



Girl Guides
of Canada

Guides
du Canada

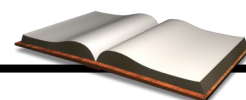
Grand Pines Area

Literacy

Challenge



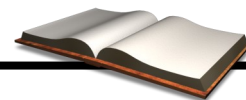
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Purpose



A challenge is meant to be a supplement to the Guiding Program. Units can choose to do a Challenge as a special activity in addition to their regular program but are not required to. You may choose to work on a Challenge over a series of Unit meetings, plan a special event or camp around it or decide that it doesn't interest you or meet your unit's needs at this time and opt out. It's up to you!

The purpose of this Challenge is to encourage a love of reading and books, and to raise literacy awareness.

Challenge Requirements



Sparks – complete the requirements in the 'Just Read' section and one activity in each of the other sections.

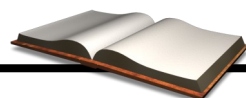
Brownies—complete the requirements in the 'Just Read' section and one activity in each of the other sections, plus one additional activity.

Guides – complete the requirements in the 'Just Read' section and two activities in each of the other sections.

Pathfinders and Rangers – complete the requirements in the 'Just Read' section and two activities in each of the other sections, plus two additional activities.

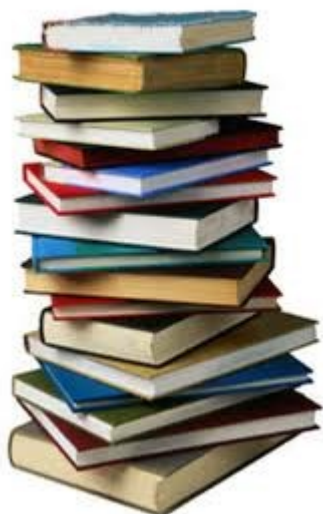
Adults – complete the requirements of the 'Adults' section at the end of the challenge.

Just Read












Read the required number of books for your unit level. Use the spreadsheet attached to the challenge to help the girls keep track of their reading. (For older girls: textbook reading does not count!!)

Sparks – 10 books
Brownies – 15 books
Guides – 20 books
Pathfinders and Rangers – 25 books







World of Reading







-  Learn the difference between fiction and non-fiction books. Go to a local bookstore, online bookstore or library and make a list of the different sections of non-fiction books.
-  Compare and contrast at least five cookbooks. Determine what is important to you in a cookbook such as pictures, glossy pages, good cover picture, famous author, easy instructions, special ingredients, explanations, stories, information.
-  Read a book on a social issue that is important to you such as environmental, women's rights, politics. What did you learn from this book? Did it help expand your knowledge of the issue? Did you agree with the author's point of view?
-  Read a biography on a famous person. Write out ten facts about the person that you didn't know before you read the book.
-  Explore other reading materials such as newspaper, magazines, comic books, scripts and song lyrics. Read at least three different formats.
-  Read multiple books by the same author and compare what is the same within their books (sequels don't count i.e. Harry Potter 1,2,3, etc.). Suggested authors include Robert Munsch, R.L. Stein, Beverly Cleary, Dr. Seuss, Margaret Atwood
-  Choose a book from the Girl Guides of Canada book club and read it as a group. Choose a book which isn't already on the list that you would recommend to be included in the book club and write out why.
-  Read a classic fairytale. How is it different from the fairytale you know, such as the Disney version? How is it the same?
-  Have girls read a book that will teach them how to do something and then do it, such as building a birdhouse or planting a garden.

Celebrate Reading








-  Read a book of your choosing and write a book report. Use the 'Book Report' in the Literacy Resource Section for your branch level.
-  Make a creative representation of a book that you have read such as a diorama, painting or model of a scene and share it with the other girls in your unit. Explain to them how your creation represents your book.
-  Create a game such as a maze, board game, word search or quiz game like Jeopardy about a book you have read and exchange it with another girl in your unit for theirs. Complete the game and see if it helped increase your understanding of the other girl's book.
-  Have a theme party based on a book you have read. Consider decorations, snacks, crafts, games and other activities. Check out the Literacy Resource Section for party plans for 'The Lorax' as an example.



