANET, EXPERIMENT AND CREATE

CORE CONCEPT

This activity is about creative transformation. We explore how to take something old, broken, or destined for the landfill and give it a new thread of life and purpose. Upcycling connects the past story of an object to its future potential, and it connects our personal choices to the health of our planet. It’s a hands-on way to practice creativity, problem-solving, and environmental stewardship.

MATERIALS NEEDED

- **Recyclables:** Clean tin cans, plastic bottles, cardboard boxes, old CDs, etc.
- **Old Textiles:** Lone socks, old t-shirts, fabric scraps, fleece.
- **Crafting Supplies:** Scissors, hot glue gun (with adult supervision), white glue, markers, paint, needle and thread.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : SILLY SOCK PUPPETS

Sparks turn a common lost item—the lone sock—into a new friend, practicing basic decorating skills.

1. **Bring a Sock:** Ask each Spark to bring a clean, lonely sock that has lost its partner. (Have spares on hand!)
2. **Give it a Face:** Provide buttons, googly eyes, yarn for hair, and felt for tongues and ears. With help from a Guider, Sparks can glue these features onto their sock to create a face.

HAND WOVEN BONDS

3. **Find its Voice:** Once the puppets are dry, encourage the Sparks to give their new puppet a name and a silly voice.
4. **Put on a Show!** Gather the youth for a simple puppet show about friendship or helping others. This connects their creation to storytelling.



Source: <https://supersimple.com/article/super-simple-sock-puppet/>

Spark Tip: Talk about how even though the sock lost its first partner, it could be connected to a new friend—their hand!

EMBERS : NO-SEW T-SHIRT TOTE BAG

Embers learn a surprisingly simple and useful “magic” trick: how to turn an old t-shirt into a sturdy bag with no sewing required.

1. **Get a Shirt:** Each Ember needs an old, clean t-shirt (adult sizes work best).
2. **Prepare the Shirt:** Lay the t-shirt flat. Cut off the sleeves and cut out the neckline—these holes will become the bag’s handles.
3. **Cut the Fringe:** At the bottom hem of the shirt, cut vertical strips about 2-3 cm wide and 10 cm long. Make sure to cut through both the front and back layers of the shirt at the same time.

4. **Tie the Knots:** Now, take the front and back fringe pieces and tie them together in a double knot. Continue this all the way across the bottom of the shirt.
5. **Finish the Bag:** Turn the bag inside out, and the knotted fringe will be hidden, leaving a strong, seamless bottom. The bag is ready to use!



Source: <https://marinedebris.noaa.gov/shop-waste-free-reusable-t-shirt-bags>

Ember Tip: Embers can use their new bags to carry their Guiding supplies to meetings, creating a useful item that connects them to their unit.

GUIDES : NO-SEW FLEECE PILLOW OR SCARF

Guides learn a clever textile technique—fringe tying—to create a cozy and useful item from upcycled fleece material.



Source: <https://www.fiskars.com/en-us/kids-and-school/ideas-and-how-tos/sewing-with-kids/kids-no-sew-fleece-pillow>

1. **Gather Your Fleece:** Each Guide needs two square pieces of fleece fabric of the same size (about 16x16 inches or 40x40 cm is a good size for a small pillow). An old, clean fleece blanket is the perfect source for upcycling! The two pieces can be the same or different colours.
2. **Prepare the Corners:** Lay the two pieces of fleece exactly on top of each other. Using a ruler and scissors, carefully cut a square out of each of the four corners (about 4 inches or 10 cm). This will prevent the corners from getting bulky.
3. **Cut the Fringe:** Keeping the two pieces of fabric together, cut a fringe along all four sides. The strips should be about 1 inch (2.5 cm) wide and 4 inches (10 cm) deep, stopping at the edge of the corner square you cut out.
4. **Tie the Knots:** Starting on one side, take

the top and bottom fringe strips and tie them together in a tight double knot. Continue this with all the strips on the first three sides of the pillow.

5. **Stuff It:** When three sides are tied, carefully push stuffing (like Poly-fil or the filling from an old pillow) inside until it's plump.
6. **Finish Tying:** Tie the knots on the fourth and final side to seal up your pillow. Fluff it up and you're done!

Scarf Variation: To make a scarf, use one long rectangle of fleece. Cut a 4- to 6-inch fringe on the two shorter ends only. No tying or stuffing required!

Guide Tip: This no-sew pillow is the perfect "sit-upon" for campfires and a cozy "camp pillow" for sleepovers and adventures! Once you've mastered the technique, this becomes a wonderful kindness project. These pillows can bring a lot of comfort when donated to local animal shelters or seniors' homes (just be sure to ask the organization first!).

PATHFINDERS : UPCYCLED FASHION CHALLENGE

Pathfinders put their creativity and design skills to the test in a fun, fast-paced fashion challenge.

- **The Challenge:** In small groups, give them a "mystery box" of materials: a few old clothing items (jeans, shirts, scarves), fabric scraps, and decorative items (buttons, ribbon, studs).
- **The Goal:** Their mission is to work as a team to deconstruct and reconstruct

these items into a completely new, wearable piece within a time limit (e.g., 60 minutes). This could be a bag, a hat, a redesigned top, or a cool accessory.

- **The Runway:** At the end of the time, have each group present their creation in a mini fashion show, explaining their design choices and the techniques they used. This builds confidence and presentation skills.

Pathfinder Tip: Discuss the concept of “fast fashion.” How does learning to mend and redesign our own clothes foster a more sustainable relationship with what we wear?

RANGERS : THE COMMUNITY UPCYCLE WORKSHOP

Rangers move from personal projects to community leadership, using their skills to teach others and advocate for sustainability.

- **Option 1 - Host a Workshop:** Rangers plan and run an upcycling workshop for a younger Guiding unit, for a local school, or at a community event. They would be responsible for planning the craft (e.g., t-shirt bags), preparing materials, marketing the event, and teaching the skill.
- **Option 2 - “Right to Repair” Advocacy:** Rangers research the “Right to Repair” movement, which advocates for making products more easily repairable. They could create an informative presentation, a short video, or a social media campaign explaining why this is important for the environment and for consumers.
- **Option 3 - The Furniture Flip:** As a group, they find a small piece of discarded

furniture (a stool, end table, or shelf). They work together to plan and execute its transformation: sanding, painting, repairing, and decorating it for use in their meeting space or for donation to a local charity.

Ranger Tip: Connect their project to the UN Sustainable Development Goals, specifically SDG 12: Responsible Consumption and Production. Discuss how local actions can have a global impact.

ADAPTATION AND INCLUSIVITY

- **Material Access:** Not everyone will have items to upcycle. Create a “community stash” by having Guiders collect materials beforehand so everyone has something to work with.
- **Skill Variation:** For projects involving sewing, have a no-sew alternative available (like fabric glue). Pair youth with different skill levels to learn from each other.
- **Safety First:** When using sharp scissors, box cutters (for adults only), or hot glue guns, set up a specific “tool station” with a designated adult supervisor.

KNOT TYING FUNDAMENTALS

PROGRAM AREA: INTO THE OUTDOORS - CAMPING SKILLS AND ADVENTURES

CORE CONCEPT

A knot is one of humanity’s oldest tools—a thread of connection that can provide safety, build shelter, or create art. This activity teaches a progression of knots, from simple loops to essential camping and rescue knots. Learning to tie knots connects us to a rich history of explorers, sailors, builders, and artisans, and

it provides us with the practical skills and confidence to be prepared for any adventure.

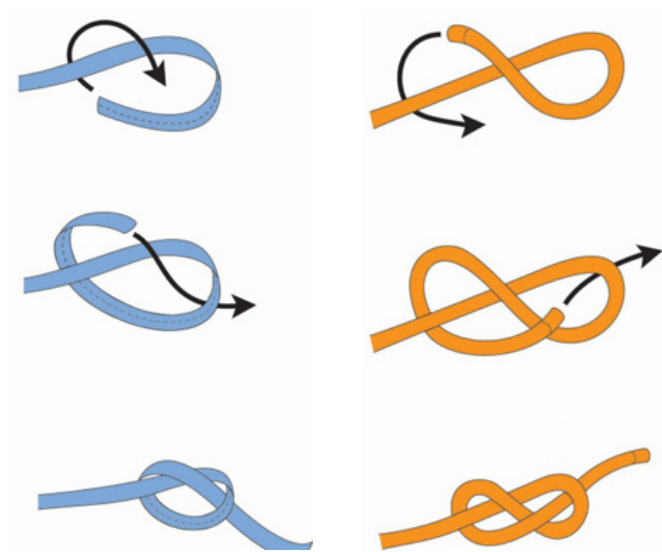
MATERIALS NEEDED

- Rope or cord, about 1-2 metres per girl. Different colours and thicknesses can be helpful.
- Sturdy sticks, chair legs, or dowels for practicing hitches.
- Laminated diagrams or videos of knots (optional, but very helpful).
- For Rangers: carabiners, webbing loops (optional).

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : THE FIRST KNOTS

Sparks learn the most basic knots that form the foundation for all others, turning it into a fun game.



Source: <https://www.cmcpro.com/>

- **The Overhand Knot:** This is the first knot everyone learns! Show them how to make a loop and pass the end through. Practice making a “knot snake” by tying several overhand knots in a row down their rope.

- **The Figure-Eight Knot: vKnot Game:** Call out “Overhand!” or “Figure-Eight!” and see who can tie it the fastest.

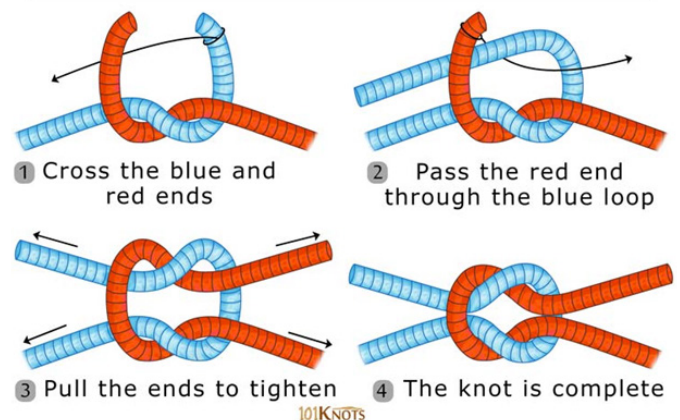
Spark Tip: Use thick, soft rope in bright colours. Let the Sparks feel the shape of the knot with their eyes closed to help them remember it.

EMBERS : JOINING AND HITCHING

Embers learn two essential knots: one for joining ropes and one for tying a rope to an object.

- **The Reef Knot (Square Knot):** This knot is for tying two ropes of the same size together. Teach it with the rhyme: “Right over left and under, left over right and under, pull it tight to make it right!” Practice by having them tie the ends of their own rope together to make a circle.

Square (Reef) Knot Instructions

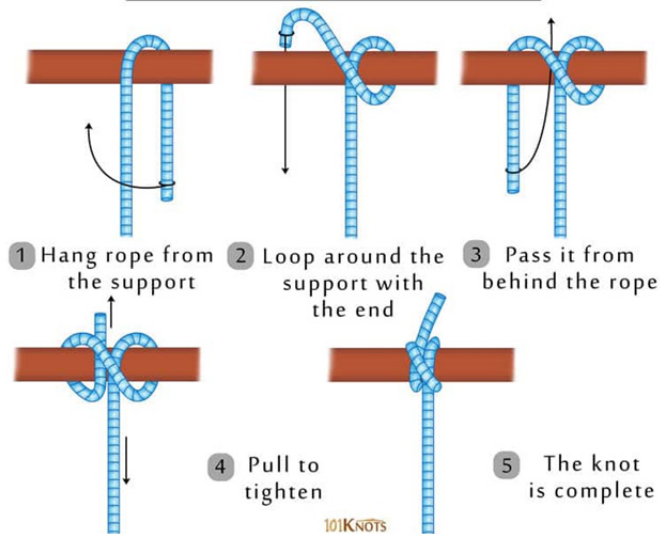


Source: <https://www.101knots.com/square-reef-knot.html>

- **The Clove Hitch:** This is for tying a rope to a post or tree branch. Show them how to make two loops (one “forwards,” one “backwards”) and slide them over the post.

Or, teach the wrap-around method. Have them practice on a chair leg or a stick. It's a "quick release" knot.

Clove Hitch Tutorial



Source: <https://www.101knots.com/clove-hitch.html>

- **Knot Relay:** Divide into two teams. The first youth runs to a chair, ties a clove hitch, gets it checked, unties it, and runs back to tag the next person.

Ember Tip: Explain that a Reef Knot that is tied wrong becomes a "Granny Knot," which slips! This illustrates the importance of making the connection the right way.

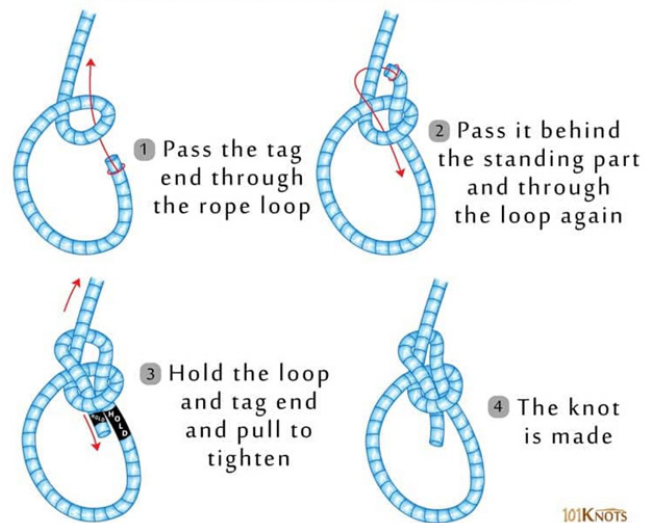
GUIDES : ESSENTIAL CAMPING KNOTS

Guides learn two of the most important knots for camping and outdoor survival, getting them ready for real-world adventures.

- **The Bowline:** The "king of knots," it creates a fixed-size loop that won't slip, even under heavy load. Teach it using the story of the rabbit: "The rabbit comes out of the hole, around the tree, and back down the

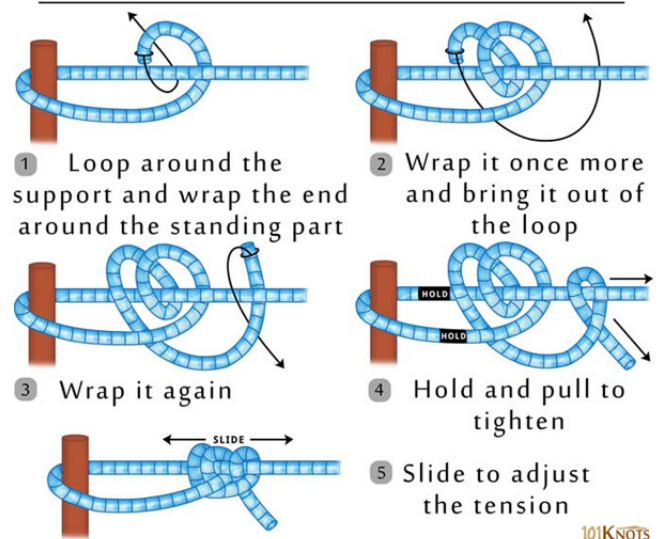
hole." Practice until they can tie it with confidence. This is the #1 rescue loop knot.

Bowline Knot Directions



Source: <https://www.101knots.com/taut-line-hitch.html>

Taut Line Hitch Instructions



Source: <https://www.101knots.com/bowline-knot.html>

- **The Taut-Line Hitch:** This amazing knot creates a loop that can be adjusted to make the rope tighter or looser. It's perfect for the guy lines on a tent or for setting up a camp

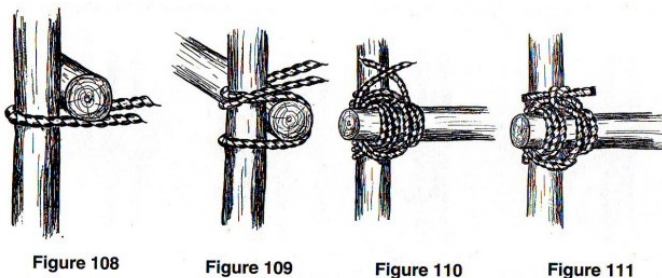
clothesline. Let them tie one end of a rope to a chair, and then use a taut-line hitch to connect the other end to another chair. Challenge them to make the rope tight enough to hang a tea towel on.

Guide Tip: Set up a mini tent or just a tarp and have the Guides use their new knots to secure the guy lines properly.

PATHFINDERS : LASHING AND CONSTRUCTION

Pathfinders move beyond single knots to use them for building camp gadgets, connecting knots to engineering.

- **The Skill - Square Lashing:** Teach them how to use a clove hitch to start and a reef knot to finish, wrapping the rope around two poles (or sticks) to bind them together at a right angle. Explain the importance of tight “wrapping” turns and even tighter “frapping” turns.



Source: <https://scoutpioneering.com/2013/02/13/japanese-mark-ii-square-lashing/>

- **The Challenge:** In patrols, provide them with sticks/dowels and rope. Challenge them to build a useful camp gadget using lashing. Ideas include:
 - A small picture frame.

- A tripod stand for a lantern.
- A simple camp table or bench (if using larger poles).
- **Leadership:** Have Pathfinders who master the skill teach it to other Guides or new Pathfinders.

Pathfinder Tip: Discuss how these same lashing techniques, on a much larger scale, were used by pioneers to build bridges and structures throughout British Columbia.

RANGERS : KNOT-BASED PROBLEM SOLVING

Rangers apply their accumulated knot knowledge to solve complex challenges, focusing on choosing the right knot for the job.

- **Option 1 - Rescue Scenarios:** Set up a challenge like, “A vital water bottle has fallen down a short, steep embankment. You cannot go down, but you have ropes. How do you retrieve it?” This requires them to use knots like the bowline (to create a loop to snag it) and others to join ropes if needed.
- **Option 2 - Knot Tying Race:** Create “knot boards” with names of different knots (including all the ones from previous levels, plus new ones like the Sheet Bend for joining ropes of different sizes, or the Alpine Butterfly). Rangers race against the clock or each other to tie them correctly.
- **Option 3 - Macramé Art:** Connect back to the “threads of art” by teaching them the two foundational macramé knots: the Square Knot (their old friend the Reef Knot!) And the Half-Hitch Spiral. They

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can work on a small, shared wall hanging or individual keychains. This shows the versatility of knots from survival to art.

Ranger Tip: For those interested in high adventure, bring in a certified climbing or rope-rescue expert to demonstrate advanced knots like the Prusik hitch or how to set up a simple pulley system (e.g., a Z-drag). This should only be done by a qualified expert.

ADAPTATION AND INCLUSIVITY

- **Visual Aids:** Use large, colourful ropes to demonstrate. Knot-tying apps or slow-motion videos are excellent resources for all learners.
- **Peer Teaching:** Have youth who master a knot quickly help those who are struggling. Working in pairs where one person reads the instructions and the other ties is very effective.
- **Tactile Learning:** For youth with visual impairments, use very thick, textured rope. The process of tying knots is very tactile and can be learned well by feel.

COLLABORATIVE TEXTILE ART

PROGRAM AREA: EXPERIMENT AND CREATE - ART STUDIO

CORE CONCEPT

This activity demonstrates one of the most powerful aspects of community: how our individual threads, when woven together, create something stronger and more beautiful than any single thread could be on its own. Each participant creates a small part of a larger whole, learning that every unique contribution is valuable. The final piece is a

vibrant testament to the unit's teamwork, diversity, and shared identity.

MATERIALS NEEDED

- **Base:** A large piece of fabric (burlap, felt, an old cotton sheet), or individual squares of felt/fabric.
- **Textiles:** A wide variety of fabric scraps, felt pieces, yarn, ribbon, lace.
- **Adhesives:** Fabric glue, hot glue gun (with adult supervision).
- **Tools:** Scissors, needles and embroidery floss/thread (for older branches).
- **Decorations:** Fabric markers, puffy paint, buttons, beads, sequins.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : FELT FRIENDSHIP BANNER

Sparks create individual squares that a Guider joins together, showing them how their separate creations can become one big team project.

1. **My Square:** Give each Spark a square of felt (e.g., 15x15 cm) in a sturdy colour.
2. **Decorate!** Provide a variety of pre-cut felt shapes (stars, circles, flowers, the Spark promise sign), fabric glue, and glitter glue. Let each Spark design and decorate their own square completely. Encourage them to make it represent themselves.
3. **The Guider's Thread:** Once dry, the Guider gathers all the squares. Using a hot glue gun or by sewing, attach each square side-by-side onto a long, wide ribbon or a larger felt banner.
4. **The Big Reveal:** Unfurl the finished banner and show the Sparks how their individual

pieces have connected to make one long, beautiful decoration for your meeting space. Point out each person's contribution.

Spark Tip: As they work, ask them: "What is your favourite thing about being a Spark?" and "What colour makes you feel happy?"

EMBERS : NO-SEW COMMUNITY QUILT

Embers work on separate sections of one large piece of fabric, creating a "quilt" that represents their community.

1. **One Big Canvas:** Lay a large piece of light-coloured fabric (like an old sheet) on the floor or a big table. Use a pencil to draw a grid of large squares, one for each Ember.
2. **My Community Block:** Assign each Ember a square. Their task is to create a picture inside their square that shows what "community" means to them. They can draw with fabric markers or cut and glue fabric scraps. Ideas could be their house, their family, the Ember circle, or their favourite place in their community.
3. **Work Together:** Although each Ember has their own square, they are all working on the same piece of cloth at the same time, sharing materials and ideas.
4. **Frame it!** Once finished, glue a border of wide ribbon around the edges of the sheet to frame the "quilt." Display it proudly.