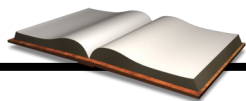
-  Read a book and watch the movie based on the book. Compare differences and similarities. Which did you like better?
-  Have a book club meeting. Before your meeting, have your entire unit agree on a book to read and set a completion date. Gather together and discuss the book, perhaps with a snack and a good cup of tea. Use the 'Book Club Questions' in the Literacy Resource Section to help you guide your discussion.
-  Make up a play or skit based on a book that you have read. Recruit friends or partner with someone in your unit that has read the same book. Perform your play for the other girls in your unit.
-  Play a word game such as Boogie or Scrabble. Make your own version by collecting rocks and writing one letter on each rock. Place your rocks in a bag and pick out 8-10 rocks and see how many words you can make from your rocks in a set period of time. For younger girls, write full words and have them make sentences.







Awareness



-  Learn about literacy around the world. What are some of the important statistics? Is it mostly men or women who are illiterate? What are some of the reasons they can't read? Brainstorm ways we can help.
-  Learn about literacy in Canada. What are some of the important statistics? Is it mostly men or women who have low literacy rates? How are Canadian statistics in comparison to those in countries around the world?
-  When people move to Canada they often cannot read or write in one of the official languages of Canada – either French or English. What challenges might they face? What resources are available to help these people? Brainstorm ways that you can help new immigrants adjust to reading and writing in Canada and carry out one of your ideas.
-  Learn about people with learning disabilities and what tools are available to those who can't read. What do you think would be the hardest thing about not being able to read? What would you miss if you could no longer read?
-  Make a list of how you use reading everyday. Think through everything you do and what would happen if you couldn't read. (read instructions, buttons on your TV remote, commercials, street signs, etc.) What everyday activities would be hard? Were you surprised to see how much you use reading without even knowing it?

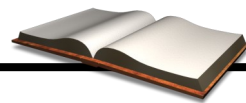
Service Project



-  Have a book drive. Ask girls to bring in books that they no longer want and make a collection. Donate your collection to a local immigrant resource centre, women's shelter, Children's Hospital Book Drive (books can be dropped off at most fire stations) or Books For Africa (www.booksforafrica.org).
-  Organize a book exchange. Have each girl bring in books they no longer read. For each book they bring in, they receive a ticket, allowing them to select one book from the collection. If there are remaining books, donate them.
-  Read to another level of Guiding.
-  Volunteer to read at the children's hospital, seniors residence, Ronald McDonald House or local library.
-  Make bookmarks for your school or local library. Make some pretty bookmarks; leave them in a basket on the library counter for other people to take one when they check out books.
-  Make a book on tape to contribute a local daycare center or the Children's Hospital.



Adults Challenge



To complete the Grand Pines Area Literacy Challenge, form a book club with a group of friends, in or out of Guiding, then read and gather to discuss at least **three** books.

Before each meeting of your book club, have your entire group agree on a book to read and set a completion date. Gather together and discuss the book, perhaps with a snack and a good cup of tea. Use the 'Book Club Questions' in the Literacy Resource Section to help you guide your discussion.

Below is a list of recommended books but feel free to choose your own, depending on your groups interests. In the Literacy Resource Section you will find specific questions for the books listed here, to help guide the conversation at your Book Club meeting. Book descriptions are from the website www.bookbrowse.com.



'Angela's Ashes' by Frank McCourt

"When I look back on my childhood I wonder how I managed to survive at all. It was, of course, a miserable childhood: the happy childhood is hardly worth your while. Worse than the ordinary miserable childhood is the miserable Irish childhood, and worse yet is the miserable Irish Catholic childhood."

So begins the luminous memoir of Frank McCourt, born in Depression-era Brooklyn to recent Irish immigrants and raised in the slums of Limerick, Ireland. Frank's mother, Angela, has no money to feed the children since Frank's father, Malachy, rarely works, and when he does he drinks his wages. Yet Malachy-exasperating, irresponsible, and beguiling-does nurture in Frank an appetite for the one thing he can provide: a story. Frank lives for his father's tales of Cuchulain, who saved Ireland, and of the Angel on the Seventh Step, who brings his mother babies.

Perhaps it is story that accounts for Frank's survival. Wearing rags for diapers, begging a pig's head for Christmas dinner and gathering coal from the roadside to light a fire, Frank endures poverty, near-starvation and the casual cruelty of relatives and neighbours-yet lives to tell his tale with eloquence, exuberance, and remarkable forgiveness.



'A Tree Grows in Brooklyn' by Betty Smith

The beloved American classic about a young girl's coming-of-age at the turn of the century, Betty Smith's *A Tree Grows in Brooklyn* is a poignant and moving tale filled with compassion and cruelty, laughter and heartache, crowded with life and people and incident. The story of young, sensitive, and idealistic Francie Nolan and her bittersweet formative years in the slums of Williamsburg has enchanted and inspired millions of readers for more than sixty years. By turns overwhelming, sublime, heart-breaking, and uplifting, the daily experiences of the unforgettable Nolans are raw with honesty and tenderly threaded with family connectedness -- in a work of literary art that brilliantly captures a unique time and place as well as incredibly rich moments of universal experience.



'The Colour Purple' by Alice Walker

Celie is a poor black woman whose letters tell the story of 20 years of her life, beginning at age 14 when she is being abused and raped by her father and attempting to protect her sister from the same fate, and continuing over the course of her marriage to "Mister," a brutal man who terrorizes her. Celie eventually learns that her abusive husband has been keeping her sister's letters from her and the rage she feels, combined with an example of love and independence provided by her close friend Shug, pushes her finally toward an awakening of her creative and loving self.



'Angry Housewives Eating Bon Bons' by Lorna Landvik

The women of Freesia Court are convinced that there is nothing good coffee, delectable desserts, and a strong shoulder can't fix. Laughter is the glue that holds them together-the foundation of a book group they call AHEB (Angry Housewives Eating Bon Bons), an unofficial "club" that becomes much more. It becomes a lifeline. Holding on through forty eventful years, there's Faith, a lonely mother of twins who harbors a terrible secret that has condemned her to living a lie; big, beautiful Audrey, the resident sex queen who knows that with good posture and an attitude you can get away with anything; Merit, the shy doctor's wife with the face of an angel and the private hell of an abusive husband; Kari, a wise woman with a wonderful laugh who knows the greatest gifts appear after life's fiercest storms; and finally, Slip, a tiny spitfire of a woman who isn't afraid to look trouble straight in the eye.

This stalwart group of friends depicts a special slice of American life, of stay-at-home days and new careers, of children and grandchildren, of bold beginnings and second chances, in which the power of forgiveness, understanding, and the perfectly timed giggle fit is the CPR that mends broken hearts and shattered dreams.





'Eat Pray Love' by Elizabeth Gilbert

Around the time Elizabeth Gilbert turned thirty, she went through an early-onslaught midlife crisis. She had everything an educated, ambitious American woman was supposed to want—a husband, a house, a successful career. But instead of feeling happy and fulfilled, she was consumed with panic, grief, and confusion. She went through a divorce, a crushing depression, another failed love, and the eradication of everything she ever thought she was supposed to be.

To recover from all this, Gilbert took a radical step. In order to give herself the time and space to find out who she really was and what she really wanted, she got rid of her belongings, quit her job, and undertook a yearlong journey around the world—all alone. *Eat, Pray, Love* is the absorbing chronicle of that year. Her aim was to visit three places where she could examine one aspect of her own nature set against the backdrop of a culture that has traditionally done that one thing very well. In Rome, she studied the art of pleasure, learning to speak Italian and gaining the twenty-three happiest pounds of her life. India was for the art of devotion, and with the help of a native guru and a surprisingly wise cowboy from Texas, she embarked on four uninterrupted months of spiritual exploration. In Bali, she studied the art of balance between worldly enjoyment and divine transcendence. She became the pupil of an elderly medicine man and also fell in love the best way—unexpectedly.

An intensely articulate and moving memoir of self-discovery, *Eat, Pray, Love* is about what can happen when you claim responsibility for your own contentment and stop trying to live in imitation of society's ideals. It is certain to touch anyone who has ever woken up to the unrelenting need for change.