Ember Tip: Play some favourite Guiding songs while you work. The shared music connects everyone, just like the shared fabric.

GUIDES : PATROL IDENTITY TAPESTRY

Guides practice teamwork and design skills by creating a collaborative panel that represents their patrol identity.

1. **Patrol Planning:** In their patrols, Guides must first brainstorm and decide on a symbol or theme for their tapestry panel. It could be their patrol name (e.g., a wolf silhouette), a map of their neighbourhood, or a design that incorporates all of their initials.
2. **Mixed Media Creation:** Give each patrol a large piece of burlap or canvas. They must work together to create their design using a variety of techniques. Encourage them to try.
3. **Sewing:** Simple running stitches to outline shapes or sew on patches.
4. **Appliqué:** Cutting shapes from one fabric and sewing or gluing them onto another.
5. **Embroidery:** Simple stitches to add details or their initials.
6. **Assemble the Unit Flag:** Once each patrol has finished their panel, sew the panels together to create one large, meaningful wall hanging that represents the entire unit.

Guide Tip: This project requires negotiation and compromise within the patrol. This is a great opportunity to practice respectful communication and decision-making skills.

PATHFINDERS : THE FREE-WEAVE LOOM

Pathfinders build and weave on a single large loom, contributing different materials to create a deeply personal and beautifully chaotic group tapestry.

1. **Build the Loom:** As a group, build a large,

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free-standing loom. This can be done simply by lashing four sturdy branches together into a rectangle, or by building a frame from PVC pipes or scrap wood.

2. **Warp the Loom:** Wrap strong twine vertically around the frame to create the warp threads.
3. **Gather Your Threads:** Ask each Pathfinder to bring “threads” that are meaningful to them. These don’t have to be yarn! They could be strips of an old soccer jersey, ribbon from a birthday gift, laces from worn-out hiking boots, etc. The unit provides a stash of yarn and fabric scraps as well.
4. **Weave as One:** Everyone weaves on the same loom. There is no set pattern. Pathfinders can work for a few minutes at a time throughout a meeting or over several weeks. They weave their personal items into the tapestry, adding to what others have done. The final piece is a rich, textured story of the group.

Pathfinder Tip: At the end of the project, sit in front of the weaving and have each Pathfinder point out a thread they contributed and share the story behind it.

RANGERS : THE ADVOCACY QUILT

Rangers use collaborative art to make a public statement, connecting their skills to community action and social change.

1. **Choose an Issue:** As a group, Rangers discuss and select a local or global issue they are passionate about. This could be environmental, mental health awareness,

food security in their community, or promoting the rights of girls and women.

2. **Research and Design: Each** Ranger researches one fact, statistic, or powerful quote about the chosen issue. They then design a quilt square to represent that idea. They are encouraged to use advanced techniques like embroidery, photo transfer to fabric, stencilling, or detailed fabric painting.
3. **Construct the Quilt:** The Rangers work together to sew the finished squares into a quilt. They can add a border and backing fabric. They should also write a collective “Artist’s Statement” that explains the quilt’s message and the meaning behind each square.
4. **Art as Activism:** The goal is to display the quilt in a public place—a local library, community centre, school, or even City Hall. The quilt becomes a tool to educate the public and start conversations, proving that art can be a powerful thread of connection for social change.

Ranger Tip: Document the creation process and the final exhibition. They can use the photos to create a social media campaign or a short video, amplifying their message far beyond the physical quilt.

ADAPTATION AND INCLUSIVITY

- **Fine Motor Skills:** For those who find cutting or sewing difficult, tearing fabric into strips for weaving or using pre-cut shapes and glue are great alternatives.
- **Sensory Considerations:** Provide a wide variety of textures (soft, rough, smooth,

bumpy) for a rich sensory experience. Be mindful of anyone who may be sensitive to the feel of glue or paint.

- **No “Wrong” Art:** Emphasize that this is about expression, not perfection. Every contribution is valid and important. Create a positive, non-judgemental atmosphere.

TEXTILE SCIENCE

PROGRAM AREA: EXPERIMENT AND CREATE - SCIENCE LAB

CORE CONCEPT

The clothes we wear are full of hidden science! This activity is a hands-on investigation into the properties of different textiles. By acting like scientists—observing, testing, and recording data—we can uncover why some fabrics are absorbent, some are stretchy, and some protect us from the rain. We’ll explore the connection between a fibre’s structure and its function, linking our clothes to the worlds of chemistry, physics, and environmental science.

MATERIALS NEEDED

- Swatches of different fabrics (cotton, wool, polyester, nylon, fleece). Ask for donations or buy a “scrap bag” from a fabric store.
- Magnifying glasses
- Water in a bowl and a water dropper or pipette
- Notebooks and pencils for recording observation
- For Pathfinders/Rangers (Optional and GUIDER-LED ONLY): Metal tongs, a candle, a fire-safe dish, access to water, and excellent ventilation. A microscope is a

great, safe alternative.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : THE SEE AND FEEL TEST

Sparks use their senses and a magnifying glass to become “fabric detectives,” focusing on simple observation.

1. **Fabric Detective:** Give each Spark a few fabric swatches with very distinct textures (e.g., soft fleece, bumpy corduroy, smooth satin).
2. **Use Your Senses:** Ask them to touch each one. How does it feel? (soft, scratchy, smooth, fuzzy).
3. **Look Closer:** Show them how to use a magnifying glass to look at the threads. Can they see how the threads are woven?
4. **Sort the Swatches:** Ask them to sort their fabrics into piles based on their own criteria, like a “soft pile” and a “rough pile.”

EMBERS : THE RAINDROP RACE (ABSORPTION TEST)

Embers conduct a simple, fun experiment to see which fabrics are “thirsty” and which ones repel water.

1. **The Experiment:** In patrols, give the Embers three fabric swatches: cotton (from a t-shirt), wool (from a sock), and polyester (from a raincoat).
2. **Make a Prediction:** Ask them: “Which fabric do you think will soak up water the fastest?”
3. **The Race:** Lay the swatches flat. Using a water dropper, squeeze five drops of water onto the centre of each fabric.
4. **Observe!** Watch what happens. Does the water spread out and soak in (absorbent)?

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Or does it bead up on top (water-resistant)?

5. **Talk About It:** Discuss the results. Why is cotton good for towels? Why is polyester good for raincoats?

GUIDES : FABRIC BOOT CAMP

Guides conduct a series of tests on different fabrics, recording their results on a chart like true scientists.

1. **The Mission:** In patrols, Guides will test 3-4 different fabrics across three categories: Absorption, Strength, and Wrinkle-Resistance.
2. **Set Up a Chart:** They create a simple chart in their notebooks to record their findings for each fabric.
3. **The Tests:**
 - **Absorption:** Time how long it takes for a water drop to fully absorb.
 - **Strength:** With a Guider's help to make a small starting snip, they try to rip the fabric. Rate its strength on a scale of 1-5.
 - **Wrinkle Test:** Crumple the fabric tightly in their hand for 10 seconds. Does it come out very wrinkled or smooth?
4. **Draw Conclusions:** After testing, they discuss their results. Which fabric would be best for sports clothes? For camping gear? They must use their data to justify their answers.

PATHFINDERS : FIBRE FORENSICS

Pathfinders use more advanced techniques to determine if a fabric is made from a natural or synthetic fibre.

- **Option 1 - Microscope Investigation (Safe):** If you have a microscope, have Pathfinders

look at single fibres from each fabric.

Natural fibres like wool and cotton look irregular, scaly, or twisted. Synthetic fibres like polyester and nylon often look like perfectly smooth, uniform plastic tubes.

** Some libraries will loan microscopes*

- **Option 2 - The Burn Test** (EXTREME CAUTION - GUIDER ONLY):

SAFETY FIRST: This test must be performed by a Guider only, in a well-ventilated area, with water or a fire extinguisher readily available. Youth must observe from a safe distance.

- The Guider uses metal tongs to hold a tiny thread of fabric over a candle flame.
- The group observes: Does it ignite and burn (like cotton), or does it melt and drip (like polyester)? What does it smell like (burning hair = wool; burning paper = cotton; chemical = synthetic)?
- They use a burn chart to identify the fibre type.

RANGERS : TEXTILE LIFE CYCLE AUDIT

Rangers conduct a research project to audit the full environmental impact of different fabrics.

1. **The Audit:** In small groups, Rangers choose a fabric (e.g., conventional cotton, recycled polyester, wool).
2. **Research Questions:** They research its entire life cycle:
 - **Source:** What raw materials are used? How much water, land, and energy are required?
 - **Production:** What chemicals are used in processing and dyeing?

- Use and Care: How durable is it? Does it release microplastics when washed?
- End-of-Life: Is it biodegradable? Can it be recycled?

3. **Create a “Fabric Report Card”:** Each group creates a presentation or infographic that gives their fabric a grade in different categories (sustainability, durability, ethical production).
4. **Share and Discuss:** They present their findings, leading to a discussion about sustainable fashion and consumer choices.

ADAPTATION AND INCLUSIVITY

- This activity can be highly tactile. Focus on the feel, stretch, and even the sound the fabric makes when crumpled.
- The burn test is an industry standard but carries inherent risk. The microscope option is an excellent, risk-free alternative. If doing the burn test, all safety procedures must be followed without exception.
- For a mixed-age unit, everyone can participate in the “Raindrop Race” together, as it’s visual and easy for all to understand.

POM-POM CONNECTIONS

PROGRAM AREA: EXPERIMENT AND CREATE - ART STUDIO

CORE CONCEPT

A pom-pom is a perfect symbol of a Guiding unit: hundreds of individual yarn threads, all unique, held together by one strong, central knot to create a single, unified puff. This activity teaches girls how to make these joyful bundles and then explores how to connect them, turning individual creations into

collaborative garlands, artworks, and gifts that represent the strength of the group.

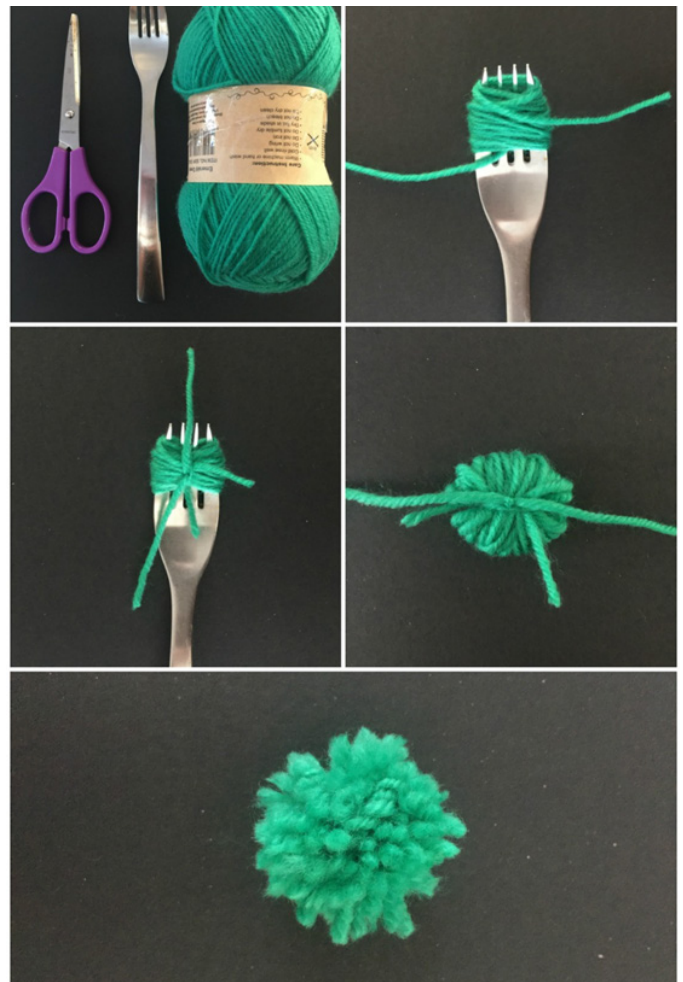
MATERIALS NEEDED

- Yarn in lots of different colours
- Sharp scissors
- Pom-pom makers: You can use commercial plastic pom-pom makers, forks, cardboard tubes, or flat pieces of cardboard cut into a “doughnut” shape.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : FORK POM-POMS AND PET MONSTERS

Sparks use a simple tool—a fork—to create cute, mini pom-poms that they can turn into new friends.



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Source: <https://www.beafunmum.com/2017/06/3-ways-to-make-pom-poms/>

1. **Wrap the Fork:** Show the Sparks how to wrap yarn around the tines of a regular dinner fork until it's nice and thick.
2. **Tie the Middle:** Use a separate piece of yarn to thread through the middle tine and tie a very tight knot around the centre of the yarn bundle.
3. **Slide and Snip:** Gently slide the yarn bundle off the fork. A Guider then carefully snips all the loops on both sides.
4. **Fluff and Create:** Fluff the yarn into a ball and trim it. Give the Sparks googly eyes and glue to turn their pom-poms into fuzzy "Pet Monsters."

EMBERS : TUBE POM-POMS AND FRIENDSHIP GARLAND

Embers make larger pom-poms and connect them together to create a beautiful decoration that represents their whole unit.

1. **The Tube Method:** Have Embers hold two empty toilet paper tubes side-by-side and wrap yarn around both until it's very thick.
2. **The Centre Tie:** Take a long piece of yarn and wrap it around the bundle, passing it between the two tubes. Tie a very tight double knot.
3. **Release and Cut:** Slide the cardboard tubes out from the sides. Cut all the loops and give the pom-pom a good trim to make it a nice, round sphere.
4. **Connect the Garland:** As each Ember finishes a pom-pom, use the long centre strings to tie it onto one very long "main" piece of yarn. By the end, you'll have a

colourful garland made by everyone, ready to hang in your meeting space.

HOW TO MAKE POM POMS



Source: <https://www.youtube.com/watch?v=I7vwZcETDg8>

GUIDES : THE PERFECT POM-POM AND CAMP SIT-UPON



Guides learn the classic “cardboard doughnut” method to create dense, perfect pom-poms for a long-term, practical project.

1. **Make the Loom:** Each Guide cuts two identical doughnut shapes from sturdy cardboard.
2. **Wrap It Up:** Hold the two doughnuts together and wrap yarn around the ring, passing it through the centre hole until it's almost completely full. This takes patience!
3. **Cut, Tie, and Fluff:** Carefully slide scissors between the two cardboard doughnuts and cut the yarn around the outer edge. Slide a long piece of yarn between the two cardboard pieces, tie an extremely tight knot, and then tear away the cardboard.
4. **The Sit-Up:** Over several meetings, Guides make many pom-poms and tie them securely onto a piece of non-slip rug mat, creating a comfortable, custom sit-upon for campfires.

PATHFINDERS : POM-POM ART AND COMMUNITY YARN BOMB

Pathfinders take pom-poms into the realm of art and (friendly) public installation.

- **The Art:** Pathfinders can create a “painting” by gluing pom-poms of different colours and sizes onto a canvas to create a mosaic-style image.
- **The Connection:** They can plan a small, temporary, and permission-based “yarn bomb.” This involves making dozens of pom-poms and tying them onto a tree branch or bench in a local park for a day to bring a moment of unexpected joy to the community. Emphasize getting

permission and ensuring it's easy to remove and leaves no trace.

RANGERS : ADVANCED TECHNIQUES AND POM-POMS FOR A PURPOSE

Rangers can explore complex techniques or use their craft skills for service.

- **Advanced Techniques:** Rangers can learn advanced methods to create patterned pom-poms (hearts, spots) by carefully planning how they wrap the different colours of yarn.
- **Pom-Poms for Service:** They can connect with a local SPCA or animal shelter to see if they can make pom-pom cat toys (using pet-safe yarn). Or, they could create pom-pom wreaths or bouquets to sell at a craft fair as a fundraiser or to donate to a local seniors' home.

Check out <https://blog.pommaker.com/> for advanced pom-pom techniques.

ADAPTATION AND INCLUSIVITY

- Commercial pom-pom makers (the kind that open and close in two halves) are often the easiest tool for all ages and abilities.
- Pom-pom making takes time. It's a marathon, not a sprint. Encourage youth to work at their own pace.
- A Guider can serve as the official “pom-pom barber” with a good pair of scissors to help everyone get a nice, round shape.

PART 2: THE COMMUNITY QUILT

This section focuses on exploring our connections to the people and places closest to us.

COMMUNITY CONNECTION MAP

PROGRAM AREA: CONNECT AND QUESTION -
LOCAL COMMUNITIES

CORE CONCEPT

This activity helps youth visualize the invisible threads that connect them to the people and places in their local community. By drawing maps, they begin to see their community not just as a location, but as a network of relationships, resources, and shared spaces. It's about understanding where they fit and how they are connected to a larger whole.

MATERIALS NEEDED

- Paper (individual sheets for Sparks, large rolls of kraft paper or flip chart paper for older branches)
- Markers, crayons, and pencil crayons
- Colourful yarn or string
- Tape or glue sticks
- Optional: Sticky notes, push pins and a corkboard, printed maps of your local neighbourhood.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: MY HAPPY PLACES MAP

Sparks create a simple, personal map that connects their home to their favourite places, building a basic understanding of their personal community.

1. **Home Base:** Give each Spark a piece of paper. Ask them to draw a picture of where they live. This is their “home base.”
2. **Find the Happy Places:** Ask them to think of two or three other places in the community that make them happy. It could be their school, the library, a grandparent's house, or a favourite playground like the one at Mill Lake Park. Have them draw these places on their map.
3. **Draw the Connection:** Give each Spark a few pieces of yarn. Show them how to tape one end of the yarn at their home base and stretch it across the paper to connect to one of their happy places.
4. **Share Your Map:** In a circle, let each Spark share their map and talk about their happy places and why they love them.

Spark Tip: Title the maps “My Sparks Community.” This reinforces the idea that their personal world is their first community.

EMBERS : OUR EMBER CIRCLE MAP

Embers work together on one big map to see how they all come from different places to create their Guiding circle.

1. **The Meeting Place:** On a large sheet of paper, draw your meeting place in the very centre.
2. **Where We Live:** Ask each Ember to come up and draw a small picture of her house on the big map, roughly in the direction of where she lives. Write her name next to her house.
3. **Connecting to Guiding:** Give each youth a piece of yarn. Have her tape one end to her

house and the other end to the meeting place. When everyone is finished, you will have a visual “web” showing how everyone is connected to the unit.

4. **Add Shared Spaces:** As a group, add other places you’ve been together. Did you visit the food bank for a service project? Did you have a picnic at a local park? Add them to the map and connect them to your meeting place with a special colour of yarn.

Ember Tip: This map is a great visual for enrolment or closing ceremonies. You can point to it and talk about how all these threads come together to make your unit strong.

GUIDES: COMMUNITY ASSET MAPPING

Guides move beyond personal spots to identify and map the important resources that make their community work.

1. **Map the Neighbourhood:** In patrols, give each group a large piece of paper or a printed map of the area around your meeting place.
2. **Brainstorm Assets:** Ask them to brainstorm different types of “community assets” or resources. Give them categories like:
 - **Green Spaces:** Parks, trails, community gardens.
 - **Public Services:** Library, fire hall, community recreation centre.
 - **Places to Help:** Food bank, animal shelter, seniors’ homes.
3. **Map the Assets:** Have them mark the locations of these assets on their maps using different symbols or coloured sticky notes.
4. **Connect the Web:** Using yarn, have them

connect their meeting place to at least five different assets they could potentially visit, use, or help. This shifts the focus from “my” community to “our” community’s resources.

Guide Tip: Challenge a patrol to go for a short, supervised “mapping walk” around the block to identify assets in person.

PATHFINDERS: MAPPING INVISIBLE SYSTEMS

Pathfinders create a multi-layered map to understand the complex, often invisible systems that connect their community.

1. **Start with the Basics:** Begin with a simple asset map like the Guides created.
2. **Add the Systems:** Now, challenge them to add the “invisible” connections using different colours of yarn. For example:
 - **Food System** (Brown Yarn): Trace the path of food from a local farm to a grocery store, to a home, and perhaps to a composting facility or the food bank.
 - **Transportation System** (Grey Yarn): Map the major bus routes that connect different parts of your community. How do people get around?
 - **Communication System** (Blue Yarn): Draw lines representing how information travels from City Hall or the local newspaper to different neighbourhoods.
3. **Discuss Interconnections:** How do these systems overlap? What happens to the transportation system if a road is closed? How does the food system rely on transportation? This builds critical thinking about how a community functions.

Pathfinder Tip: Have them interview a parent or a community member about their daily commute or where they get their local news to gather real-world data for their map.

RANGERS: ASSET AND NEEDS ASSESSMENT MAP

Rangers use mapping as a powerful tool for research, community analysis, and planning their own social action projects.

1. **Data-Driven Asset Map:** Create a detailed map of your community, but focus specifically on assets and services relevant to a chosen area of interest, such as youth mental health, environmental sustainability, or food security. This requires some online research.
2. **Identify the Gaps (Needs Assessment):** Analyze the map critically. Where are the service gaps or “deserts”? Is there a neighbourhood with lots of families but no youth centre? Are there community gardens, but they are not accessible by public transit? Mark these gaps on the map.
3. **Map a Solution:** The main goal is to use the map to brainstorm a meaningful community project. If they identified a lack of safe spaces for teens, they could map potential locations for a drop-in program. If they identified a polluted waterway, they could map the sources of pollution and plan a cleanup.
4. **Present the Plan:** The finished map becomes a visual aid for a proposal. They could use it to present their service project idea to the rest of the unit, a community group, or for a Twinning project

application. The map is no longer just a drawing; it's a tool for change.

Ranger Tip: Introduce them to the concept of GIS (Geographic Information System) mapping. They can explore free online tools to create a digital version of their map, layering different types of data to see connections even more clearly.

THE “HERSTORY” INTERVIEW

PROGRAM AREA: CONNECT AND QUESTION - CANADIAN CONNECTIONS

CORE CONCEPT

History isn't just about famous names in textbooks; it's woven from the real-life stories of the people all around us. “Herstory” is about uncovering, honouring, and preserving the experiences of the women in our lives and communities. By asking questions and listening deeply, youth learn that everyone has a valuable story. This activity fosters a living, breathing connection to the past, illustrating how individual life experiences become part of a larger community narrative.

MATERIALS NEEDED

- Paper and a pencil or pen
- Pre-made question sheets (for younger branches)
- Optional: Audio recorder/smartphone, video camera, art supplies for presentations.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : A FAVOURITE GAME

The focus for Sparks is on asking one simple question and sharing the answer in a fun, interactive way.

1. **The Mission:** At home, each Spark asks a woman they know (a mom, grandma, auntie, or neighbour) one question: “What was your favourite game to play outside when you were my age?”
2. **The Sharing Circle:** At the next meeting, everyone sits in a circle. Each Spark shares the name of the person they talked to and the game they learned about.
3. **Play the Past:** After everyone has shared, the unit can learn and play one of the games that was mentioned, like hopscotch, four squares, or marbles. This makes the story a fun, physical activity.

Spark Tip: This connects the “thread” of the story directly to the “thread” of shared play, showing Sparks that fun is a connection we share across generations.

EMBERS : THE STORY SHEET

Embers use a simple worksheet to guide them in a short interview with a female relative or family friend.

1. **The Questions:** Provide a worksheet with 3-4 simple, open-ended questions. For example:
 - What is a special memory you have from when you were 7 or 8 years old?
 - What was school like for you?
 - What is one important piece of advice

you would give me?

2. **The Interview:** Embers take the sheet home, ask their questions, and write down or draw the answers.
3. **Gallery of Stories:** At the meeting, Embers can share the most interesting thing they learned. Then, post all the completed interview sheets on a wall to create a “gallery walk,” where the youth can wander around and read each other’s stories.

Ember Tip: Encourage Embers to ask a follow-up question, like “Why was that your favourite memory?” This starts building the skill of active listening.

GUIDES: COMMUNITY CHRONICLERS

Guides learn how to prepare for and conduct a more formal interview, then choose a creative way to share the story.

1. **Prepare to Interview:** As a patrol, brainstorm good interview questions that can’t be answered with just “yes” or “no.” Think about questions like, “What has been the biggest change you’ve seen in your community in your lifetime?” or “Can you tell me about a time you had to be brave?”
2. **Conduct the Interview:** Each Guide chooses a woman in her community to interview—this could be a teacher, a coach, a shop owner, or an elder. They conduct a short interview, taking notes on the answers.
3. **Choose Your Medium:** Guides decide how they want to retell the story they heard. They could:
 - Write a one-page article for a mock “Unit

Newspaper.”

- Create a comic strip or storyboard of a key moment from the person’s life.
- Prepare a 2-minute oral presentation to share with the unit.

Guide Tip: This is a great opportunity to practice public speaking skills in a safe and supportive environment.

PATHFINDERS: THE PODCAST PROJECT

Pathfinders use modern technology to capture and share stories, learning the basics of audio production and narrative storytelling.

1. **Find a Focus:** As a group, Pathfinders decide on a theme for their interview series. This could be “Women Entrepreneurs in Our Community,” “Stories of Immigration to Our Community,” or “A Day in the Life: Women in Different Professions.”
2. **Learn the Tech:** Practice using a smartphone’s voice memo app to get clear audio. Discuss interview etiquette, like how to ask follow-up questions and the importance of not interrupting.
3. **Record and Edit:** Pathfinders conduct their interviews. Afterwards, they can use free and simple apps (like Anchor or Audacity) to edit their audio, selecting a powerful 3-5 minute clip. They can even add intro music.
4. **Broadcast:** Host a “Podcast Listening Party.” Each Pathfinder introduces the person they interviewed and provides context, then plays their edited audio clip for the group.

Pathfinder Tip: Discuss how a person’s tone of voice, laughter, or pauses—things you only get in an audio recording—can add a whole new layer to their story.

RANGERS: THE LEGACY PROJECT

Rangers undertake a significant documentary project aimed at preserving the stories of women in their community, focusing on ethics and creating a lasting community resource.

1. **Identify the Project:** Rangers choose a project with a clear purpose. For instance, they could decide to document the stories of women who were involved in a key local event or industry. Or, they could focus on preserving the stories of elders in a local cultural community.
2. **Ethics and Consent:** Have a serious discussion about the ethics of storytelling. They must learn how to get informed consent (using a release form), how to represent people’s stories accurately and respectfully, and the importance of showing the final product to the interviewee for approval.
3. **The Documentary:** Rangers choose their medium and work to a professional standard. This could be:
 - A video documentary: Learning about lighting, sound, and editing.
 - A professionally printed booklet: Combining transcribed interviews with photographs.
 - A public exhibit: Creating display panels for the local library or community hall.
4. **Share with the Community:** The project

culminates in a public sharing event. They could host a screening, a book launch, or an opening for their exhibit, inviting the women they interviewed and their families to be guests of honour.

Ranger Tip: Connect with a local museum or historical society. They may be able to offer guidance, resources, or even a venue to share the final project.

ADAPTATION AND INCLUSIVITY

- **Family diversity** is a given. Encourage youth to interview any woman they admire, whether she is a relative or not. A Guider, coach, neighbour, or family friend are all wonderful choices.
- For youth who are shy or new to the language, suggest working in pairs where one can be the “director” or note-taker while the other asks the questions.
- The focus should always be on a positive and comfortable experience for both the youth and the person being interviewed.

THE GREAT GUIDING SKILL SWAP

PROGRAM AREA: BUILD SKILLS - LIFE STUFF

CORE CONCEPT

Everyone is an expert at something! This activity is built on the idea that every youth has a unique skill or piece of knowledge—a special “thread”—that she can share with her peers. By creating a space where youth can be both teachers and learners, we weave their individual strengths together, making the entire unit stronger. This peer-to-peer exchange fosters leadership, builds confidence, and reinforces the idea that we

all have something valuable to contribute.

MATERIALS NEEDED

- Varies by skill. The beauty of this activity is that it uses the skills already present in the group.
- Brainstorming supplies: Whiteboard or flip chart paper and markers.
- A “starter kit” of common materials is helpful: paper, string, pencils, craft supplies, etc.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : SHOW, SHARE, AND TRY

For Sparks, the focus is on the simple, joyful act of sharing something they can do, rather than formal teaching.

1. **Think of a Skill:** Before the meeting, ask Sparks to think of one simple thing they can do well. Examples: How to do a star jump, how to draw a smiley face, how to fold their arms, how to make a funny animal noise.
2. **Pair Up:** Partner up the Sparks.
3. **Show and Share:** One Spark “shows” her skill to her partner.
4. **Try Together:** The partner then tries the skill, and they can do it together a few times. The goal is participation, not perfection.
5. **Switch!** The partners switch roles. After 5 minutes, have everyone find a new partner to share with.

Spark Tip: Keep it fun and low-pressure. Celebrate every attempt! This shows Sparks that their friends are their first and best teachers.

EMBERS : EACH ONE, TEACH ONE

Embers take a step up by preparing a simple 5-minute lesson to teach a partner.

1. **Brainstorm Skills:** As a group, brainstorm a list of “5-Minute Skills.” Ideas: how to tie a shoelace or a simple knot, how to say a greeting in another language, how to do a cat’s cradle string figure, how to fold a paper fortune teller.
2. **Choose a Skill:** Each Ember chooses one skill she wants to teach.
3. **The Swap:** In pairs, one youth is the “Teacher” and the other is the “Student.” The Teacher has 5-7 minutes to carefully show her partner the steps of her skill. The Student’s job is to be a good listener and try her best.
4. **Switch Roles:** A Guider calls “Switch!” and the Student becomes the Teacher of her own skill.

Ember Tip: Before you start, have a quick chat about what makes a good teacher (patience, showing steps slowly) and a good student (listening carefully, not being afraid to ask questions).

GUIDES: THE SKILL FAIR

Guides organize and run a mini-fair with different skill stations, allowing them to teach small groups.

1. **Plan in Patrols:** In their patrols, Guides decide on a skill their group can teach. It should be something that takes about 10-15 minutes. Examples: a simple card trick, how to draw a cartoon animal, how to make a friendship bracelet with a spiral knot.

2. **Prep the Station:** The patrol plans the steps for teaching and gathers any materials needed. They set up their “booth” or station in the meeting space.
3. **Run the Fair:** Half of the members of each patrol stay at their station as “Teachers.” The other half become “Learners” and get a “passport” to visit 2-3 other stations.
4. **The Great Swap:** Halfway through the meeting, the Teachers and Learners switch roles. This ensures everyone gets a chance to both teach and learn something new.

Guide Tip: This format encourages teamwork and planning within the patrol and creates a fun, bustling atmosphere.

PATHFINDERS: THE WORKSHOP PROJECT

Pathfinders take full ownership of the process by planning, developing, and leading their own workshops for their peers.

1. **The Skill Survey:** Pathfinders create a survey of all the skills present in their unit. They’ll be amazed at the hidden talents, from coding and baking to skateboarding and photo editing.
2. **Sign Up to Lead:** Based on the survey, Pathfinders sign up (individually or in pairs) to lead a 20-30 minute workshop on a skill they’re confident in.
3. **The Lesson Plan:** The workshop leaders are responsible for creating a simple lesson plan: What’s the goal? What materials are needed? What are the step-by-step instructions? How will they know if people have learned it?
4. **Workshop Day:** Over several meetings,

Pathfinders lead their workshops for their peers. This builds significant leadership skills, including planning, public speaking, and time management.

Pathfinder Tip: Encourage Guiders to ask for feedback after their workshop. What went well? What could be clearer next time? This introduces the valuable concept of reflective practice.

RANGERS: CROSS-BRANCH MENTORSHIP

Rangers take their skills and Leadership to the next level by planning and delivering a workshop for a younger Guiding unit.

1. **Identify Mentorship Skills:** Rangers identify skills they have that would be fun and useful for Sparks or Embers. Examples: leading a new game, teaching a campfire song with actions, a simple science experiment, or a cool knot for camping.
2. **Connect and Collaborate:** The Rangers reach out to a Guider of a local Spark or Ember unit. They collaborate with the Guider to plan a visit and ensure their workshop fits the younger unit's program and needs.
3. **Develop an Age-Appropriate Lesson:** This is the key challenge. Rangers must adapt their teaching style, using simple language, hands-on activities, and lots of enthusiasm to keep younger youth engaged. They plan everything from the materials to the timing.
4. **Lead and Inspire:** Rangers visit the unit and run their workshop. This is a powerful experience that builds their mentoring

and leadership abilities while creating a tangible thread of connection between the oldest and youngest members of the Guiding family in their community.

Ranger Tip: This mentorship experience is a fantastic addition to a resume or university application, as it demonstrates leadership, planning, and community engagement.

ADAPTATION AND INCLUSIVITY

- A "skill" is anything you can share. It can be academic, artistic, athletic, or just plain silly. Validate all contributions.
- Pair up to teach. For youth who are nervous about leading, suggest they partner with a friend to co-lead a station or workshop.
- "Mistakes are proof that you are trying." Create a safe environment where everyone feels comfortable trying something new and understands that learning takes practice.

"KINDNESS CONNECTS" CHAIN REACTION

PROGRAM AREA: BE WELL - MY MIGHTY MIND

CORE CONCEPT

This activity is about showing how one small, kind act can be a powerful thread that connects people, creating a ripple effect of positivity that strengthens a community. Like a single match lighting a candle, which can then light a whole room, one act of kindness can start a chain reaction. We will explore how simple, thoughtful actions can grow into something much bigger, weaving a web of goodwill and care.

MATERIALS NEEDED

- For the “Kindness Chain”: Strips of coloured paper (construction paper or scrapbook paper), markers or pens, stapler or tape.
- For Kindness Projects: Varies by branch (card-making supplies, sidewalk chalk, items for donation, etc.).

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : THE KINDNESS LINK

For Sparks, the focus is on recognizing kindness and starting a visual representation of their collective good deeds.

1. **What is Kindness?** Sit in a circle and talk about what it means to be kind. Ask questions like, “What does a kind face look like?” and “What’s something kind a friend has done for you?”
2. **Start the Chain:** Give each Spark a strip of coloured paper. Ask them to do one kind thing during the meeting, like helping a friend clean up, saying something nice, or sharing their supplies.
3. **Add a Link:** Once they have done their kind act, they come to a Guider, tell them what they did, and the Guider helps them write it on their paper strip (e.g., “I helped Sarah.”). They then add their link to the unit’s Kindness Chain.
4. **Watch it Grow:** At the end of the meeting, hold up the chain. Look how long it is already! Celebrate all the kind acts that are connecting the group. Keep the chain and add to it every meeting.

Spark Tip: End the meeting by singing a

song about friendship. The growing paper chain is a perfect visual for how your Spark circle is connected by kindness.

EMBERS : GOOD TURN POSTCARDS

Embers take their kind acts outside the meeting, creating a “thread” of kindness that connects them to their families and neighbours.

1. **The Good Turn:** Remind Embers about the tradition of doing a “Good Turn” every day. Brainstorm a big list of simple good turns they could do (e.g., set the table without being asked, feed a pet, hold a door open, give a compliment).
2. **Create Postcards:** Give each Ember a blank index card or piece of cardstock. On one side, they decorate it. On the other side, they write: “You’ve received a Random Act of Kindness from a Girl Guide Ember! Now it’s your turn to pass it on.”
3. **The Mission:** Each Ember takes a few cards home. When they do a secret “Good Turn” for someone in their family or a neighbour (like tidying a sibling’s toys or leaving a nice note on the table), they can leave a postcard behind to explain the kindness chain.
4. **Share the Stories:** At the next meeting, Embers can share stories about the Good Turns they did and how it made them (and the other person) feel.

Ember Tip: This connects to the Ember motto, “Lend a Hand.” They are literally lending a hand and leaving a card to encourage the next person to do the same.

GUIDES: SIDEWALK CHALK COMPLIMENTS

Guides work in patrols to spread positivity and kindness throughout their local community in a visible, joyful, and temporary way.

1. **Permission First:** The Guiders secure permission to write with sidewalk chalk in a designated public area. This could be the sidewalks around your meeting place, or a specific area in a local park.
2. **Brainstorm Positive Messages:** In their patrols, Guides brainstorm kind and uplifting messages they can share. These should be general and positive. Examples: “You are awesome!”, “Hope you have a great day!”, “Don’t forget to smile!”, “We believe in you!”
3. **The Kindness Blitz:** The patrols go out (with supervision) and write their positive messages on the sidewalks. Their goal is to create a “path of kindness” that will surprise and delight people in the community.
4. **Reflect:** Back at the meeting, talk about the experience. How did it feel to write the messages? How do they think it might feel for a stranger to read one? Discuss how their chalk messages are a thread connecting them to hundreds of people they’ll never even meet.

Guide Tip: Take pictures of the chalk art to share on your unit’s social media, spreading the positivity even further.

PATHFINDERS: THE PAY-IT-FORWARD PROJECT

Pathfinders design and execute a small-scale “pay-it-forward” project that directly helps people in their community.

1. **Identify a Need:** As a group, Pathfinders brainstorm small, immediate needs in their community. They might identify that people using the laundromat could use extra soap, or that people waiting at the bus stop on a cold day might appreciate a hot chocolate.
2. **Plan the Project:** They choose one idea and plan it out. For example, the “Laundromat Surprise”:
 - **Goal:** To provide free soap and dryer sheets for a few hours.
 - **Action:** They could pool funds to buy a few boxes of single-use laundry soap pods and dryer sheets.
 - **Execution:** With a Guider, they visit a local laundromat, get permission from the owner, and leave a basket of the supplies with a note: “A gift from the local Pathfinders to make your day a little easier. Please take what you need.”
3. **The Ripple Effect:** The key to this is the “pass it on” message. The note should also encourage people to consider doing something kind for someone else. They are not just giving an item; they are starting a chain reaction of goodwill.

Pathfinder Tip: This project requires planning, budgeting, and communication skills (like asking the business owner for permission), which are all valuable life skills.

RANGERS: THE COMMUNITY CARE CHAIN

Rangers take the concept to a strategic level by identifying a community partner and creating a project that amplifies that organization's own "thread of kindness."

1. **Research and Partner:** Rangers research local non-profits or community groups in their community. They could look at organizations like the Starfish Pack Program (which provides food for kids) or a local seniors' wellness society. They choose one organization to partner with.
2. **Listen to the Need:** Instead of assuming what is needed, the Rangers contact the organization and ask a crucial question: "What is one small thing our group could do that would make a big difference for the people you serve or for your volunteers?"
3. **Plan the "Amplifier" Project:** Based on the answer, they create their project.
 - If the food bank needs more donations of a specific item, the Rangers could organize a targeted one-day food drive in their neighbourhood for just that item.
 - If the seniors' home says their residents are lonely, the Rangers could create "thinking of you" card-making kits and drop them off for residents to use to write to their own families.
 - If a volunteer group is overworked, the Rangers could put together "Volunteer Care Packages" with nice hand sanitizer, snacks, and a thank you card.
4. **Connect and Complete:** By working with an existing organization, the Rangers learn

about community infrastructure and how their single act of kindness can support a much larger, ongoing chain of care.

Ranger Tip: This partnership approach teaches valuable lessons in community development, showing that the most effective kindness is often about listening and supporting the good work that is already being done.

SKIT-IN-A-BAG

PROGRAM AREA: EXPERIMENT AND CREATE - ART STUDIO

CORE CONCEPT

This activity is all about instant, collaborative creation. By pulling a random collection of props from a bag, girls must work together to weave a story—a thread of narrative—that connects every bizarre object. It's a hilarious, fast-paced challenge in teamwork, creative problem-solving, and thinking on your feet. The goal isn't a perfect performance, but the fun and connection that come from building something silly together.

MATERIALS NEEDED

- Several non-see-through bags (cloth tote bags, pillowcases, etc.).
- A wide assortment of random, safe props. The more random, the better!
- Examples: A rubber chicken, a dustpan, a funny hat, a map, a cookbook, a spatula, a feather boa, a garden gnome, a pool noodle, a pair of mismatched socks.
- A timer or stopwatch.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : STORY CIRCLE WITH PROPS

This is a non-performance version where Sparks tell a story together, with no pressure to act it out.

1. **The Circle:** Have the Sparks sit in a circle. A Guider pulls the first prop from the bag (e.g., a funny hat) and starts a story with one line: "Once upon a time, there was a girl who found a very silly hat..."
2. **Pass the Story:** The Guider passes the hat to the next Spark in the circle, who adds the next sentence to the story.
3. **Introduce a Twist:** After a few Sparks have added to the story, the Guider pulls a new prop from the bag (e.g., a spatula) and adds it to the narrative: "...and just then, she saw a talking spatula!"
4. **Continue the Tale:** The story continues around the circle, with each Spark adding one sentence, incorporating the new props as they appear. The goal is to create one big, silly story together.

Spark Tip: This version focuses on listening and collaboration, and every Spark's contribution helps the single group story grow.

EMBERS : THE ONE-MINUTE SKIT

Embers work in their circles to create and perform a very short, simple scene with a clear beginning, middle, and end.

1. **Get Your Bag:** Divide the Embers into their circles or small groups. Each group gets a bag containing 3-4 props.
2. **The Theme:** Give them a simple theme to guide their story, like "A camping trip gone

wrong," "The magical animal," or "Helping a friend."

3. **Plan Your Skit:** Give the groups 5-10 minutes to secretly look at their props and create a very short (1-minute) skit that uses every item and fits the theme.
4. **Curtains Up!** Each circle performs their masterpiece for the others. The most important rule is to cheer loudly and enthusiastically for every group!

Ember Tip: Encourage them to have a narrator if they are nervous about memorizing lines. The narrator can read the story while the others act it out.

GUIDES: THE GENRE TWIST

Guides get the classic challenge with an added layer of complexity: they must perform their skit in a specific style.

1. **The Prop Bag:** In patrols, each group receives a bag with 4-5 props.
2. **The Genre Hat:** The Guider has a second bag or a hat with slips of paper, each with a different movie or theatre genre written on it (e.g., Mystery, Comedy, Sci-Fi, Western, Fairytale).
3. **The Challenge:** Each patrol draws one genre from the hat.
4. **Create and Rehearse:** The patrols have 10-15 minutes to create a 2-3 minute skit that uses all their props AND fits their assigned genre. This leads to hilarious combinations, like trying to make a garden gnome fit into a serious Sci-Fi plot.
5. **Performance Time:** Each patrol performs their genre-bending skit.

Guide Tip: This encourages Guides to think about the style of storytelling—how a serious voice can make something funny, or how suspenseful music (made with their own sound effects) can create a mystery.