'A Northern Light' by Jennifer Donnelly

Mattie Gokey has a word for everything. She collects words, stores them up as a way of fending off the hard truths of her life, the truths that she can't write down in stories. The fresh pain of her mother's death. The burden of raising her sisters while her father struggles over his brokeback farm. The mad welter of feelings Mattie has for handsome but dull Royal Loomis, who says he wants to marry her. And the secret dreams that keep her going—visions of finishing high school, going to college in New York City, becoming a writer. Yet when the drowned body of a young woman turns up at the hotel where Mattie works, all her words are useless. But in the dead woman's letters, Mattie again finds her voice, and a determination to live her own life. Set in 1906 against the backdrop of the murder that inspired Theodore Dreiser's *An American Tragedy*, this coming-of-age novel effortlessly weaves romance, history, and a murder mystery into something moving, and real, and wholly original.



'My Life In France' by Julia Child

Julia Child singlehandedly created a new approach to American cuisine with her cookbook *Mastering the Art of French Cooking* and her television show *The French Chef*, but as she reveals in this bestselling memoir, she was not always a master chef. Indeed, when she first arrived in France in 1948 with her husband, Paul, who was to work for the USIS, she spoke no French and knew nothing about the country itself. But as she dove into French culture, buying food at local markets and taking classes at the Cordon Bleu, her life changed forever with her newfound passion for cooking and teaching. Julia's unforgettable story - struggles with the head of the Cordon Bleu, rejections from publishers to whom she sent her now-famous cookbook, a wonderful, nearly fifty-year long marriage that took them across the globe - unfolds with the spirit so key to her success as a chef and a writer, brilliantly capturing one of the most endearing American personalities of the last fifty years.



'The Handmaid's Tale' by Margaret Atwood

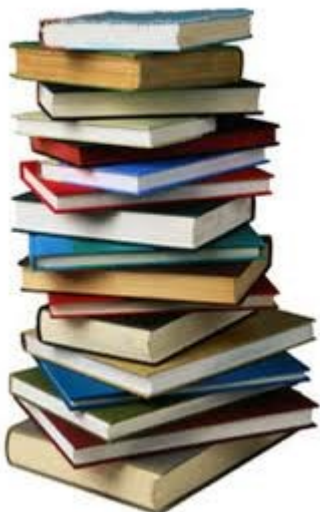
It is the world of the near future, and Offred is a Handmaid in the home of the Commander and his wife. She is allowed out once a day to the food market, she is not permitted to read, and she is hoping the Commander makes her pregnant, because she is only valued if her ovaries are viable. Offred can remember the years before, when she was an independent woman, had a job of her own, a husband and child. But all of that is gone now...everything has changed.



'Beach Trip' by Cathy Holton

Mel, Sara, Annie, and Lola have traveled diverse paths since their years together at a small Southern liberal arts college during the early 1980s. Mel, a mystery writer living in New York, is grappling with the aftermath of two failed marriages and a stalled writing career. Sara, an Atlanta attorney, struggles with her own slowly unravelling marriage. Annie, a successful Nashville businesswoman married to her childhood sweetheart, can't seem to leave behind the regrets of her youth. And sweet-tempered Lola whiles away her hours-and her husband's money-on little pills that keep her happy.

Now the friends, all in their forties, converge on Lola's lavish North Carolina beach house in an attempt to relive the carefree days of their college years. But as the week wears on and each woman's hidden story is gradually revealed, these four friends learn that they must inevitably confront their shared past, and a secret that threatens to change their bond, and their lives, forever.

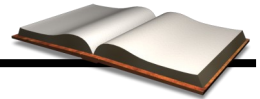






Literacy



Resources

Literacy Facts







-  The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."
-  Adult literacy is often measured on a scale of 1 to 5. Level 3, equivalent to high school completion, is the desired threshold for coping with the rapidly changing skill demands of a knowledge-based economy and society.