PATHFINDERS: THE ADVANCED PROMPTS

Pathfinders are challenged to build more complex narratives by incorporating specific characters and lines of dialogue.

1. **The Bag of Everything:** Each patrol's bag contains three types of prompts:
 - **Props (3-4 items):** The usual random assortment.
 - **Characters (2-3 slips of paper):** Each slip describes a character (e.g., "a time-traveling historian," "a world-famous chef who has lost their sense of smell," "a very tired toddler's parent").
 - **A Secret Line (1 slip of paper):** A specific line of dialogue that **MUST** be said at some point in the skit (e.g., "This would have been much easier with a map of the festival!").
2. **Weave It Together:** Pathfinders have 15-20 minutes to devise a 3-5 minute skit that seamlessly incorporates their props, characters, and the secret line.
3. **Watch and Listen:** The other groups not only watch the performance but also try to **guess what the "secret line" was.**

Pathfinder Tip: This challenges them to focus on character development and plot construction, moving beyond simple gags to more structured storytelling.

RANGERS: THE DIRECTOR'S CUT

Rangers use the skit format to explore more advanced concepts like satire, social commentary, or different theatrical styles.

1. **The Props:** Each group gets a bag of props.
2. **The Director's Prompt:** Instead of a simple genre, they get a more complex directorial challenge on a slip of paper. For example:
 - "Create a silent movie skit that tells a story about friendship."
 - "Create a TV commercial for a fake product, using all your props."
 - "Perform a scene from a well-known fairytale, but set it in your high school."
 - "Create a skit that is a satire of a current event or social trend."
3. **Write and Direct:** Rangers have 20-30 minutes to plan, write, and rehearse their piece. The emphasis is on the cleverness of the concept and the execution of the chosen style.
4. **Screening and Discussion:** After the performances, have a brief discussion. What message was the group trying to convey? What made the satire effective? This connects the fun of improv to a deeper analysis of media and storytelling.

Ranger Tip: For an extra challenge, have one group act as the "critics" who must write a short, constructive review of another group's performance, focusing on what they did well and the effectiveness of their creative choices.

ADAPTATION AND INCLUSIVITY

- **Many Roles to Play:** Remind the youth

that not everyone needs to be an actor. A skit needs a director, a narrator, someone to manage the props, and someone to make sound effects!

- **No “Wrong” Answers:** The goal is to have fun and be creative. Praise effort and teamwork above all else. Create an atmosphere where silly ideas are celebrated.

GUIDING FAMILY TREE

PROGRAM AREA: GUIDE TOGETHER - OUR STORY

CORE CONCEPT

This activity helps youth visualize their place within the vast, global family of Guiding and Scouting. It reveals that joining a local unit is like becoming a leaf on a giant, worldwide tree. This “family tree” has roots in history, a trunk in Canada, and branches that reach into nearly every country on Earth. It’s a powerful way to show that the thread of connection that starts in their meeting place is part of a tapestry that covers the globe.

MATERIALS NEEDED

- Large paper (kraft paper or flip chart paper), ideally with a large tree outline pre-drawn.
- Pre-cut paper shapes: flowers, leaves, apples, etc.
- Markers, pencil crayons, and glue sticks.
- Optional: Photos of the girls, printouts of the GGC and WAGGGS logos.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS : OUR UNIT GARDEN

A garden is a more concrete and relatable image for Sparks than a complex tree structure.

1. **The Garden Plot:** On a large piece of paper, create a “garden” with green grass and a sign that reads, “[Your Unit Name] Sparks Garden.”
2. **Design Your Flower:** Give each Spark a pre-cut paper flower. In the centre, she can draw a picture of herself. On the petals, she can draw things she likes about being a Spark.
3. **Plant Yourself:** One by one, each Spark comes up and glues her flower into the garden.
4. **Growing Together:** The Guider explains, “Look at our beautiful garden! We are all different, unique flowers, but we are all growing together and sharing the same sunshine here in Sparks.” This visualizes their connection to each other within the unit.

Spark Tip: Take a group photo with the finished garden. It’s a wonderful keepsake of their year together.

EMBERS : THE UNIT TREE

Embers create a simple tree that shows how their small groups (circles) connect to form the larger unit.

1. **The Trunk:** On a large paper, display a tree with a big, strong trunk. Label the trunk with your unit’s name (e.g., “2nd *** Embers”).

2. **The Circle Branches:** Draw several large branches coming off the trunk. Label each branch with the name of a circle (e.g., Gnomes, Elves, Fairies).
3. **The Leaves:** Each Ember gets a paper leaf and writes her name on it.
4. **Find Your Branch:** The Embers find the branch belonging to their circle and glue their leaf onto it.
5. **See the Connection:** The Guider can point out how all the individual leaves (the youth) are needed to make the branches (the circles) full, and how all the branches grow together from the same strong trunk (the unit).

Ember Tip: This is a perfect activity for the beginning of the year to help Embers learn which circle they belong to and who else is in it.

GUIDES: THE LOCAL GUIDING TREE

Guides expand their view to include the Guiding structure in their city and region.

1. **Build the Base:** Start with the Ember model: youth are leaves, patrols are small branches, and the unit is a larger branch on the tree.
2. **Add the District:** Explain what a District is (all the Guiding units in your town or area). Add a thicker branch that the unit branch grows from and label it “** District.” You can mention other units that might be part of the district.
3. **Add the Area:** Explain the Area (a collection of districts). Add an even thicker limb that the District branch grows from and label it “xx Area.”

4. **Follow the Path:** Using their finger, Guides can trace their connection from their personal leaf, to their patrol, to their unit, up to the District and Area, seeing how the connections get bigger and bigger.

Guide Tip: This helps Guides understand the structure they experience at larger events like District camps or Area Thinking Day celebrations, showing them where they fit in the local Guiding community.

PATHFINDERS: THE WORLD TREE

Pathfinders map the entire structure from themselves all the way to the global organization, understanding the full scale of Guiding.

1. **The Full Structure:** On a whiteboard or large paper, have the Pathfinders work as a team to map out the complete structure:
 - You -> Patrol -> Unit -> District (***) -> Area (***) -> BC Council -> Girl Guides of Canada -> WAGGGS.
2. **The Global Forest:** Introduce the idea that this entire tree is just one in a huge global forest. Show them the WAGGGS logo and a world map.
3. **Map WAGGGS:** Challenge them to find out how many countries are members of WAGGGS. They can put pins or sticky notes on a world map for each of the five WAGGGS World Centres (Our Cabaña, Pax Lodge, Our Chalet, Sangam, Kusafiri).
4. **The Connection:** Discuss what it means to be part of a 10-million-strong global movement. How does an issue affecting girls in another country connect to them?

Pathfinder Tip: This is a great time to plan an activity for World Thinking Day, choosing a WAGGGS country to learn about and connecting with the girls there in spirit.

RANGERS: THE LIVING HISTORY TREE

Rangers explore the historical “roots” of their Guiding family tree, connecting with the members who came before them.

1. **The Research Project:** The goal is to research the history of Guiding in their community. The tree’s roots will represent this history.
2. **Become Historians:** In small groups, Rangers can choose a research task:
3. **Interview:** Find and interview a Trefoil Guild member or a long-time Guider about their experiences. What was Guiding like 20, 30, or 50 years ago?
4. **Archives:** Visit a local museum or look through online newspaper archives to find any articles or photos about past Guiding events in the community.
5. **Unit History:** Try to find out when their own unit (or one of the oldest in the city) was first registered.
6. **Add the Roots:** Rangers add their findings to the tree’s roots, writing down key dates, quotes from their interviews, or interesting facts they discovered.
7. **Their Place in History:** The activity concludes with a reflection. They are not just leaves on the tree; they are part of its ongoing history. What legacy will their Ranger group leave for the future? They can add “fruit” or “acorns” to their branch with their goals or legacy projects written

on them.

Ranger Tip: This project could evolve into a formal submission for a local heritage award or be developed into a presentation to be shared with younger units, allowing the Rangers to become the keepers and sharers of local Guiding history.

PART 3: THE GLOBAL WEB

Activities looking at broader connections – from ecosystems and history to global communication and worldwide Guiding.

THE ECOSYSTEM WEB GAME

PROGRAM AREA: INTO THE OUTDOORS - OUR SHARED PLANET

CORE CONCEPT

This interactive game makes the invisible connections of an ecosystem visible and tangible. Using a simple ball of yarn, girls will physically build a “web of life,” representing the local food web. Each person becomes a crucial part of the ecosystem, and together they discover how every single plant and animal is a vital thread in the web. It’s a powerful, memorable demonstration of how the loss of even one species can impact the entire community.

MATERIALS NEEDED

- A large ball of yarn or string (natural colours like green or brown work well).
- Name tags or cards with pictures/names of local plants and animals.
- Scissors.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: THE GARDEN CONNECTION

For Sparks, the focus is on a simple, positive chain of connections in a familiar setting like a garden.

1. **Choose Your Role:** Prepare 3-4 simple, friendly roles: The Sun, A Flower, A Bee, and A Girl Guide. Let the Sparks choose

which one they want to be.

2. **Sit in a Circle:** The Spark who is “The Sun” starts by holding the end of the yarn.
3. **Pass the Connection:** A Guider asks, “What does the Sun help to grow?” The Sun holds their string tight and passes the ball of yarn to “A Flower.”
4. **Keep it Going:** The Guider then asks, “Who visits the flower for food?” and “A Flower” passes the ball to “A Bee.” Finally, “Who loves to watch bees and enjoy the flowers?” and “A Bee” passes the ball to “A Girl Guide.”
5. **See the Line:** You have created a simple, direct line. The Guider can say, “Look! You are all connected in our garden!”

Spark Tip: This version is all about positive connections. It shows that everyone and everything has a special part to play.

EMBERS: THE FOREST FOOD WEB

Embers build a slightly more complex web and experience the first “impact test.”

1. **Assign Roles:** Have about 6-8 roles from a local B.C. forest: Sun, Douglas Fir Tree, Squirrel, Caterpillar, Robin, Coyote, Mushroom. Everyone stands in a circle holding their role card.
2. **Start with the Sun:** The Sun starts with the yarn. The Sun passes the ball to the Tree (carries out photosynthesis). The Tree passes it to the Squirrel (eats seeds in the cones) and the Caterpillar (eats leaves). The Caterpillar passes it to the Robin. The Robin passes it to the Coyote.
3. **The Tug Test:** When a small web is built,

the Guider presents a scenario: “Oh no, a disease has wiped out all the Douglas Fir Trees! Tree, please gently tug on all your strings.”

4. **Who Felt It?** Ask everyone who felt the tug to raise their hand. The Squirrel and Caterpillar will definitely feel it! Discuss what would happen to them. This is a simple, powerful illustration of interdependence.

Ember Tip: Introduce the terms producer (plants that make their own food) and consumer (animals that eat things) to build their science vocabulary.

GUIDES: THE RIVER WEB

Guides create a more complex web based on a specific local ecosystem and analyze the results of a disruption.

1. **Brainstorm Roles:** As a group, brainstorm all the living things in and around a local river or other waterway. Aim for 10-15 roles: Sun, Algae, Water Insects, Salmon or Trout, Sturgeon or other fish, Bear, Bald Eagle, Cottonwood Trees, Humans, etc.
2. **Build the Complex Web:** Assign roles. Start with the Sun and Algae. The web will get complicated quickly, with yarn criss-crossing the circle many times. A single element, like Salmon, will have many connections.
3. **The Scenario:** Propose a realistic scenario: “A form of pollution has unfortunately killed most of the small water insects this year. Water Insects, please drop all your strings.”
4. **Analyze the Collapse:** The web will visibly

sag. Ask the group: “What just happened?” and “Who is going to be hungry now?” This leads to a discussion about food sources, pollution, and how a problem with a “small” creature can affect big ones like salmon and bears.

Guide Tip: Challenge them to find the longest “thread of connection” or food chain within your web.

PATHFINDERS: THE HUMAN IMPACT WEB

Pathfinders build a dynamic web where they model both the negative and positive impacts of human activity.

1. **Build a Detailed Web:** Create a detailed web for a local, including a wide variety of producers, consumers, and decomposers.
2. **Introduce Impact Cards:** A Guider reads out “Human Impact Cards” and the named species must react accordingly.
 - **Negative Impact:** “A new housing development removes a section of forest. Deer and Black Bear, drop one of your food source connections.”
 - **Negative Impact:** “An invasive species, like Japanese Knotweed, is introduced and outcompetes native plants. Native Plants, drop a string.”
 - **Positive Impact:** “A community group (like our Pathfinder unit!) Undertakes a project to restore a stream bed. Salmon, you get to make a new connection to the Water Insects!”
3. **Dynamic Discussion:** This version is not static. After each card, discuss the ripple effects. The positive impact card is

crucial—it shows that human action can also heal and strengthen the ecosystem.

Pathfinder Tip: This activity can serve as a powerful introduction to a unit service project, like participating in a local habitat restoration event.

RANGERS: THE BIOACCUMULATION AND POLICY WEB

Rangers model a complex ecological concept and use the game as a springboard for a real-world policy debate.

1. **Build the Web:** Create a highly complex and realistic local ecosystem web.
2. **Model Bioaccumulation:** Introduce a “toxin” into the system. A Guider gives a small red ribbon to the lowest level of the food chain (e.g., Algae). When a creature “eats” another, the yarn connection is made, and the red ribbon is passed along with it.
3. **Concentrate the Toxin:** When a primary consumer (e.g., an Insect) “eats” three Algae, it collects three ribbons. When a secondary consumer (e.g., a Fish) “eats” five Insects, it collects all fifteen of their ribbons. The top predators like the Eagle or Bear will end up with a huge number of ribbons.
4. **The Policy Debate:** After this powerful visual, the Rangers drop their strings and form a mock “City Council.” Their task: “Based on what we just saw, propose one new bylaw or policy to protect our local ecosystem from this toxin.” They must debate the pros and cons of different solutions (e.g., banning a pesticide vs.

restoring a wetland to filter water).

Ranger Tip: This connects the scientific simulation directly to civics and advocacy. They learn that understanding a problem is the first step, but proposing solutions is how we create change.

UNRAVELLING FAST FASHION

PROGRAM AREA: CONNECT AND QUESTION - WORLD STAGE

CORE CONCEPT

This activity pulls on the thread that connects our closets to the people and places that make our clothes. “Fast fashion” refers to trendy, inexpensive clothing that is produced quickly in large quantities. While a great deal can be tempting, this activity helps youth discover the hidden environmental and social costs. We will investigate the life cycle of our clothes, from the farms where fibres are grown to their eventual destination, fostering a more mindful and sustainable relationship with what we wear.

MATERIALS NEEDED

- Several articles of clothing with visible tags.
- A world map or globe
- Paper, markers, and pencils.
- Internet access for research (for older branches).
- Optional: Magnifying glasses, fabric swatches.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: WHERE DO OUR SOCKS COME FROM?

For Sparks, the concept is simplified to the basic journey of a piece of clothing, from a natural source to their drawer.

1. **Story Time:** Tell a simple story of a cotton sock. Start with a picture of a cotton plant ("Our sock started as a fluffy plant in a field."). Show a picture of a factory ("The fluff was spun into thread and a machine knit it into a sock."). Show a picture of a boat or truck ("The sock travelled a long way to get to the store."). Finally, hold up a real sock ("Until it found a home with you!").
2. **Material Match-Up:** Have a few items made of obvious materials: a cotton t-shirt, a wool sweater, and a leather (or faux-leather) shoe. Give them pictures of a cotton plant, a sheep, and a cow. Can they match the clothing item to its original source?
3. **Thank Your Clothes:** End by encouraging Sparks to say "thank you" to their clothes for the long journey they took to keep them warm and comfortable. This fosters a simple sense of gratitude and value.

Spark Tip: This is about building an early appreciation for the idea that clothes don't just appear in stores. They have a history.

EMBERS: THE GREAT TAG HUNT

Embers become detectives, using clothing tags to uncover clues about where their clothes are from and what they're made of.

1. **The Tag Hunt:** Ask each Ember to look

at the tag on her shirt or sweater. What information can she find?

2. **What's it Made Of?** Make a simple chart on a whiteboard with two columns: "Natural" (from plants/animals) and "Synthetic" (human-made). As youth call out the materials on their tags (cotton, polyester, wool), write them in the correct column.
3. **Where in the World?** Now look at the "Made in..." part of the tag. As youth call out the countries, find them on a world map. Use pieces of yarn to connect your community to all the different countries your clothes came from. The youth will be amazed at the global web you create.
4. **Discussion:** Why do they think our clothes travel so far?

Ember Tip: This is a great visual exercise. The web of yarn on the map clearly shows the global connections in a way that's easy for them to understand.

GUIDES: NEEDS VS. WANTS AND MENDING MAGIC

Guides begin to think critically about their own consumption habits and learn a practical skill to extend the life of their clothes.

1. **Needs vs. Wants:** Create a scenario: "You have \$100 to spend on clothes for a new school year." In patrols, have them make a list of what they would buy. Then, go through the list and sort items into two categories: clothing they truly need (like a warm coat) versus clothing they just want (like a trendy t-shirt).
2. **The Lifespan of a T-Shirt:** Discuss what

happens to clothes when we're done with them. Brainstorm alternatives to throwing them away (donating, hand-me-downs, textile recycling).

3. **Mending Magic:** Teach a simple, valuable skill: how to sew on a button. Give each Guide a scrap of fabric, a needle, thread, and a button. Go through the steps together. This one skill can save dozens of shirts from being discarded.
4. **Take-Home Challenge:** Challenge the Guides to find one item at home with a loose button and fix it for their family.

Guide Tip: Frame the mending skill as a “superpower.” It’s the power to save clothes, save money, and save the planet, one button at a time.

PATHFINDERS: FAST FASHION INVESTIGATION

Pathfinders define the term “fast fashion” and use research to understand its impact.

1. **Define It:** As a group, come up with a definition for fast fashion. Watch a short, age-appropriate video that explains the concept (look for resources from outlets like CBC Marketplace or reputable environmental groups).
2. **Impact Stations:** Set up three stations for patrols to rotate through. Each station has a question and some resources (pre-selected websites or fact sheets).
 - **Station 1: Environmental Impact.** How much water does it take to make one pair of jeans? (Answer: Thousands of litres!)
 - **Station 2: Social Impact.** Who makes our

clothes? What are working conditions like in some garment factories?

- **Station 3: Consumer Impact.** Why do we feel pressure to buy new clothes all the time? Look at ads or social media.
3. **Brainstorm Solutions:** After visiting the stations, come back together and brainstorm positive actions. Create a big list of alternatives to buying new, fast fashion items: hosting a clothing swap, shopping at local thrift stores, learning to alter clothes, and supporting sustainable brands.

Pathfinder Tip: A clothing swap is a perfect follow-up activity. It’s fun, social, and a direct action they can take to combat fast fashion.

RANGERS: THE TRUE COST AND THE ADVOCACY PROJECT

Rangers do a deep dive into the systemic issues of the fashion industry and plan a project to advocate for change.

1. **The “True Cost” Audit:** Rangers choose one common clothing item (e.g., a hoodie, a pair of leggings). Their mission is to research and create a presentation on the “true cost” of that item, going beyond the price tag to investigate:
 - **Water Footprint:** The total water used in growing the fibre and dyeing the fabric.
 - **Carbon Footprint:** The emissions from manufacturing and transportation.
 - **Labour Footprint:** Researching minimum wage and workers’ rights in a major garment-producing country.
 - **Waste Footprint:** Investigating what happens to the item at the end of its

life and the problem of microplastic pollution from synthetic fabrics.

2. **Debate:** Host a debate on a challenging topic, like: “Is it the consumer’s or the company’s responsibility to make fashion more sustainable?”
3. **Advocacy in Action:** Rangers move from learning to doing. They design and execute a project to raise awareness or create change.
4. **Host a Repair Cafe:** Organize an event where they (and other skilled community members) teach people how to mend clothes.
5. **Create a “Thrift Flip” Challenge:** Use social media to showcase how they can creatively upcycle second-hand clothing.
6. **Write to a Brand:** As a group, write a thoughtful, well-researched letter to a major fashion brand asking about their sustainability practices and supply chain transparency.

Ranger Tip: Connect them with the concept of the circular economy. Have them research innovative Canadian companies that are creating clothing from recycled materials or developing new textile recycling technologies.

WAGGGS POSTCARD PALS

PROGRAM AREA - GUIDE TOGETHER - GLOBAL GUIDING

CORE CONCEPT

This activity creates a tangible, physical “thread of connection” that can cross provinces or even oceans. By creating and sending postcards, youth reach out to their Guiding sisters in

another part of the country or the world. It’s a simple, personal way to make the vast global sisterhood of WAGGGS feel real, fostering curiosity, celebrating cultural diversity, and discovering that friendship has no borders.

MATERIALS NEEDED

- Blank postcards or cardstock cut to postcard size.
- Art supplies: markers, pencil crayons, stickers, etc.
- Pens.
- Postage stamps.
- The address of a partner Guiding unit.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: A PICTURE FROM ME TO YOU

The focus is on sharing a picture, with the Guider handling the writing and logistics.

1. **Find a Spark Pal:** The Guider finds another Spark unit within Canada to exchange with. This is the simplest option for mail delivery time and cost.
2. **Draw a Picture:** Each Spark gets a postcard. On the blank side, they draw a picture of something they love about Sparks or their city (e.g., a campfire, a friend, a local landmark).
3. **One Big Message:** The Guider writes a single message from the whole unit on the back of each card, such as: “Hello from the [Unit Name] Sparks in ***, BC! We hope you like our drawings.” The Guider then addresses the cards.
4. **Mailbox Walk:** If possible, take a walk as a unit to a local red mailbox to post the cards together.

5. **Receive and Share:** When the postcards arrive from the other unit, the Guider reads their message and shares all the pictures in a circle.

Spark Tip: This makes the idea of “sending a message” a fun, visual, and collective action.

EMBERS: THE “HELLO FROM HERE” CARD

Embers practice their writing skills by sending a postcard with a simple, structured message.

1. **Find a Ember Pal:** The Guider finds another Ember unit in Canada or another English-speaking country (e.g., Australia, UK, USA).
2. **Decorate the Front:** Embers decorate the front of the postcard with pictures and symbols that represent Canada or their life in their community (e.g., maple leaves, bears, blueberries).
3. **Write the Message:** On the back, Embers use a simple template to write their message:
 - “Hello from [My Name] in **, Canada.”
 - “My favourite Guiding activity is [Activity].”
 - “One thing I like about where I live is [e.g., the mountains].”
4. **Map the Connection:** After sending their cards, and when they receive cards back, they can find the other unit’s town on a large world map and connect it to your community with a piece of yarn.

Ember Tip: This is a great opportunity to teach the parts of an address and how mail works.

GUIDES: THE CULTURAL Q AND A CARD

Guides share more detailed information about their own culture and ask thoughtful questions to learn about their pals’ lives.

1. **Find a Guide Pal:** The Guider and Guides can work together to find a unit, perhaps in a country where English is a second language but the unit participates in English exchanges.
2. **Brainstorm Content:** In patrols, Guides brainstorm:
 - 5 things to share about life in Canada (e.g., our seasons, holidays like Canada Day, popular sports, Guiding traditions).
 - 5 things they want to ask their postcard pals (e.g., “What does your school day look like?” “What games do you play at your Guide meetings?” “What is a traditional food in your country?”).
3. **Write a Personal Message:** Each Guide writes a more detailed paragraph, sharing some information and asking 2-3 of the brainstormed questions.
4. **Become Pen Pals:** When the replies arrive, the Guides can share the answers in their patrols. This can be a great starting point for a longer-term pen pal relationship if both units are interested.

Guide Tip: Encourage Guides to include a simple drawing or symbol that represents their patrol, adding another layer of identity to their card.

PATHFINDERS: THE EXCHANGE PROJECT MANAGERS

Pathfinders take ownership of the entire exchange, from initiation to execution, practicing valuable project management skills.

1. **The Search:** With Guider supervision, Pathfinders use official GGC or WAGGS

social media groups (like the WAGGGS Facebook page) to find a partner unit. They decide as a group whether they want a domestic or international exchange.

2. **The First Contact:** They are responsible for drafting the initial email to the other unit's Guider. This email should introduce their Pathfinder unit, explain their "Threads of Connection" challenge, and propose the postcard exchange.
3. **Coordinate Logistics:** Once a partnership is confirmed, the Pathfinders manage the process. They create a timeline, collect the mailing addresses, ensure everyone writes their postcard, and organize the trip to the post office.
4. **Beyond the Card:** After the exchange, they can lead a discussion about what's next. Do they want to exchange badges or swaps? Share photos of their meeting place? This becomes a youth-led international relations project.

Pathfinder Tip: This is a real-world exercise in formal communication, planning, and international etiquette.

RANGERS: POSTCARDS WITH A PURPOSE

Rangers use the postcard exchange format to connect with another unit on a deeper level, focusing on global issues and shared goals.

1. **Partner for Action:** Rangers find a partner unit in a country that offers a different perspective on a global issue.
2. **Choose a Theme:** They propose an exchange based on one of the UN Sustainable Development Goals (sdgs)

that are important to them (e.g., SDG 5: Gender Equality, SDG 13: Climate Action, or SDG 4: Quality Education).

3. **Write for Insight:** The content of their postcard goes beyond simple greetings. They share their perspective and actions on the chosen SDG in Canada and ask their pals about their experiences and challenges related to the same goal. For example: "Our Ranger unit is currently working on an advocacy project for climate action in our city. What are the biggest environmental issues your community is facing?"
4. **From Connection to Education:** The exchange becomes a primary source for global learning. The final step is for the Rangers to synthesize what they've learned and share it with others, perhaps by creating a presentation for a younger unit or a social media post that contrasts the global experiences. This turns their personal connection into a powerful tool for local education and advocacy.

Ranger Tip: This project connects their communication skills to global citizenship and advocacy, demonstrating how building personal relationships is the first step to understanding and helping to solve complex global issues.

COMMUNICATION THROUGH TIME

PROGRAM AREA: EXPERIMENT AND CREATE - SCIENCE LAB

CORE CONCEPT

This activity is a journey exploring the amazing

history of how humans have connected with each other across distances. We'll investigate how the "threads of communication" have evolved, from pictures drawn on rocks and messages sent with light, to the invisible, instant network that connects us today. By trying out these different methods, girls will gain a new appreciation for the technology in their pockets and the timeless human need to share stories and ideas.

MATERIALS NEEDED

- Paper, drawing supplies, and flat rocks.
- Flashlights.
- Charts for Morse code and other ciphers.
- String and paper or plastic cups.
- Optional: Computers or tablets for research (older branches).

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: STORY ROCKS AND LIGHT SIGNALS

Sparks explore the earliest forms of visual communication through simple pictures and patterns.

1. **Story Rocks (Pictographs):** Talk about how long before writing, people drew pictures on rocks to tell stories or leave messages. Give each Spark a smooth, flat rock and chalk or paint markers. Ask them to draw a picture that tells a simple story (e.g., "I saw a bird," or "I played with my friend"). They can then share their "rock story" with a partner.
2. **Flashlight Signals:** Explain that people also used light to send simple messages. Play a game where a Guider uses a

flashlight to communicate. The code is simple: One flash = Yes. Two flashes = No. The Sparks can then ask the Guider yes/no questions ("Is our next activity a game?") and the Guider answers with the flashlight.

Spark Tip: This shows Sparks that a message doesn't need words. A picture or a pattern of light can be a powerful way to communicate.

EMBERS: SECRET CODES AND STRING TELEPHONES

Embers have fun with secret messages and discover the basic science of how sound travels.

1. **Create a Picture Code:** As a group, invent your own secret code, where each letter of the alphabet is a simple picture (A=★, B=😊, C=🏠). Once the code key is made, Embers can use it to write their name or a short, secret message to a friend, who then has to decode it.
2. **Build a String Telephone:** In pairs, Embers make a classic string telephone. Each girl gets a paper or plastic cup. A Guider helps poke a small hole in the bottom of each cup. The girls thread a long piece of string between the two cups and tie knots to secure it. They can then experiment by having one girl whisper into her cup while her partner listens, making sure the string is pulled tight. It's a magical demonstration of how sound vibrations travel along a "thread."

Ember Tip: Challenge them to see how long they can make their string before the telephone stops working. This turns it into a fun science experiment!

GUIDES: MORSE CODE AND SEMAPHORE

Guides learn and practice two real historical codes that were used to send complex messages over long distances.

1. **Morse Code Missions:** Give the Guides a chart of the Morse code alphabet. Explain that a dot is a short flash of light and a dash is a long flash. In patrols, they can practice sending simple words back and forth across a darkened room using flashlights. For a bigger challenge, have one patrol send a secret clue for a scavenger hunt to another.
2. **Semaphore Signals:** Show the Guides a chart of the semaphore alphabet, where different arm positions represent letters. Using their arms, brightly coloured flags, or even just glow sticks, have them practice spelling words to a partner across a field or large room. This activity is great for getting them active and moving.

Guide Tip: These activities are fantastic for camping trips, where they can be done at night around the campfire or across a field.

PATHFINDERS: CRACKING THE CAESAR CIPHER

Pathfinders delve into the world of cryptography by learning about and using a famous historical cipher.

1. **Learn the Cipher:** Explain the Caesar cipher, a simple substitution cipher where every letter in a message is shifted by a certain number of places down the

alphabet. For example, with a “shift of 3,” A becomes D, B becomes E, and so on.

2. **Build a Cipher Wheel:** Have the Pathfinders create their own cipher wheels. They’ll need two paper circles of different sizes, fastened at the centre so they can rotate. They write the alphabet on the edge of each circle. By rotating the inner wheel, they can easily set any shift key they want.
3. **The Codebreaker Challenge:** The Guider prepares a secret message encrypted with a Caesar cipher. The Pathfinders, working in patrols, must race to decrypt the message. You can either tell them the shift key (e.g., “The key is +4”) or, for a harder challenge, let them try to crack it themselves.

Pathfinder Tip: Discuss where ciphers like this have been used in history—from Roman generals to spies in wartime. This connects their fun activity to real-world history and intelligence.

RANGERS: THE DIGITAL AGE AND ITS LANGUAGE

Rangers explore the history and social impact of the modern communication tools they use every day.

1. **Timeline of Communication:** As a group, create a large timeline of communication history on a long roll of paper. They can research and add key dates for inventions like the printing press, the telegraph, the telephone, radio, television, the first email, the launch of the World Wide Web, and the first smartphone.

2. **The Emoji Code:** Host a discussion about emojis. Are they the modern equivalent of pictographs? Are they a universal language, or can their meaning change between cultures or friend groups? Challenge them to write a sentence or two that tells a story using only emojis, and see if others can interpret it correctly.
3. **Digital Citizen Debate:** Host a formal debate on a topic related to modern communication and its social impact.
 - **Topic 1:** “Social media has done more to connect the world than to divide it.”
 - **Topic 2:** “Face-to-face communication is a skill that is being lost in the digital age.”

This connects the history of communication to their own lives and encourages them to think critically about their role as responsible “digital citizens.”

Ranger Tip: Have them research the story of Marshall McLuhan, a famous Canadian philosopher who coined the phrases “the medium is the message” and “global village,” and discuss how his ideas from the 1960s predicted the internet age.

STRING-UP YOUR SUPPER

PROGRAM AREA: CONNECT AND QUESTION -
WORLD STAGE

CORE CONCEPT

This activity uncovers the incredible, often invisible, global web that connects our dinner plates to farms and factories around the world. By choosing a meal and investigating where each ingredient comes from, girls use yarn to create a physical map of their food’s journey.

This “food web” is a powerful visual tool that introduces concepts like food miles (the distance food travels from where it’s grown to where it’s eaten) and global trade, helping girls understand the vast network required to make even a simple meal.

MATERIALS NEEDED

- A large map of British Columbia, Canada, and the World.
- Balls of yarn in different colours.
- Tape or push pins.
- Paper and markers.
- Food packaging with ingredient lists and “Product of...” information.
- Internet access for research (for older branches).

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: THE APPLE’S JOURNEY

For Sparks, the focus is on the simple, happy journey of a single, local food item.

1. **Our Snack’s Story:** Choose a simple snack that is grown in BC, like an apple. Sit in a circle and ask, “Where do apples come from?”
2. **Map the Journey:** On a large piece of paper, draw a simple map with an Okanagan apple orchard on one side and a picture of your meeting place on the other.
3. **Draw the Steps:** As a group, draw the apple’s journey: a farmer picking the apple, a truck driving it, and a grocery store where it is sold.
4. **Connect the Thread:** Use a single piece of red yarn to connect the drawing of the orchard to your meeting place. Explain,

“This apple took a short trip on a truck to get to us. It grew right here in BC!”

Spark Tip: This creates a positive, local connection. You can end by eating the apple slices and thanking the BC farmers who grew them.

EMBERS: WHERE DOES OUR BREAKFAST COME FROM?

Embers look at a simple meal with a few ingredients and map their origins within Canada.

1. **The Breakfast Menu:** Choose a simple breakfast: Toast with butter and jam. Write each ingredient on a separate card: Flour (for bread), Butter, and Berries (for jam).
2. **Become Food Detectives:** As a group, make your best guesses. Where do these things come from?
3. **Map It Out:** Use a large map of Canada.
 - **Flour:** Much of Canada’s wheat is grown in the Prairie provinces. Pin a “Flour” card in Saskatchewan or Alberta.
 - **Butter:** Dairy farms are all across Canada, including many in BC. Pin a “Butter” card in British Columbia.
 - **Berries:** BC is famous for its berries! Pin a “Berries” card in the Fraser Valley region of BC.
4. **String it Up:** Use different colours of yarn to connect each ingredient’s location on the map to your hometown. The girls will see that even a simple meal has threads reaching across the country.

Ember Tip: This is a great introduction to the idea that different parts of Canada are good at

growing different things.

GUIDES: THE PIZZA PLANET

Guides investigate a more complex, popular meal and begin to understand the concept of “food miles.”

1. **Deconstruct the Pizza:** In patrols, Guides brainstorm all the ingredients needed to make a pepperoni pizza: flour, tomatoes, cheese, pepperoni (pork), and spices (like oregano).
2. **The Global Hunt:** Using food packaging or some pre-printed fact sheets, patrols must find out where each ingredient could come from.
 - **Flour:** Canada or USA.
 - **Tomatoes (for sauce):** California, Mexico, Canada (hothouse), or even Italy.
 - **Cheese:** Canada (BC has great cheese makers!), USA, or Italy.
 - **Pork:** Canada (Alberta is a major producer).
 - **Oregano:** Often from Turkey or Greece.
3. **Map the Miles:** On a world map, each patrol maps their ingredients, connecting them with yarn back to BC. The web will get big and global very quickly!
4. **Introduce “Food Miles”:** Explain the term. Ask the patrols: Which ingredient on your pizza travelled the farthest? Which travelled the shortest? How could we make a pizza with fewer food miles? (e.g., using local BC cheese and vegetables).

Guide Tip: This can lead to a great follow-up making a “100-Mile Pizza” where you try to use ingredients sourced as locally as possible.

PATHFINDERS: THE STORY OF A CHOCOLATE BAR

Pathfinders go beyond the map to investigate the social and environmental stories behind the ingredients in a common processed food.

1. **Read the Label:** Give each patrol a chocolate bar wrapper. Have them list all the ingredients, focusing on the main ones: Cocoa, Sugar, and Palm Oil.
2. **Trace the Thread:** Using internet access, they research and trace the journey of one of these key ingredients.
 - **Cocoa:** They will discover it's grown mainly in West African countries like Côte d'Ivoire and Ghana. This can lead to learning about fair trade and the challenges faced by cocoa farmers.
 - **Sugar:** It could come from sugarcane (grown in tropical countries like Brazil) or sugar beets (grown in places like Alberta).
 - **Palm Oil:** This will lead them to Indonesia and Malaysia and the complex environmental issues of deforestation and orangutan habitat loss.
3. **Share the Story:** Each patrol presents the "life story" of their ingredient. This is more than just a line on a map; it's a story about people, economies, and ecosystems. The discussion shifts from "where" it comes from to "what is the impact" of it coming from there.

Pathfinder Tip: Encourage them to look for Fair Trade or Rainforest Alliance Certified logos on packaging and discuss what these logos mean for producers and the environment.

RANGERS: THE LOCAL FOOD SECURITY AUDIT

Rangers apply these concepts to their own community, analyzing the benefits and challenges of the global food system and exploring local food security.

1. **The Food Audit:** Rangers conduct a "food audit" of a recent meal they ate, or of the contents of their fridge. They list 10-15 food items and, through research, determine their likely origin.
2. **Calculate the Food Miles:** They use an online food miles calculator to estimate the total distance their food has travelled. The final number is often shockingly large.
3. **The Great BC Debate:** Host a formal debate on the topic: "Is it better for British Columbians to eat only local food?"
 - **Pro side:** Argues for supporting local farmers, reducing carbon emissions, and having fresher food.
 - **Con side:** Argues for the benefits of global trade, the ability to eat things like bananas and coffee, and the economic importance of BC's exports (like salmon and blueberries).
4. **Local Action Project:** The debate leads to a project. Rangers could research and create a "Guide to BC Farmers' Markets," volunteer at a community garden or food bank, or learn a food preservation skill like canning or drying to make local food last longer.

Ranger Tip: Introduce the concept of food security. How secure is BC's food supply? What are the strengths and vulnerabilities? This connects their personal food choices to

larger issues of community resilience and sustainability.

THE “WHAT IF?” GAME

PROGRAM AREA: EXPERIMENT AND CREATE - ART STUDIO

CORE CONCEPT

This is a collaborative storytelling game that explores the “butterfly effect”—the idea that a single, tiny change can create a huge and unpredictable chain reaction. By introducing “what if” statements into a story, youth get to pull on a narrative thread and watch how the entire story can unravel and re-weave itself into something completely new. It’s an imaginative and often hilarious way to understand cause, effect, and the interconnectedness of events.

MATERIALS NEEDED

- A ball, beanbag, or other soft object to pass.
- Optional: A whiteboard or flip chart paper to jot down the wildest story ideas.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: THE SILLY STORY CIRCLE

The goal for Sparks is to collaboratively create a funny, nonsensical story where there are no wrong answers.

1. **The Story Starter:** A Guider starts a very simple story with one sentence: “Once upon a time, a squirrel was looking for a nut.”
2. **The First “What If?”:** The Guider holds a ball and asks a silly “what if” question. For example, “What if the squirrel was looking for a giant, purple nut?”
3. **Add to the Story:** The Guider passes the ball to a Spark, who adds the next

sentence to the story (e.g., “He climbed the biggest tree to see if he could find it.”).

4. **Pass and Build:** The ball is passed around the circle, with each Spark adding one sentence. Every few turns, the Guider can interject with a new “what if” prompt (“What if the tree started to sing?”) to keep the story silly and fun.

Spark Tip: The sillier the “what if,” the better! The goal is laughter and participation, not a story that makes sense.

EMBERS: THE TWISTED FAIRYTALE

Embers take a story they all know and work together to create a brand-new version by changing one key moment.

1. **Choose a Story:** As a group, pick a fairytale everyone knows well, like *The Three Little Pigs*.
2. **The Game-Changing “What If?”:** The Guider proposes a single, powerful “what if” that changes everything. For example: “What if the Big Bad Wolf was a vegetarian and just wanted to borrow a cup of sugar?”
3. **Tell the New Tale:** Go around the circle, with each Ember taking a turn to add a sentence or two to the new story. How would the pigs react? What would happen to the houses?
4. **A New Ending:** As a group, decide on a new ending for this twisted fairytale. Maybe the pigs and the wolf become friends and open a bakery together!

Ember Tip: This helps Embers understand the basic structure of a story (beginning, middle, end) and how changing one small part can

create a whole new outcome.

GUIDES: THE “WHAT IF?” CHAIN REACTION

Guides take control of the game, with each youth creating her own “what if” to swerve the story in a new direction.

1. **The Opening Line:** A Guider gives the same opening line to each patrol to start their story. For example: “The team of explorers finally reached the entrance to the hidden cave.”
2. **The Chain:** The first Guide in the patrol adds a sentence. The second Guide must start her turn with her own “what if” statement based on the previous sentence, and then add a new sentence.
 - **Example Chain:**
 - **Guide 1:** “They turned on their flashlights and walked inside.”
 - **Guide 2:** “What if their flashlights shone rainbows instead of white light? The rainbows lit up sparkling crystals all over the cave walls.”
 - **Guide 3:** “What if the crystals started to chime like bells? The beautiful music echoed through the cave.”
3. **Share the Adventures:** After 10 minutes of creating their story, each patrol shares its wild and unpredictable adventure with the whole unit.

Guide Tip: This version is fast-paced and challenges Guides to listen carefully to the person before them in order to come up with a creative twist.

PATHFINDERS: THE HISTORICAL RIPPLE EFFECT

Pathfinders apply the “what if” framework to real history, encouraging critical thinking about how the past has shaped the present.

1. **Choose a Historical Event:** As a group, choose a significant event they’ve studied. It could be a major discovery, a famous voyage, or a key moment in Canadian history.
2. **The Critical Question:** Propose a major “what if” for that event. For example:
 - “What if the Vikings had established a permanent, thriving settlement in North America?”
 - “What if the telephone was never invented?”
3. **Trace the Ripples:** In small groups, Pathfinders brainstorm the consequences. They can create a “mind map” or a flowchart showing the likely chain of events that would follow. How would society, technology, and culture in BC be different today?
4. **Present the Alternate Timeline:** Each group presents their “alternate history” to the unit, explaining their reasoning for the changes they predicted.

Pathfinder Tip: This transforms the game from simple storytelling into a powerful exercise in historical analysis and understanding the deep interconnectedness of historical events.

RANGERS: THE REAL-WORLD SCENARIO PLAN

Rangers use the “what if” game as a high-level tool for strategic thinking and problem-solving about current, real-world issues.

1. **The Scenario:** The Guider presents a realistic and complex “what if” scenario relevant to their lives or community.
 - **Local:** “What if a major wildfire forced the evacuation of a nearby community for two months?”
 - **Global:** “What if a new technology was invented that allowed for unlimited, free, clean energy?”
2. **The Impact Analysis:** In small groups, Rangers analyze the scenario from multiple perspectives, mapping out the potential consequences:
 - **Social:** How would it impact families, schools, and community cohesion?
 - **Economic:** Who would benefit financially? What industries would suffer?
 - **Environmental:** What would be the positive or negative environmental effects?
3. **Unintended Consequences:** Challenge them to identify at least one unexpected positive outcome and one unexpected negative outcome of the scenario.
4. **From Analysis to Action:** The activity concludes with a discussion: “Knowing these potential ripple effects, what is one action our community (or the world) could take now to prepare for this possibility or to manage the consequences if it happened?”