Literacy around the World


-  Statistics gathered from UNESCO show that South and West Asia has the lowest regional adult literacy rate (58.6%), followed by sub-Saharan Africa (59.7%), and the Arab States (62.7%). Countries with the lowest literacy rates in the world are Burkina Faso (12.8%), Niger (14.4%) and Mali (19%). The report shows a clear connection between illiteracy and countries in severe poverty, and between illiteracy and prejudice against women.
-  Around the world some 776 million adults lack minimum literacy skills; one in five adults is still not literate and two-thirds of them are women; 75 million children are out-of-school and many more attend irregularly or drop out.

Literacy In Canada


(Below information is taken from Statistics Canada)


-  Overall Canada's literacy rate is 99% . However 4 out of 10 adult Canadians, age 16 to 65 - representing 9 million Canadians - struggle with low literacy. They fall below level 3 on the literacy scale.
-  Illiteracy and low literacy in adults can be linked to almost every socio-economic problem. Low literate adults:
 - Do poorly in the job market
 - Lack the skills to help their children be successful in school
 - Are more likely to suffer from poor health
 - Are more likely to receive public assistance
-  Sixty per cent of immigrants have low literacy, compared with 37% of native-born Canadians. The majority do not speak English or French as a first language - most are young, with young families or planning new families. A Statistics Canada study found that the children of new immigrant families take seven to eight years to achieve the Canadian literacy norm. If literacy skills continue to be deficient, these children will show a 20% wage earnings gap as compared to native-born Canadians.
-  Between 40% and 50% of aboriginal children fail to meet the requirements of Grades 4, 7 and 10 literacy and numeracy tests. Furthermore, 75% fail to graduate from high school.




 When children fail to develop good language and reading skills there are a range of profound and enduring consequences, including academic failure and dropping out of school, poor psycho-social development, and reduced self esteem and sense of well-being. All of these reduce the opportunities for lifelong success.

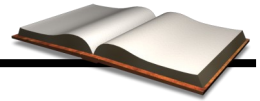
Literacy Across Canada

 Newfoundland and Labrador, PEI, New Brunswick, Quebec and Nunavut have more people with low literacy than the national average. Yukon, British Columbia, Alberta and Saskatchewan have fewer people with low literacy.

 While the performance of the three western provinces is relatively better than in other regions of the country, four out of 10 people in those provinces still fall in the low-literacy range

 In New Brunswick, Quebec, Ontario and Manitoba, Francophones have lower average literacy scores than Anglophones.

Literacy Myths



(the below information is taken from Statistics Canada)

MYTH: There are millions of illiterate people in Canada.

FACT: There are very few people who are “illiterate,” meaning that they cannot read at all. There are about nine million Canadian adults age 16 to 65 who are challenged by low literacy. However, most can read to some degree. These individuals simply need additional tutoring to raise their literacy skills to a level where they can engage fully and confidently in regular work and life activities.

MYTH: You can either read or you can't read.

FACT: Having low literacy does not mean that you “can't read.” Reading comprehension is not like an ‘on-off’ light switch. The vast majority of people with literacy issues can read to a certain degree, but not at a literacy level required for full engagement at work, at home and in the community.

MYTH: Low literacy is not an issue for adults who are educated and who have traditionally had good literacy skills.

FACT: Literacy skills can deteriorate over time if habits do not support literacy development and maintenance. Literacy skills are like muscles - they are maintained and strengthened through regular use. That is why it is so important for families to read and learn together. Both children and parents benefit from these activities.

MYTH: Low literacy primarily affects people of a certain socio-economic level.

FACT: Though some correlations can be drawn between socio-economic levels and literacy levels, the reality is that literacy challenges are experienced by people in a wide range of socio-economic circumstances and occupations. Their literacy levels may vary, but they are nonetheless challenged by the tasks they face. What is common among these individuals are the methods they use to hide their difficulties.

MYTH: Canada's low literacy levels are as high as they are due to increased immigration.

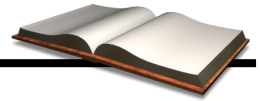
FACT: While a significantly higher proportion of immigrants have low literacy (60 per cent, compared to 37 per cent of native-born Canadians), and while immigration levels have increased over time, especially in certain urban areas, the overall percentage of Canadian adults with low literacy is 42 per cent, a level that has effectively remained the same since 1994.

MYTH: The place to learn literacy skills is in school.

FACT: Learning can't stop after school. The opportunity to use and develop essential skills can actually maintain and enhance these skills long after formal education is completed.



Recommended books by Level



Sparks

The Lorax by Dr. Seuss
If You Give a Mouse a Cookie by Laura Joffe Numeroff
Ameila Bedelia by Peggy Parish
Madeline by Ludwig Bemelmans
The Mitten by Jan Brett

Brownies

Eloise by Kay Thompson
The Wonderful Pigs of Jillian Jiggs by Phoebe Gilman
The Polar Express by Chris Van Allsburg
Where the Wild Things Are by Maurice Sendak
The Paper Bag Princess by Robert Munsch
The Giving Tree by Shel Silverstein

Guides

Charlie and the Chocolate Factory by Roald Dahl
Hatchet by Gary Paulsen
Little House on the Prairie by Laura Ingalls Wilder
The Secret Garden by Frances Hodgson Burnett
The Boxcar Children by Gertrude Chandler Warner
Island of the Blue Dolphins by Scott O'Dell
Anne of Green Gables by Lucy Maud Montgomery

Pathfinders

Little Women by Louisa May Alcott
Catherine, Called Birdy by Karen Cushman
A Year Down Under by Richard Peck
Children of the River by Linda Crew
December Stillness by Mary Downing Hahn
Rebecca by Daphne DuMaurier

Rangers

A Tree Grows in Brooklyn by Betty Smith
The Accidental Tourist by Anne Tyler
All Quiet on the Western Front by Erich Maria Remarque
The Princess Bride by William Goldman
Pride and Prejudice by Jane Austen
Emma by Jane Austen
The Scarlet Letter by Nathaniel Hawthorne
I Know Why the Caged Bird Sings by Maya Angelou
The Joy Luck Club by Amy Tan
Wuthering Heights by Emily Bronte

Adult Members

See the Adult Challenge Section for reading recommendations.



MY READING LOG

Spark Reading Tracker

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| Name | Unit |
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| Leader Name | Date Begun |
| Leader Contact # | Date Completed |

| | Title | Author | Parent Signature | I liked this book this much... |
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| 7 | | | | ☆☆☆☆ |
| 8 | | | | ☆☆☆☆ |
| 9 | | | | ☆☆☆☆ |
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MY READING LOG

Brownie Reading Tracker

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| Name | Unit |
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| Leader Name | Date Begun |
| Leader Contact # | Date Completed |

| | Title | Author | Parent Signature | I liked this book this much... |
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MY READING LOG

Guide Reading Tracker

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| Leader Name | | Date Started | |
| Leader Contact # | | Date Completed | |

| | Title | Author | I would recommend (Yes/No) | Why? |
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Grand Pines Area Literacy Challenge Reading Log

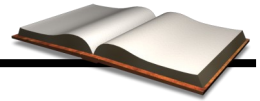
For Pathfinders and Rangers

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| Name | | Unit | |
|-------------|--|-------------|--|
















| | | | |
|------------------|--|----------------|--|
| Leader Name | | Date Started | |
| Leader Contact # | | Date Completed | |

| | Title | Author | Best Part of this Book |
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General Book Club Questions



Below are questions that you can use to help start and lead the conversation at your book club meeting. If you are reading one of the recommended books from the Adult Challenge Section, there are questions specific to those books on the following pages. These and many more questions for your book club can be found at www.readinggroupguides.com.

-  What did you think the book was about?
-  Did you feel that the book fulfilled your expectations? Were you disappointed?
-  Did the author seem to appear in the book? How? Why? Was the presence of the author disruptive? Or did it seem appropriate/fitting?
-  Did you enjoy the book? Why? Why not?
-  How did the book compare to other books by the author (or other books in the same genre)?
-  What about the plot? Did it pull you in or did you feel you had to force yourself to read the book?
-  How realistic was the characterization? Would you want to meet any of the characters? Did you like them? Hate them?
-  Did the actions of the characters seem plausible? Why? Why not?
-  If one (or more) of the characters made a choice that had moral implications, would you have made the same decision? Why? Why not?
-  How does the setting figure into the book? Is the setting a character? Does it come to life? Did you feel you were experiencing the time and place in which the book was set?
-  How would the book have been different if it had taken place in a different time or place?
-  What are some of the book's themes? How important were they?
-  How are the book's images symbolically significant? Do the images help to develop the plot or help to define characters?
-  Did the book end the way you expected?
-  Would you recommend this book to other readers? To your close friend?