Ranger Tip: This powerful version of the game mirrors the scenario planning used by real-

world Guiders in government and industry, teaching Rangers to think critically and strategically about the future.

PART 4: A COMMON THREAD

Activities centred on personal storytelling, self-expression, and history.

THE “WHERE I’M FROM...” POEM

PROGRAM AREA: EXPLORE IDENTITIES - BEING YOU

CORE CONCEPT

This is a creative writing activity that helps youth explore the rich tapestry of their own identity. Based on a poem by George Ella Lyon, this activity guides youth to look beyond just the place they live and to find the “common threads” of their life—the specific people, places, memories, foods, sounds, and traditions—that make them who they are. It’s a powerful way to see that our personal stories are woven from a beautiful and unique collection of details.

MATERIALS NEEDED

- Paper and pens or pencils.
- Pre-made templates or worksheets for younger branches.
- Optional: Examples of “I Am From...” poems to inspire older girls.

WHERE I’M FROM BY GEORGE ELLA LYON

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening,
it tasted like beets.)
I am from the forsythia bush

the Dutch elm

whose long-gone limbs I remember
as if they were my own.

I’m from fudge and eyeglasses,
from Imogene and Alafair.

I’m from the know-it-alls
and the pass-it-ons,

from Perk up! and Pipe down!

I’m from He restoreth my soul
with a cottonball lamb

and ten verses I can say myself.

I’m from Artemus and Billie’s Branch,
fried corn and strong coffee.

From the finger my grandfather lost
to the auger,

the eye my father shut to keep his sight.

Under my bed was a dress box
spilling old pictures,
a sift of lost faces

to drift beneath my dreams.

I am from those moments —
snapped before I budded —
leaf-fall from the family tree.

You can use the [Where I’m From Brainstorm](#) handout to help students write their own Where I’m From poems.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: MY FAVOURITE THINGS
“PICTURE-POEM”

This pre-writing activity uses drawings and simple spoken phrases to capture the spirit of the poem.

1. **The Four Squares:** Give each Spark a piece of paper with four boxes drawn on it. Each box has a simple prompt:
 - **Box 1:** A favourite food I like to eat.
 - **Box 2:** A person I love.
 - **Box 3:** My favourite place to play.
 - **Box 4:** A sound that makes me happy.
2. **Draw Your Story:** Sparks draw their answer in each box. A Guider can help them write the word for their drawing underneath it.
3. **Share Your Poem:** In a circle, each Spark can share their “poem.” A Guider can prompt them, “You are from...” and the Spark can point to their drawing and say what it is (e.g., “I am from... Macaroni and cheese!”). This celebrates their personal story in a simple, visual way.

Spark Tip: This activity shows Sparks that their favourite things are an important part of who they are.

EMBERS: THE FILL-IN-THE-BLANK POEM

Embers use a simple, structured template to create their first “I Am From...” poem, focusing on concrete sensory details.

1. **The Poem Template:** Provide a worksheet with fill-in-the-blank lines to guide their writing.
 - I am from [a specific object in my home],

(e.g., the big comfy couch).

- I am from the smell of [a specific smell] (e.g., pancakes on Saturday).
 - I am from the [a specific plant or tree] (e.g., the tall maple tree in my yard).
 - I am from [name of a relative] and [name of another relative].
 - I am from the sound of [a specific family sound] (e.g., my brother’s laughter).
2. **Fill in Your Details:** Embers fill in the blanks with their own unique details.
 3. **A Favourite Line:** In a sharing circle, invite Embers (who wish to share) to read just one or two of their favourite lines from their poem.

Ember Tip: Encourage them to be as specific as possible. Not just “a tree,” but “the tall pine tree I can see from my window.” Specific details are what make the poem special!

GUIDES: BRAINSTORM AND BUILD

Guides move beyond a strict template, brainstorming their own ideas and arranging them into a unique poem.

1. **Brainstorming Categories:** On a whiteboard, create headings: Things in My House, Tastes and Smells, Places in My Neighbourhood, Family Sayings or Jokes, Songs We Sing.
2. **Gather Your Ideas:** Guides use their own paper to jot down as many specific memories and details as they can for each category.
3. **Draft Your Poem:** Using the line “I am from...” as a starting point for different stanzas, Guides select their most powerful

A COMMON THREAD

ideas and weave them into a poem. The structure is up to them.

4. **The Author's Chair:** Set up a special chair at the front of the room. Volunteers can sit in the "Author's Chair" and share their finished poem with the group, receiving snaps and applause for their creativity.

Guide Tip: This activity gives Guides more creative freedom, empowering them to take ownership of their poetic voice.

PATHFINDERS: METAPHOR AND MEMORY

Pathfinders are challenged to dig deeper, using more abstract memories and literary devices like metaphor to create a more layered poem.

1. **Study the Original:** Read the original poem, "Where I'm From" by George Ella Lyon, as a group. Discuss how the author uses specific, vivid details that aren't just descriptions, but hold deeper meaning and emotion.
2. **Deeper Brainstorming Prompts:** Pathfinders brainstorm, but with more abstract prompts:
 - A family story that is told at every gathering.
 - A piece of advice you'll never forget.
 - An object your family has kept for a long time.
 - A challenge your family has overcome.
3. **Write with Imagery:** Encourage them to use metaphors (saying one thing is another thing, e.g., "I am from a kitchen that is the heart of my home") and similes (using "like" or "as"). The goal is to create a

feeling or an image in the reader's mind.

4. **Peer Workshop:** In pairs, Pathfinders share their drafts and provide constructive feedback, asking questions like, "Can you tell me more about this memory?" or "I love the way you described that sound."

Pathfinder Tip: This elevates the activity from a simple list to a true piece of creative writing, challenging them to think like poets.

RANGERS: THE "WE ARE FROM" COLLECTIVE POEM

Rangers explore their individual identities and then connect them to create a powerful collective poem that represents their entire unit.

1. **Individual Creation:** First, each Ranger writes their own "I Am From..." poem, focusing on their personal journey, values, beliefs, and hopes for the future.
2. **Finding the Threads:** The Rangers sit in a circle and share their poems. After sharing, they discuss:
3. **Common Threads:** What themes, images, or experiences appeared in many of the poems? (e.g., love of the B.C. mountains, feelings about graduation, specific songs or movies).
4. **Unique Threads:** What details were beautifully unique and showed the diversity of the group?
5. **Weaving the "We":** As a group, they begin a new project: a "We Are From..." poem. They collaboratively select the most powerful lines and images from their individual poems and arrange them into a single, cohesive poem that speaks for the

group. They will need to work together to create transitions and a flow.

6. **Perform as One:** The final collective poem is a powerful statement of their shared identity. It can be performed as a spoken-word piece at an enrolment or bridging ceremony, or published as a zine or on a blog.

Ranger Tip: This project is a sophisticated exercise in collaboration and synthesis, resulting in a meaningful artistic creation that is a legacy of their time together as a unit.

PERSONAL TIMELINE SCROLL

PROGRAM AREA: EXPLORE IDENTITIES

CORE CONCEPT

This activity is a creative and personal journey into a youth's own history. By creating a visual timeline of their life, they can see their own story unfold, complete with important milestones, cherished memories, and significant moments of growth. The scroll becomes a tangible "thread" of their life, helping them to celebrate where they've come from, appreciate who they are now, and dream about who they want to become.

MATERIALS NEEDED

For the scroll: Long strips of paper (cash register rolls are perfect!), or several sheets of paper taped together end-to-end.

- Rulers.
- Pencils, markers, and pencil crayons.
- Optional: Stickers, photos, old magazines for collage, glue sticks.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: MY STORY STRING

A linear scroll can be abstract for Sparks, so a "string" of memories is more tangible and fun for them to create.

1. **Memory Discs:** Give each Spark 3-4 pre-cut paper circles or squares. On each one, give them a prompt for a picture:
 - "Draw yourself as a baby."
 - "Draw your first day at school."
 - "Draw a happy birthday memory."
 - "Draw something fun you did at Sparks."
2. **String Them Together:** A Guider helps punch a hole in the top of each completed drawing. The Spark then threads the memory discs onto a piece of yarn in the correct order, from oldest to newest.
3. **Your Story:** The result is a personal "story string." In a circle, each Spark can hold up her string and share one of her favourite memories with the group.

Spark Tip: This simple version celebrates key life moments in a way that is easy for Sparks to understand and create.

EMBERS: MY FIRST SCROLL

Embers create their first true timeline, placing key events in chronological order.

1. **The Time Line:** Give each Ember a long strip of paper. Help them draw a straight line down the middle. On the far left, they write "The Beginning (Birth)" and on the far right, they write "Today!"
2. **Brainstorm Milestones:** As a group, brainstorm a list of "firsts" and important events that might happen in a Ember's life (e.g., losing a first tooth, learning to

ride a bike, getting a pet, joining Embers, a special family trip).

3. **Map Your Moments:** Embers choose 4-5 of their most important moments. They draw a picture of each one and place it in the correct order along their timeline. A Guider can help them write a short title for each picture (e.g., “Age 6: I Learned to Read”).

Ember Tip: Looking at their finished timeline, ask them: “What is one thing you can do now that you couldn’t do at the beginning of your timeline?” This helps them recognize their own growth.

GUIDES: THE MILESTONE AND MEMORY SCROLL

Guides create a more detailed scroll, adding specific dates and distinguishing between major milestones and personal memories.

1. **Mark the Years:** Guides create their paper scroll and use a ruler to mark it with each year of their life, from their birth year to the current year, 2025.
2. **Brainstorm Your Life:** On a separate piece of paper, Guides create two lists:
 - **Milestones:** Big, life-changing events (e.g., started middle school, moved to a new city, joined Guides).
 - **Memories:** Smaller, personal moments that are special to them (e.g., a hilarious moment with a friend, a beautiful hike in a BC park, a favourite holiday).
3. **Build Your Scroll:** Guides add at least 8-10 events to their timeline, placing them in the correct year. Encourage them to use a mix of drawings, captions, and stickers to

make their scroll unique and colourful.

Guide Tip: In a sharing circle, invite Guides to share one “milestone” they are proud of and one “memory” that makes them smile.

PATHFINDERS: THE PARALLEL TIMELINE

Pathfinders add crucial context to their lives by mapping their personal story alongside significant world events and their Guiding journey.

1. **Three Parallel Lines:** Pathfinders create a scroll with three parallel lines running along it. They label them: My Life, World Events, and My Guiding Journey.
2. **Map Your Life:** They first fill in their personal timeline with milestones and memories.
3. **Map the World:** Using their phones for a quick search, they add significant world or Canadian events that happened during their lifetime (e.g., the Vancouver 2010 Olympics, major elections, the release of a hugely popular movie or technology).
4. **Map Your Guiding Path:** On the third line, they map their own Guiding story: when they enrolled in each branch, a special camp they attended, an award they earned, or a favourite service project.
5. **Reflect and Connect:** Looking at the three timelines together, they can see how their life has unfolded against the backdrop of world history and their Guiding experience. Ask: “Did a world event ever impact your personal life?”

Pathfinder Tip: This activity encourages a broader perspective, showing them that their personal “thread” is woven into the

much larger tapestry of history.

RANGERS: THE “PAST, PRESENT, AND FUTURE” SCROLL

Rangers create a comprehensive timeline that not only documents their past but also serves as a powerful tool for mapping their future goals.

1. **Document the Past:** Rangers create a detailed parallel timeline similar to the Pathfinders, but with a focus on milestones related to personal growth, challenges overcome, and key learning moments (e.g., first job, getting a driver's license, choosing their grade 12 courses).
2. **Extend the Timeline:** The key step is to continue the timeline beyond today's date. They should mark future years on their scroll: 2026, 2027, 2030, and even further.
3. **Map Your Goals:** On this future timeline, Rangers map out their goals and aspirations. They should include a mix of short-term, medium-term, and long-term goals.
 - Examples: “Graduate High School (2027),” “Complete my Trailblazer Leadership Award,” “Go on a trip to Europe,” “Apply to university for Marine Biology,” “Get an apartment.”
4. **A Living Map:** Frame the scroll as a “living document”—a map of where they have been and a flexible plan for where they want to go. This activity connects their personal history directly to their future ambitions and empowers them to be the authors of the next chapter of their story.

Ranger Tip: This is a fantastic activity for

career and life planning. It can help them visualize the steps needed to achieve their bigger goals and see how their Guiding achievements (like the Canada Cord) are important milestones on their path.

“THROUGH MY LENS” PHOTOGRAPHY

PROGRAM AREA: EXPERIMENT AND CREATE - ART STUDIO

CORE CONCEPT

This activity empowers youth to become visual storytellers. Photography is more than just pointing and shooting; it's a way of seeing the world with intention and deciding what story you want to share. This project challenges youth to use a camera to find and capture the “threads of connection” they see all around them—in their friendships, their community, and the natural world. It's about learning to see through a new lens.

MATERIALS NEEDED

- A camera for each youth or small group. This can be a smartphone camera, a simple digital camera, or even a disposable camera.
- A way to view the photos (e.g., on a computer screen, a TV, or by printing them).

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: THE PHOTO SCAVENGER HUNT

For Sparks, the focus is on the fun of finding things and learning the basic mechanics of taking a picture.

1. **The Camera Lesson:** Teach the absolute basics: How to hold the camera with two hands to keep it steady, and which button

to press.

2. **The Scavenger Hunt:** Give the Sparks a simple, visual list of things to find and photograph. The list could include:
 - “Something that is the colour of your Sparks uniform (blue).”
 - “Something round like a circle.”
 - “A picture of a friend’s happy smile.”
 - “Something from nature (like a leaf or a cool rock).”
3. **The Gallery Show:** At the end of the meeting, display all the photos on a screen in a slideshow. Let each Spark point out their favourite picture that they took. Celebrate the different ways they all saw the same things!

Spark Tip: This makes photography a fun game of “I Spy,” teaching them to look closely at the world around them.

EMBERS: MY CONNECTIONS PHOTO DIARY

Embers use photography to document the important connections in their own lives.

1. **The Theme:** The photo assignment for Embers is “Things That Connect Me.”
2. **Brainstorm a Shot List:** As a group, brainstorm a list of photo ideas that fit the theme. For example:
 - A picture of your best friend.
 - A picture of your Ember circle working together.
 - A picture of your favourite place in our meeting hall.
 - A picture showing teamwork (e.g., friends tying a knot together).
3. **The Photo Walk:** Go for a supervised walk around your meeting area or a local park, and let the Embers take photos from their list.
4. **Create a Photo Page:** Print one or two of each Ember’s best photos. They can glue them onto a piece of paper and write a caption explaining why that connection is important to them, creating a page for their “Photo Diary.”

Ember Tip: This helps Embers see that photography can be a way to capture and remember important feelings and friendships.

GUIDES: COMPOSITION AND CONCEPTS

Guides learn a few basic rules of photography and are challenged to capture the idea of connection.

1. **Photography 101:** Teach two simple but powerful composition rules:
2. **Rule of Thirds:** Imagine a tic-tac-toe grid on your screen. Your photo will look better if you put the most important thing on one of the lines or intersections, not in the dead centre.
3. **Leading Lines:** Use natural lines in your photo (like a path, a fence, or a shoreline) to draw the viewer’s eye towards your main subject.
4. **The Photo Challenge:** The theme is “Show Me a Connection.” Guides must take photos that represent this idea. Encourage them to be creative! It could be a spider web, a bridge, hands holding, or even tangled headphone cords.
5. **A “Kind” Critique:** In patrols, Guides share their favourite photo. They practice giving and receiving positive, constructive

feedback. Teach them to start with “I like...” (e.g., “I like how the fence leads my eye to the flower”) and then ask a question (“What made you decide to take the picture from that angle?”).

Guide Tip: This shifts their thinking from just taking a snapshot to intentionally making a photograph with an artistic goal in mind.

PATHFINDERS: THE PHOTO ESSAY

Pathfinders learn to tell a complete story with a beginning, middle, and end, using a series of photos.

1. **What is a Photo Essay?** Show them some examples of photo essays online. Explain that it's a sequence of 5-10 images that, together, tell a narrative story or explore a theme.
2. **The Assignment:** Their task is to create a photo essay on the theme “A Thread of Connection in My Community.” They must plan their story before they start shooting.
3. **Possible story ideas:** The journey of a donated item from a home to a thrift store; a day at the dog park showing connections between pets and owners; the process of a community garden being tended by different people.
4. **Shoot, Select, Sequence:** Pathfinders will need to take many photos and then face the difficult task of selecting only the most powerful 5-7 images. They must also decide the best order in which to present them to tell their story effectively.
5. **The Exhibition:** Pathfinders present their photo essays to the unit, either as a slideshow or by printing and displaying

them with captions.

Pathfinder Tip: This teaches the important skill of editing. A great photographer knows that the photos you don't show are just as important as the ones you do.

RANGERS: PHOTOJOURNALISM FOR A CAUSE

Rangers use photography as a powerful tool for advocacy and social commentary, connecting their artistic skills to a real-world community issue.

1. **Identify the Story:** As a group, Rangers choose a local issue they care about that relates to connection (or the lack of it).
2. **Possible topics:** The disconnect between generations; how urban design can create or break community connections; the connection between local industry and environmental health in BC.
3. **The Photojournalism Project:** Their goal is to create a powerful, respectful, and ethical photo series that illuminates this issue. This requires research, planning, and getting consent if they are photographing people. They should think like journalists: What is the story? Who are the characters? What is the message?
4. **Write an Artist's Statement:** Each photography project should be accompanied by a written statement. This explains the issue, the photographer's perspective, and what they hope the viewer will think or feel.
5. **Go Public:** The final step is to share their work with an audience beyond their unit.

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They could create a dedicated Instagram account for the project, offer to display their work at the local library, or create a presentation for a community group. Their photography becomes a tool to start a conversation and inspire change.

Ranger Tip: Discuss the ethics of photography. What does it mean to take someone's picture respectfully? What is the difference between capturing a moment and exploiting a situation? This adds a layer of serious, real-world media literacy.

STORYTELLING CIRCLE

PROGRAM AREA: EXPERIMENT AND CREATE - ART STUDIO

CORE CONCEPT

This activity celebrates one of the oldest and most powerful human traditions: sharing stories to connect with one another. A circle has no head and no end, making it the perfect shape for a community where every voice is equal. This activity builds storytelling skills from the ground up, starting with fun, collaborative tales and progressing to powerful, personal performances. It's all about finding the confidence to share the unique "thread" of your own voice and story.

MATERIALS NEEDED

- A "talking object" (a doll, a beanbag, a special stone).
- Optional: Story starter cubes or cards, a campfire or flashlights for atmosphere, paper and pens for older branches.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: THE NEVER-ENDING STORY

The focus is on low-pressure, collaborative story building where everyone contributes just one small piece.

1. **The Circle and the Talking Object:** Have the Sparks sit in a circle. Introduce a "talking object" and explain the rule: only the person holding the object is the storyteller.
2. **The Story Starter:** A Guider starts a very simple story with one sentence. For example, "One sunny morning, a little caterpillar woke up and was very, very hungry."
3. **Pass and Add:** The Guider passes the talking object to the next Spark, who adds the very next sentence to the story (e.g., "So he went to look for a big green leaf.").
4. **Keep the Thread Going:** The object is passed around the circle, with each Spark adding one sentence. The story will take silly and unexpected turns, and that's the fun! The goal is simply to create one big story together.

Spark Tip: If a Spark is stuck, the youth next to her can "lend her an idea" by whispering a suggestion. This keeps the game supportive and fun.

EMBERS: STORY CUBES WITH SOUND EFFECTS

Embers use visual prompts to create a complete story and add a fun layer of performance.

1. **Roll the Story:** In their circles, give each group a set of story starter cubes (dice with simple pictures like a key, a frog, a tower, etc.) Or a few picture cards. They roll the

dice to get the main elements of their story.

2. **Plan the Plot:** As a group, they arrange the pictures and create a simple story with a beginning, a middle, and an end.
3. **Share with a Twist:** Each circle shares their story with the rest of the unit. They must choose one person to be the main narrator, while the other Embers in the circle have a special job: to act out the characters or make all the sound effects (e.g., creaking doors, ribbiting frogs, a splash of water).

Ember Tip: This allows youth to participate in the performance without needing to memorize lines, building confidence for the stage.

GUIDES: THE THREE-PART CAMPFIRE TALE

Guides learn the basic structure of a good story and practice telling a complete tale with a classic campfire feel.

1. **The Elements of a Good Story:** Teach the Guides three key parts of a compelling story:
 - **The Hook:** An exciting beginning that grabs the listener's attention.
 - **The Problem:** A challenge, a mystery, or a goal the characters must achieve.
 - **The Solution:** How the problem is resolved at the end.
2. **The Prompt:** Give the patrols a classic campfire story prompt, like "The Mystery of the Missing Camp Flag," "The Ghost of the Old Pine Tree," or "The Magical Compass."
3. **Plan and Perform:** In patrols, they work together to create a story that includes all three elements. They then choose one or two members to tell the story to the rest of

the unit. Encourage them to use dramatic pauses and different voices to make it suspenseful and exciting. (Dimming the lights and using a flashlight under the chin is highly encouraged!)

Guide Tip: This activity is perfect for practicing before a real campfire at a unit camp, giving them a chance to build and polish their story first.

PATHFINDERS: THE PERSONAL STORY SLAM

Pathfinders shift from fiction to non-fiction, learning to craft and perform a short, true story about their own experiences.

1. **Intro to Story Slams:** Explain what a story slam is (like The Moth Radio Hour): telling a true, personal story live on stage without using any notes. It's not about acting; it's about being authentic.
2. **The Theme:** Give the group a theme to help them find a story. Good themes for this age are: "A Time I Took a Risk," "An Embarrassing Moment," or "A Lesson I Learned the Hard Way."
3. **Find and Shape Your Story:** Pathfinders get 15-20 minutes of quiet time to think of a story from their life that fits the theme. Encourage them to think about the beginning, middle, and end, and what the "point" or feeling of their story is.
4. **The Slam:** Create a supportive "coffee house" atmosphere. Volunteers can come to the front to share their 3-5 minute true story. The audience's only job is to listen with respect and offer warm applause.

Pathfinder Tip: Emphasize that the best stories are often the ones where the storyteller was vulnerable or learned something. It's about connection, not a perfect performance.

RANGERS: SPOKEN WORD AND DRAMATIC MONOLOGUE

Rangers explore advanced performance styles, using storytelling as a powerful medium for artistic self-expression and social commentary.

1. **Study the Art Forms:** Watch a few short, powerful examples of youth spoken-word poetry and dramatic monologues from plays or films. Discuss what makes them impactful: the rhythm of the words, the use of imagery and metaphor, the emotional delivery.
2. **The Writing Workshop:** Rangers choose a topic they are passionate about. It could be a personal reflection on their identity or future, or it could be a commentary on a social issue they care about. They then draft a piece in one of two styles:
 - **Spoken Word:** A rhythmic, first-person poetic piece designed for powerful performance.
 - **Dramatic Monologue:** A first-person speech from the perspective of a character (who could be a version of themselves, a historical figure, or a fictional person).
3. **The Open Mic:** Rangers are given the opportunity to perform their polished pieces for their peers. The focus is on conveying emotion and meaning through their words and delivery. This

activity elevates storytelling to a form of performance art and empowers Rangers to use their voice to make an impact.

Ranger Tip: This is a fantastic opportunity for creative writing and public speaking practice. The finished pieces could be performed at a larger Guiding event or even entered into a local arts festival.

IDENTITY SILHOUETTES

PROGRAM AREA - EXPLORE IDENTITIES - BEING YOU

CORE CONCEPT

This activity is a unique form of self-portrait that focuses on who we are on the inside. By tracing their physical outline, girls create a personal canvas. They then fill this silhouette with the invisible “threads” that make them who they are: their personality, passions, values, memories, and dreams. It's a powerful, artistic way to explore the idea that our identity is much more than what people see on the outside.

MATERIALS NEEDED

- Large rolls of paper (kraft paper, bulletin board paper)
- Pencils for tracing.
- Art supplies for filling the silhouettes: markers, pencil crayons, paint, old magazines for collage, scissors, glue sticks.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: MY AWESOME OUTLINE

For Sparks, the focus is on filling their silhouette with simple, positive things that they love.

1. **The Tracing:** In pairs, one Spark lies down on a large sheet of paper. Her partner or a Guider carefully traces around her body with a pencil. Then they switch.
2. **Fill it with Favourites:** The task is simple and fun: Fill your entire body outline with drawings of your favourite things! This can include favourite foods, animals, toys, colours, people, and fun activities like singing or running.
3. **A Gallery of Us:** Tape the finished, colourful silhouettes to the wall. The group can then do a “gallery walk” to see all the wonderful things that make their Spark sisters unique.

Spark Tip: This is a celebration of joy and individuality. There are no rules for what goes inside—if it makes them happy, it belongs in their silhouette!

EMBERS: THE INSIDE AND THE OUTSIDE

Embers begin to explore the difference between their inner qualities and their outer actions.

1. **Trace the Silhouette:** Embers work in pairs to trace each other’s outlines.
2. **Inside Qualities:** Inside the silhouette, Embers use words and pictures to show their personality and feelings. Prompts could include: “I am...”, “I feel...”, “I love...”. They might write words like “kind,” “funny,” “brave,” or draw a picture of their family inside the heart area.
3. **Outside Actions:** On the paper outside their silhouette, they draw pictures of their favourite activities—the things they do in the world (e.g., swimming, reading, camping with Embers, playing an instrument).
4. **Share a Piece of You:** In a small group, each Ember can share one thing from the inside of her silhouette and one thing from the outside that she is proud of.

Ember Tip: This helps Embers understand that who they are (inside) and what they do (outside) are both important parts of their identity.

GUIDES: A COLLAGE OF ME

Guides use a mix of words, symbols, and images to represent their identity and begin to think about their future goals.

1. **Trace and Brainstorm:** Guides trace their silhouettes. Before they start filling them in, they can brainstorm a list of words, symbols, and images that represent their hobbies, strengths, and personality.
2. **Create a Collage:** Guides use a “mixed media” approach to fill their silhouette. They can:
 - Write words that describe them (e.g., adventurous, loyal, creative, determined).
 - Cut pictures from magazines that represent their interests or dreams.
 - Draw symbols like musical notes, sports equipment, or book covers.
 - Use colour to express their mood or personality.
3. **My Future Self:** Ask them to dedicate one area of their silhouette (like the head, or the hands reaching out) to a goal they have for the future. They can write or draw something they want to learn or achieve this year.

Guide Tip: This encourages Guides to think

A COMMON THREAD

about their identity as something that is both present and evolving, connecting their current self to their future self.

PATHFINDERS: VALUES AND INFLUENCES

Pathfinders create a more introspective and symbolic silhouette, focusing on their core values and what has shaped them.

1. **Trace the Silhouette:** Pathfinders trace their silhouettes.
2. **The Heart of the Matter (Values):**
Inside the chest/heart area of their silhouette, Pathfinders write 3-5 words that represent their most important personal values. (e.g., Honesty, Justice, Compassion, Family, Adventure).
3. **My World (Influences):** Around the outside of the silhouette, they write or draw the influences that have shaped these values—this could be people (family, friends, a historical figure), books, music, or significant life experiences.
4. **My Mind (Questions):** Inside the head of the silhouette, they can write a question they have about the world, their future, or their own identity.
5. **A Silent Conversation:** This is a very personal activity. Sharing can be done as a silent gallery walk. Give the Pathfinders sticky notes to write positive and encouraging comments on each other's silhouettes.

Pathfinder Tip: This activity prompts deep reflection and helps Pathfinders articulate their core beliefs, an important step in adolescent development.

RANGERS: THE IDENTITY MAP

Rangers create a complex and symbolic map of their identity, integrating their past, present, and future into a single, powerful art piece.

1. **Trace the Silhouette:** Rangers trace their silhouettes.
2. **Mapping the Zones:** They are challenged to divide their silhouette into symbolic zones and fill them with words, quotes, and imagery:
 - **Feet/Roots:** What grounds you? Your foundation, heritage, and core beliefs.
 - **Heart/Torso:** What are you passionate about? What drives you?
 - **Hands:** What are your skills? What impact do you want to have? What are you building or creating in the world?
 - **Head:** What are your dreams, intellectual curiosities, and goals for the future?
3. **Past, Present, Future:** Rangers should incorporate elements that represent a past challenge they overcame, a quality they are proud of in the present, and a clear goal for their future after high school.
4. **The Artist's Statement:** Each Ranger writes a short paragraph on a separate card, explaining the symbolism and choices in their "Identity Map." The silhouettes and statements can be displayed together to create a powerful and insightful unit exhibition about the journey to adulthood.

Ranger Tip: This project connects self-reflection with artistic expression and metacognition (thinking about their own thinking), serving as a capstone activity for their personal journey in Guiding.

ADAPTATION AND INCLUSIVITY

- **Body Positivity:** Tracing one's body can be a vulnerable act. Set a tone of deep respect.
- **Alternatives:** Offer the option to trace just a head-and-shoulders profile, to trace a hand, or to use a large, pre-drawn generic outline for anyone who does not wish to be traced.
- **Privacy:** Always make sharing optional. What a girl puts in her silhouette is her personal story.

EMOTIONAL THREADS THEATRE

PROGRAM AREA: BE WELL - MY MIGHTY MIND
AND MY HEALTHY RELATIONSHIPS

CORE CONCEPT

This is a high-energy drama activity that explores the invisible “threads” of emotion that connect us all. So much of what we communicate comes not from our words, but from our facial expressions, our body language, and our tone of voice. Using a series of fun, non-verbal games, youth will practice recognizing, expressing, and understanding the emotions of others, strengthening their ability to connect with empathy.

MATERIALS NEEDED

- Slips of paper with emotions or scenarios written on them.
- A hat or bag to draw from.
- A timer or stopwatch.
- An open space for moving around.

STEP-BY-STEP INSTRUCTIONS BY BRANCH

SPARKS: EMOTION FACES

For Sparks, the focus is on recognizing and

showing basic emotions using only their faces.

1. **Warm-Up: Mirror, Mirror:** In pairs, one Spark is the “Guider” and the other is the “mirror.” The Guider makes a happy, sad, angry, or surprised face, and the mirror has to copy it exactly. Then switch roles.
2. **Facial Charades:** A Spark comes to the front and secretly chooses a simple emotion card (with a word and an emoji, like “Happy 😊”). On the count of three, she makes that face. The rest of the Sparks guess what emotion she is showing. Everyone gets a turn.

Spark Tip: Keep it simple and positive. This game helps Sparks learn the names for their big feelings and see that all their friends have the same feelings too.

EMBERS: FULL-BODY EMOTIONS

Embers move beyond just faces and learn to use their entire bodies to express a wider range of feelings.

1. **Brainstorm Emotions:** As a group, brainstorm a list of emotions (e.g., Excited, Worried, Shy, Proud, Sleepy, Confused). Write each one on a slip of paper and put them in a hat.
2. **Body Language Chat:** Ask the group, “How does your body show you’re excited?” (Jumping up and down!) “What does a shy body look like?” (Small, hunched over).
3. **Emotion Charades:** An Ember draws an emotion from the hat. She must act it out using her whole body but without making any sounds. The other Embers guess what

A COMMON THREAD

the emotion is.

Ember Tip: This is a great game for burning off energy while also learning about non-verbal communication.

GUIDES: EMOTIONAL FREEZE-FRAME

Guides work in patrols to create a silent, frozen picture—a “tableau”—that tells a story about a specific emotional moment.

1. **The Prompt:** Each patrol draws a scenario from a hat. For example:
 - “Your patrol just won a tough competition.” (Emotion: Triumph)
 - “You hear a strange noise while camping at night.” (Emotion: Fear/Curiosity)
 - “You realize you left your homework on the bus.” (Emotion: Panic)
2. **Create the Scene:** The patrol has 5 minutes to plan a silent, frozen scene. Each Guide must become a “statue,” using her face and body to show her role in the emotional moment.
3. **Guess the Scene:** One by one, the patrols present their “freeze-frame.” The other patrols must guess what is happening in the scene and what the main emotion is. After they guess, the Guider can call “Action!” and the group can bring their scene to life for 10 seconds.

Guide Tip: This activity requires teamwork and communication, as the patrol must work together to make sure their frozen picture tells a clear story.

PATHFINDERS: THE GIBBERISH SCENE

Pathfinders explore how our tone of voice

and body language can tell a completely different story from our words.

1. **The Setup:** In pairs or small groups, Pathfinders get two secret slips of paper.
2. **The Scene:** A simple, neutral situation (e.g., “Two people buying tickets for a movie,” “A librarian helping someone find a book”).
3. **The Secret:** The emotional context (e.g., “They are actually rival spies,” “One of them has a huge crush on the other,” “They are secretly arguing about something that happened earlier”).
4. **The Twist:** They must act out the simple scene, but they can only speak in gibberish (nonsense words).
5. **The Performance:** They perform their 2-minute scene. The audience has to guess the secret emotional context based entirely on their tone of voice, gestures, and how they interact with each other. This is a hilarious and insightful exercise in understanding subtext.

Pathfinder Tip: This highlights how the “emotional thread” of a conversation is often communicated entirely non-verbally.

RANGERS: EMPATHY AND FORUM THEATRE

Rangers use advanced improv techniques to explore complex social situations and practice strategies for empathetic communication.

1. **The Scenario:** The Guider presents a realistic, challenging interpersonal scenario relevant to Rangers’ lives. For example:
 - “A friend is making fun of someone behind their back, and you are part of

the group.”

- “You are working on a group project, and one person is not contributing, but you know they are going through a tough time.”
2. **The First Run:** Volunteers improvise the scene, playing it out as it might typically happen.
 3. **Forum Theatre:** After the first run, the group discusses it. The Guider then explains, “We are going to run the scene again. This time, anyone in the audience can yell ‘FREEZE!’ at any point, tap an actor on the shoulder, and step into their role to try a different approach.”
 4. **Explore the Options:** The scene is replayed multiple times, with different Rangers stepping in to test out different ways of handling the situation—being more assertive, more compassionate, a better listener, etc. The goal is not to find one “right” answer but to collaboratively explore the power of empathetic action.

Ranger Tip: This powerful technique, called “Forum Theatre,” was developed for social change. It turns a drama game into a laboratory for practicing real-world problem-solving and building a more supportive community.

Name: _____ Unit: _____

Use this sheet to track your adventure through the Threads of Connection challenge! In each box, write down or draw a picture of the activities you complete.

Requirements to Earn Your Crest

- Sparks: Complete 1 activity from each of the 4 sections (4 total).
- Embers: Complete 1 activity from each section, plus 2 additional activities (6 total).
- Guides: Complete 2 activities from each section (8 total).
- Pathfinders and Rangers: Complete 2 activities from each section, plus 2 additional activities (10 total).

PART 1: HAND-WOVEN BONDS

(Activities about literal threads, crafts, and practical skills)

Activities I completed (write or draw):

1. _____
2. _____
3. _____

PART 2: THE COMMUNITY QUILT

(Activities exploring connections to the people and places closest to us)

Activities I completed (write or draw):

1. _____
2. _____
3. _____

PART 3: THE GLOBAL WEB

(Activities exploring vast networks, from ecosystems to the global sisterhood of Guiding)

Activities I completed (write or draw):

1. _____
2. _____
3. _____

PART 4: A COMMON THREAD

(Activities focused on personal discovery, self-expression, and celebrating your unique story)

Activities I completed (write or draw):

1. _____
2. _____
3. _____

Congratulations! You have completed the Threads of Connection Challenge!

Guider's Signature: _____

PART 1: HAND-WOVEN BONDS

FRIENDSHIP BRACELETS

- **Spark Tip:** Encourage them to make one for themselves and one to give to a “sister Spark” in the group to make a new connection!
- **Ember Tip:** Have the girls choose colours that represent their personality or the personality of the friend they are making it for.
- **Guide Tip:** Challenge them to make a bracelet using the patrol colours or the colours of the Canadian flag.
- **Pathfinder Tip:** Discuss how a simple, common craft like bracelet making is found in cultures all around the world, creating another “thread of connection.”
- **Ranger Tip:** Explore the concept of “craftivism” - using craft as a gentle form of activism to make a statement and connect with a cause.

NATURE WEAVING

- **Spark Tip:** Talk about the different textures they feel. Is the leaf smooth? Is the bark rough? Is the feather soft?
- **Ember Tip:** As a group, talk about how every piece of nature they found connects to something else. The feather came from a bird, the leaf came from a tree that gives us shade, the flower provides food for bees.

- **Guide Tip:** Discuss how their weaving will change over time as the natural materials dry and fade. It’s a great lesson in the cycles of nature and impermanence.
- **Pathfinder Tip:** Challenge them to only use materials from a single type of plant (e.g., a weaving made entirely from parts of a cattail or a cedar tree) to explore the diversity within one species.
- **Ranger Tip:** Discuss the concept of “Leave No Trace” in the context of creating art in nature. How can we create beautiful things while still respecting and protecting the environment?

UPCYCLED CREATIONS

- **Spark Tip:** Talk about how even though the sock lost its first partner, it could be connected to a new friend—their hand!
- **Ember Tip:** Embers can use their new bags to carry their Guiding supplies to meetings, creating a useful item that connects them to their unit.
- **Guide Tip:** This no-sew pillow is the perfect “sit-upon” for campfires and a cozy “camp pillow” for sleepovers and adventures! Once you’ve mastered the technique, this becomes a wonderful kindness project. These pillows can bring a lot of comfort when donated to local animal shelters or seniors’ homes (just be sure to ask the

organization first!).

- **Pathfinder Tip:** Discuss the concept of “fast fashion.” How does learning to mend and redesign our own clothes foster a more sustainable relationship with what we wear?
- **Ranger Tip:** Connect their project to the UN Sustainable Development Goals, specifically SDG 12: Responsible Consumption and Production. Discuss how local actions can have a global impact.

KNOT TYING FUNDAMENTALS

- **Spark Tip:** Use thick, soft rope in bright colours. Let the Sparks feel the shape of the knot with their eyes closed to help them remember it.
- **Ember Tip:** Explain that a Reef Knot that is tied wrong becomes a “Granny Knot,” which slips! This illustrates the importance of making the connection the right way.
- **Guide Tip:** Set up a mini tent or just a tarp and have the Guides use their new knots to secure the guy lines properly.
- **Pathfinder Tip:** Discuss how these same lashing techniques, on a much larger scale, were used by pioneers to build bridges and structures throughout British Columbia.
- **Ranger Tip:** For those interested in high adventure, bring in a certified climbing or rope-rescue expert to demonstrate

advanced knots. This should only be done by a qualified expert.

COLLABORATIVE TEXTILE ART

- **Spark Tip:** As they work, ask them: “What is your favourite thing about being a Spark?” and “What colour makes you feel happy?”
- **Ember Tip:** Play some favourite Guiding songs while you work. The shared music connects everyone, just like the shared fabric.
- **Guide Tip:** This project requires negotiation and compromise within the patrol. This is a great opportunity to practice respectful communication and decision-making skills.
- **Pathfinder Tip:** At the end of the project, sit in front of the weaving and have each Pathfinder point out a thread they contributed and share the story behind it.
- **Ranger Tip:** Document the creation process and the final exhibition. They can use the photos to create a social media campaign or a short video, amplifying their message far beyond the physical quilt.

PART 2: THE COMMUNITY QUILT

COMMUNITY CONNECTION MAP

- **Spark Tip:** Title the maps “My Sparks Community.” This reinforces the idea that their personal world is their first community.
- **Ember Tip:** This map is a great visual for

enrolment or closing ceremonies. You can point to it and talk about how all these threads come together to make your unit strong.

- **Guide Tip:** Challenge a patrol to go for a short, supervised “mapping walk” around the block to identify assets in person.
- **Pathfinder Tip:** Have them interview a parent or a community member about their daily commute or where they get their local news to gather real-world data for their map.
- **Ranger Tip:** Introduce them to the concept of GIS (Geographic Information System) mapping. They can explore free online tools to create a digital version of their map.

THE “HERSTORY” INTERVIEW

- **Spark Tip:** This connects the “thread” of the story directly to the “thread” of shared play, showing Sparks that fun is a connection we share across generations.
- **Ember Tip:** Encourage Embers to ask a follow-up question, like “Why was that your favourite memory?” This starts building the skill of active listening.
- **Guide Tip:** This is a great opportunity to practice public speaking skills in a safe and supportive environment.
- **Pathfinder Tip:** Discuss how a person’s

tone of voice, laughter, or pauses—things you only get in an audio recording—can add a whole new layer to their story.

- **Ranger Tip:** Connect with a local museum or historical society. They may be able to offer guidance, resources, or even a venue to share the final project.

THE GREAT GUIDING SKILL SWAP

- **Spark Tip:** Keep it fun and low-pressure. Celebrate every attempt! This shows Sparks that their friends are their first and best teachers.
- **Ember Tip:** Before you start, have a quick chat about what makes a good teacher (patience, showing steps slowly) and a good student (listening carefully, not being afraid to ask questions).
- **Guide Tip:** This format encourages teamwork and planning within the patrol and creates a fun, bustling atmosphere.
- **Pathfinder Tip:** Encourage Guiders to ask for feedback after their workshop. What went well? What could be clearer next time? This introduces the valuable concept of reflective practice.
- **Ranger Tip:** This mentorship experience is a fantastic addition to a resume or university application, as it demonstrates leadership, planning, and community engagement.

"KINDNESS CONNECTS" CHAIN REACTION

- **Spark Tip:** End the meeting by singing a song about friendship. The growing paper chain is a perfect visual for how your Spark circle is connected by kindness.
- **Ember Tip:** This connects to the Ember motto, "Lend a Hand." They are literally lending a hand and leaving a card to encourage the next person to do the same.
- **Guide Tip:** Take pictures of the chalk art to share on your unit's social media, spreading the positivity even further.
- **Pathfinder Tip:** This project requires planning, budgeting, and communication skills (like asking the business owner for permission), which are all valuable life skills.
- **Ranger Tip:** This partnership approach teaches valuable lessons in community development, showing that the most effective kindness is often about listening and supporting the good work that is already being done.

SKIT-IN-A-BAG

- **Spark Tip:** This version focuses on listening and collaboration, and every Spark's contribution helps the single group story grow.
- **Ember Tip:** Encourage them to have a narrator if they are nervous about

memorizing lines. The narrator can read the story while the others act it out.

- **Guide Tip:** This encourages Guides to think about the style of storytelling—how a serious voice can make something funny, or how suspenseful music (made with their own sound effects) can create a mystery.
- **Pathfinder Tip:** This challenges them to focus on character development and plot construction, moving beyond simple gags to more structured storytelling.
- **Ranger Tip:** For an extra challenge, have one group act as the "critics" who must write a short, constructive review of another group's performance.

GUIDING FAMILY TREE

- **Spark Tip:** Take a group photo with the finished garden. It's a wonderful keepsake of their year together.
- **Ember Tip:** This is a perfect activity for the beginning of the year to help Embers learn which circle they belong to and who else is in it.
- **Guide Tip:** This helps Guides understand the structure they experience at larger events like District camps or Area Thinking Day celebrations.
- **Pathfinder Tip:** This is a great time to plan an activity for World Thinking Day, choosing a WAGGGS country to learn

about and connecting with the girls there in spirit.

- **Ranger Tip:** This project could evolve into a formal submission for a local heritage award or be developed into a presentation to be shared with younger units.

PART 3: THE GLOBAL WEB

THE ECOSYSTEM WEB GAME

- **Spark Tip:** This version is all about positive connections. It shows that everyone and everything has a special part to play.
- **Ember Tip:** Introduce the terms producer (plants that make their own food) and consumer (animals that eat things) to build their science vocabulary.
- **Guide Tip:** Challenge them to find the longest “thread of connection” or food chain within your web.
- **Pathfinder Tip:** This activity can serve as a powerful introduction to a unit service project, like participating in a local habitat restoration event.
- **Ranger Tip:** This connects the scientific simulation directly to civics and advocacy. They learn that understanding a problem is the first step, but proposing solutions is how we create change.

UNRAVELLING FAST FASHION

- **Spark Tip:** This is about building an early appreciation for the idea that clothes don't

just appear in stores. They have a history.

- **Ember Tip:** The web of yarn on the map clearly shows the global connections in a way that's easy for them to understand.
- **Guide Tip:** Frame the mending skill as a “superpower.” It's the power to save clothes, save money, and save the planet, one button at a time.
- **Pathfinder Tip:** A clothing swap is a perfect follow-up activity. It's fun, social, and a direct action they can take to combat fast fashion.
- **Ranger Tip:** Connect them with the concept of the circular economy. Have them research innovative Canadian companies that are creating clothing from recycled materials.

WAGGGS POSTCARD PALS

- **Spark Tip:** This makes the idea of “sending a message” a fun, visual, and collective action.
- **Ember Tip:** This is a great opportunity to teach the parts of an address and how mail works.
- **Guide Tip:** Encourage Guides to include a simple drawing or symbol that represents their patrol, adding another layer of identity to their card.
- **Pathfinder Tip:** This is a real-world exercise in formal communication, planning, and international etiquette.

- **Ranger Tip:** This project connects their communication skills to global citizenship and advocacy.

COMMUNICATION THROUGH TIME

- **Sparke Tip:** This shows Sparks that a message doesn't need words. A picture or a pattern of light can be a powerful way to communicate.
- **Ember Tip:** Challenge them to see how long they can make their string before the telephone stops working. This turns it into a fun science experiment!
- **Guide Tip:** These activities are fantastic for camping trips, where they can be done at night around the campfire or across a field.
- **Pathfinder Tip:** Discuss where ciphers like this have been used in history—from Roman generals to spies in wartime.
- **Ranger Tip:** Have them research the story of Marshall McLuhan, a famous Canadian philosopher who coined the phrases “the medium is the message” and “global village,” and discuss how his ideas from the 1960s predicted the internet age.

STRING-UP YOUR SUPPER

- **Spark Tip:** This creates a positive, local connection. You can end by eating the apple slices and thanking the BC farmers who grew them.
- **Ember Tip:** This is a great introduction to

the idea that different parts of Canada are good at growing different things.

- **Guide Tip:** This can lead to a great follow-up: making a “100-Mile Pizza” where you try to use ingredients sourced as locally as possible.
- **Pathfinder Tip:** Encourage them to look for Fair Trade or Rainforest Alliance Certified logos on packaging and discuss what these logos mean for producers and the environment.
- **Ranger Tip:** Introduce the concept of food security. How secure is BC's food supply? What are the strengths and vulnerabilities?

THE “WHAT IF?” GAME

- **Spark Tip:** The sillier the “what if,” the better! The goal is laughter and participation, not a story that makes sense.
- **Ember Tip:** This helps Embers understand the basic structure of a story (beginning, middle, end) and how changing one small part can create a whole new outcome.
- **Guide Tip:** This version is fast-paced and challenges Guides to listen carefully to the person before them in order to come up with a creative twist.
- **Pathfinder Tip:** This transforms the game from simple storytelling into a powerful exercise in historical

analysis and understanding the deep interconnectedness of historical events.

- **Ranger Tip:** This powerful version of the game mirrors the scenario planning used by real-world leaders in government and industry, teaching Rangers to think critically and strategically about the future.

PART 4: A COMMON THREAD

THE “WHERE I’M FROM...” POEM

- **Spark Tip:** This activity shows Sparks that their favourite things are an important part of who they are.
- **Ember Tip:** Encourage them to be as specific as possible. Not just “a tree,” but “the tall pine tree I can see from my window.”
- **Guide Tip:** This activity gives Guides more creative freedom, empowering them to take ownership of their poetic voice.
- **Pathfinder Tip:** This elevates the activity from a simple list to a true piece of creative writing, challenging them to think like poets.
- **Ranger Tip:** This project is a sophisticated exercise in collaboration and synthesis, resulting in a meaningful artistic creation that is a legacy of their time together as a unit.

PERSONAL TIMELINE SCROLL

- **Spark Tip:** This simple version celebrates key life moments in a way that is easy for

Sparks to understand and create.

- **Ember Tip:** Looking at their finished timeline, ask them: “What is one thing you can do now that you couldn’t do at the beginning of your timeline?” This helps them recognize their own growth.
- **Guide Tip:** In a sharing circle, invite Guides to share one “milestone” they are proud of and one “memory” that makes them smile.
- **Pathfinder Tip:** This activity encourages a broader perspective, showing them that their personal “thread” is woven into the much larger tapestry of history.
- **Ranger Tip:** This is a fantastic activity for career and life planning. It can help them visualize the steps needed to achieve their bigger goals.

“THROUGH MY LENS” PHOTOGRAPHY

- **Spark Tip:** This makes photography a fun game of “I Spy,” teaching them to look closely at the world around them.
- **Ember Tip:** This helps Embers see that photography can be a way to capture and remember important feelings and friendships.
- **Guide Tip:** This shifts their thinking from just taking a snapshot to intentionally making a photograph with an artistic goal in mind.
- **Pathfinder Tip:** This teaches the important

skill of editing. A great photographer knows that the photos you don't show are just as important as the ones you do.

- **Ranger Tip:** Discuss the ethics of photography. What does it mean to take someone's picture respectfully? This adds a layer of serious, real-world media literacy.

STORYTELLING CIRCLE

- **Spark Tip:** If a Spark is stuck, the youth next to her can "lend her an idea" by whispering a suggestion. This keeps the game supportive and fun.
- **Ember Tip:** This allows youth to participate in the performance without needing to memorize lines, building confidence for the stage.
- **Guide Tip:** This activity is perfect for practicing before a real campfire at a unit camp, giving them a chance to build and polish their story first.
- **Pathfinder Tip:** Emphasize that the best stories are often the ones where the storyteller was vulnerable or learned something. It's about connection, not a perfect performance.
- **Ranger Tip:** The finished pieces could be performed at a larger Guiding event or even entered into a local arts festival.

IDENTITY SILHOUETTES

- **Spark Tip:** This is a celebration of joy and

individuality. There are no rules for what goes inside—if it makes them happy, it belongs in their silhouette!

- **Ember Tip:** This helps Embers understand that who they are (inside) and what they do (outside) are both important parts of their identity.
- **Guide Tip:** This encourages Guides to think about their identity as something that is both present and evolving, connecting their current self to their future self.
- **Pathfinder Tip:** This activity prompts deep reflection and helps Pathfinders articulate their core beliefs, an important step in adolescent development.
- **Ranger Tip:** This project connects self-reflection with artistic expression and metacognition (thinking about their own thinking).

EMOTIONAL THREADS THEATRE

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- **Ember Tip:** This is a great game for burning off energy while also learning about non-verbal communication.
- **Guide Tip:** This activity requires teamwork and communication, as the patrol must

work together to make sure their frozen picture tells a clear story.

- **Pathfinder Tip:** This highlights how the “emotional thread” of a conversation is often communicated entirely non-verbally.

Ranger Tip: This powerful technique, called “Forum Theatre,” was developed for social change. It turns a drama game into a laboratory for practicing real-world problem-solving. in it.

Scientist's Name(s): _____ Unit: _____

Welcome to Fabric Boot Camp! Your mission is to investigate the properties of different fabrics to discover their strengths and weaknesses.

My Hypothesis (My Scientific Guess)

Before you start, make a prediction! Which of your fabric samples do you think will be...

- ...the most absorbent (fastest to soak up water)? _____
- ...the strongest (hardest to rip)? _____
- ...the most wrinkle-resistant (smoothest after crumpling)? _____

Experiment Data and Observations

Fabric Sample (Describe it!)	Absorption Test (Time how long it takes for a water drop to fully absorb.)	Strength Test (Rate its rip-resistance on a scale of 1 to 5.)	Wrinkle Test (Crumple tightly for 10 seconds. Rate the wrinkles on a scale of 1 to 5.)

Rating Scale Key:

- Strength: 1 = Very Easy to Rip -> 5 = Very Hard to Rip
- Wrinkles: 1 = Very Wrinkly -> 5 = Very Smooth

My Conclusions

Analyze your data! Based on your observations, what job would each fabric be best for, and why?

Fabric #1 would be good for _____
because _____.

Fabric #2 would be good for _____
because _____.

Fabric #3 would be good for _____
because _____.

Great work, Scientist!

(Designed for Embers to complete with a female relative or family friend)

The women in our lives have amazing stories! Your mission is to be a story collector. Ask a woman you know (like a grandma, auntie, neighbour, or Guider) these questions to learn a piece of her story. You can write or draw her answers in the boxes below.

I interviewed: _____

Her relationship to me is: _____

1. What is a special memory you have from when you were my age (7 or 8 years old)?

2. What was school like for you?

3. What is one important piece of advice you would give me?

Thank you for sharing your story with me!

(Designed for Guides to prepare for, conduct, and reflect on their interview)

Every woman in our community has a story. As a Community Chronicler, your job is to listen and share one of those stories.

Part 1: Before the Interview

The woman I plan to interview is: _____

Brainstorming My Questions: (Remember to ask open-ended questions that don't have a "yes" or "no" answer!)

Sample Question 1: What has been the biggest change you've seen in our community in your lifetime?

Sample Question 2: Can you tell me about a time you had to be brave?

My Question: _____

My Question: _____

My Question: _____

Part 2: During the Interview (My Notes)

Reminder: Be a great listener! Don't be afraid to ask follow-up questions like "Why?" or "Can you tell me more about that?"

Notes for Question 1: _____

Notes for Question 2: _____

Notes for Question 3: _____

Part 3: After the Interview

The most interesting or surprising thing I learned was _____

The way I will share this story is by: (Circle one or write your own!)

- Writing an article
- Drawing a comic strip
- Preparing an oral presentation

(Designed for older youth to plan a more in-depth documentary project)

This project is about more than just an interview; it's about documenting and preserving the important stories of women in our community.

Part 1: Project Outline

Our Project's Theme: (e.g., Women Entrepreneurs, Stories of Immigration, etc.) _____

Interview Subject(s): _____

Our Final Medium will be: (Circle one)

Podcast / Video / Printed Booklet / Public Exhibit / Other

Part 2: Preparation

Interview Ethics Checklist (Rangers):

☐ We have discussed the importance of getting informed consent (using a release form if necessary).

☐ We will represent our subject's story accurately and respectfully.

☐ We will offer to show the final product to our subject for her approval.

Tech Checklist (Pathfinders):

☐ We have a recording device (e.g., smartphone) and have tested it.

☐ We have planned a quiet location for the interview.

☐ We have reviewed good interview etiquette (e.g., no interrupting).

Our Key Questions: (Develop 5-7 thoughtful questions based on your theme)

1. _____
2. _____
3. _____
4. _____
5. _____

Part 3: Sharing Our Project

Key Quotes or Moments from our Interview: _____

Our Plan for Sharing with the Community: (e.g., Host a “Podcast Listening Party,” contact the local library about an exhibit, plan a public screening _____



CREATE A SUPER SLEUTH DECODER WHEEL

INSPIRED BY MICKEY AND THE ANIMAL SPIES

CALLING ALL SUPER SLEUTHS! In *Mickey and the Animal Spies* there are lots of codes for whip smart heroine Mickey to crack. **YOUR MISSION**, should you choose to accept it, is to **WRITE AND DECODE YOUR OWN SECRET MESSAGES** using the decoder below!

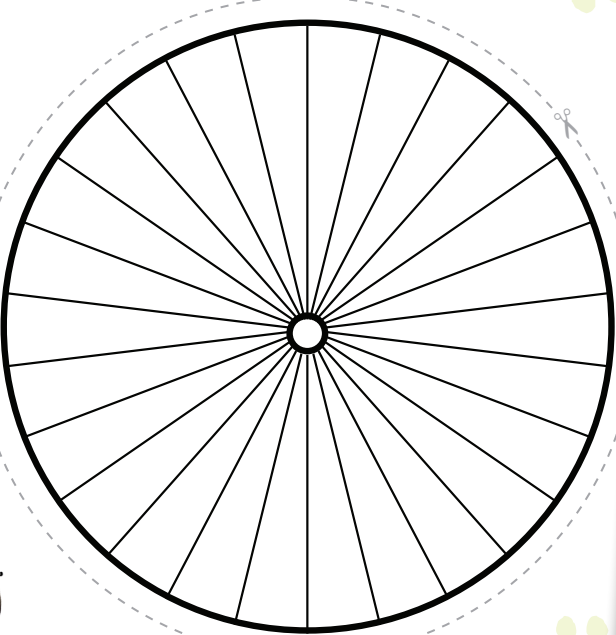
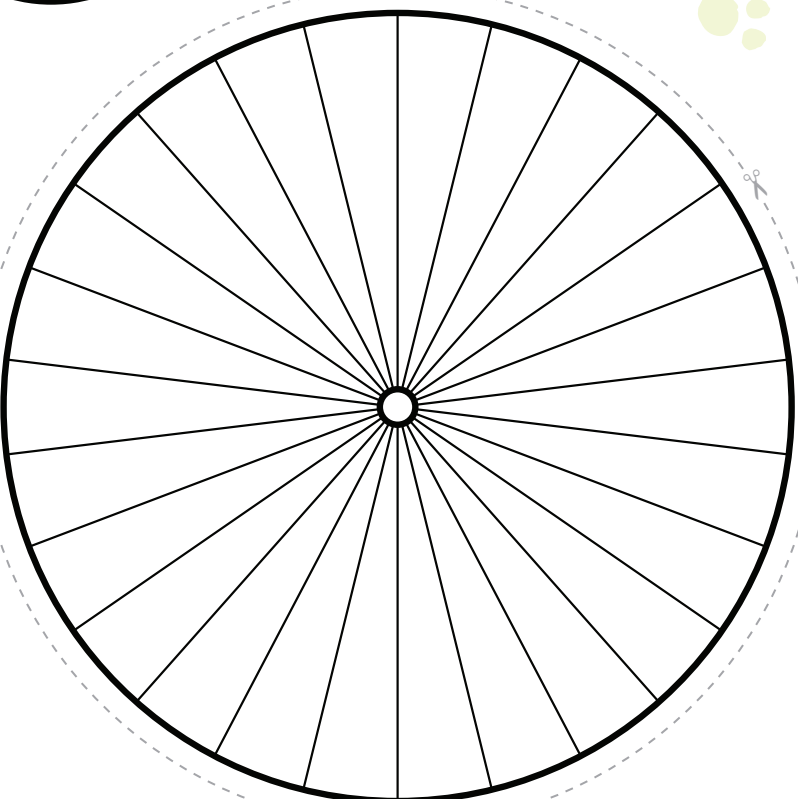
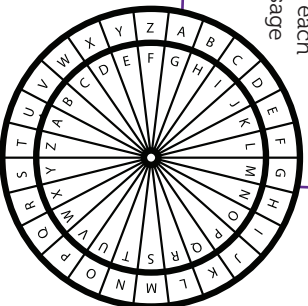
- All super sleuths will need:**
- A print out of the two circles on this page
 - Pen, glue stick and scissors
 - Card
 - Paper fastener (also known as a brad)



Instructions

- 1) Print out the two circles below and cut them out (with the help of an adult)
- 2) Stick the two circles onto card
- 3) Write the alphabet onto the outer edge of both circles
- 4) Align the circles one on top of the other and punch a hole in the middle
- 5) Insert and fold down the paper fastener
- 6) Start writing secret codes!

Simply rotate the top circle until the alphabets don't line up and then 'translate' each letter of your message from one circle to the other.



WRITE YOUR SECRET CODES HERE:



My "I Am From..." Poem

Your story is special! The places, smells, and sounds around you are all part of what makes you, you. Fill in the blanks below to create a poem all about your life. Try to be as specific as you can!

Poet's Name: _____

I am from _____

(a specific object in your home, like "the big comfy couch")

I am from the smell of _____

(a specific smell, like "pancakes on Saturday")

I am from the _____

(a specific plant or tree, like "the tall maple tree in my yard")

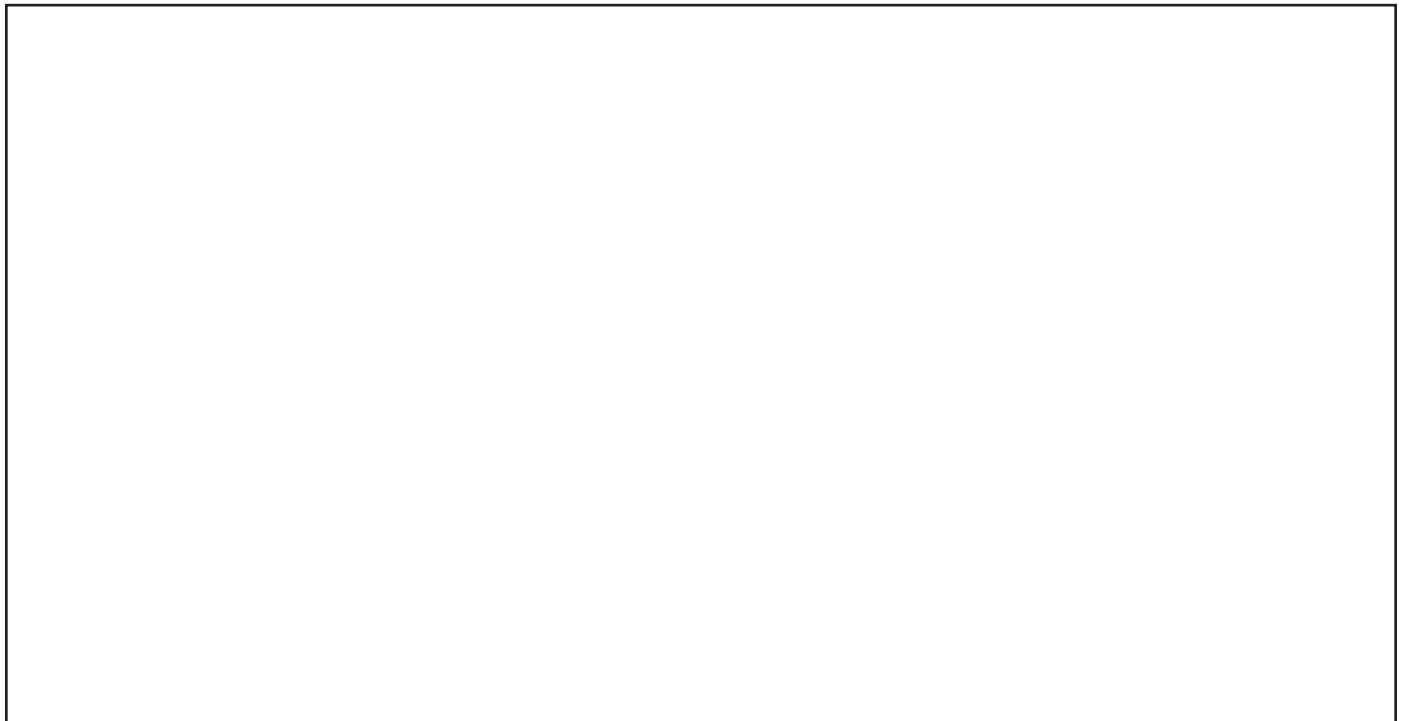
I am from _____ and _____.

(the names of people in your family)

I am from the sound of _____

(a specific family sound, like "my brother's laughter")

Draw a picture of one thing from your poem here!



THINGS IN MY HOUSE

SONGS WE SING

TASTES AND SMELLS

FAMILY STORIES

I AM FROM

PLACES IN MY NEIGHBOURHOOD

IMPORTANT ADVICE I WAS GIVEN

FAMILY SAYINGS OR JOKES

CHALLENGES OVERCOME

Next Steps:

Now, look at all your amazing ideas! Choose the most powerful and meaningful ones. Start with the line "I am from..." and begin to weave your details into a unique poem that tells your story.

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THANK YOU

We'd love to see your youth in action!
Send photos or your unit participating in
the threads of connection activities to [bc-
program@girlguides.ca](mailto:bc-program@girlguides.ca).