Angela's Ashes

- On the first page of *Angela's Ashes*, McCourt says, "worse than the ordinary miserable childhood is the Irish childhood, and worse yet is the miserable Irish Catholic childhood." In what ways was his childhood miserable? How did being Irish and being Catholic contribute to his misery?
- What techniques does McCourt use to create a distinct voice? How would you describe his voice in *Angela's Ashes*?
- Discuss McCourt's experiences in school. Are you surprised to learn he became a teacher? How do you think his experiences influenced him?
- How would you describe McCourt's father, Malachy? What are the different ways Frank McCourt views his father in the book?
- Why do you think McCourt titled the memoir *Angela's Ashes*? How would you describe his mother's presence in McCourt's childhood?
- In what ways is *Angela's Ashes* uplifting despite the sad situations in the story? How does McCourt produce hope through his writing?
- What is the view of America in *Angela's Ashes*?
- How would you describe McCourt's view of the Catholic Church?
- Did *Angela's Ashes* teach you anything new about Ireland?

A Tree Grows in Brooklyn

- In a particularly revealing chapter of *A Tree Grows in Brooklyn*, Francie's teacher dismisses her essays about everyday life among the poor as "sordid," and, indeed, many of the novel's characters seem to harbour a sense of shame about their poverty. But they also display a remarkable self-reliance (Katie, for example, says she would kill herself and her children before accepting charity). How and why have our society's perceptions of poverty changed - for better or worse - during the last one hundred years?
- Some critics have argued that many of the characters in 'A Tree Grows in Brooklyn' can be dismissed as stereotypes, exhibiting quaint characteristics or representing pat qualities of either nobility or degeneracy. Is this a fair criticism? Which characters are the most convincing? The least?
- Francie observes more than once that women seem to hate other women ("they stuck together for only one thing: to trample on some other woman"), while men, even if they hate each other, stick together against the world. Is this an accurate appraisal of the way things are in the novel?
- The women in the Nolan/Rommely clan exhibit most of the strength and, whenever humanly possible, control the family's destiny. In what ways does Francie continue this legacy?
- What might Francie's obsession with order - from systematically reading the books in the library from A through Z, to trying every flavour ice cream soda - in turn say about her circumstances and her dreams?
- Although it is written in the third person, there can be little argument that the narrative is largely from Francie's point of view. How would the book differ if it was told from Neeley's perspective?
- How can modern readers reconcile the frequent anti-Semitism and anti-immigrant sentiments that characters espouse throughout the novel?

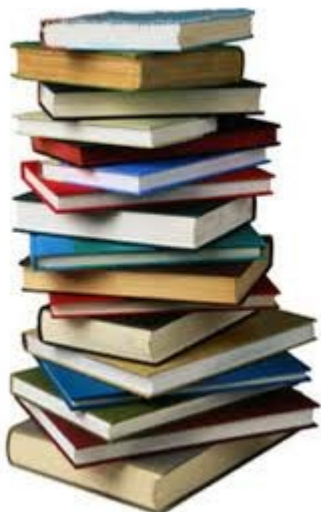
The Colour Purple

- In Celie's first letter to God, she asks for a sign to let her know what is happening to her. Discuss the way confusion and deception become powerful tools for those characters who want to take advantage of Celie. Unravel the layers of lies that are told to her throughout the novel, perhaps making lists that compare the fiction she is expected to believe with the truth about her world. These can be concrete (Celie's impression that Pa is too poor to provide properly for her, and the later realization that he had more resources than he ever lets on) or abstract (the assertion that Celie is unintelligent, though she demonstrates constant intelligence in planning for her safety and that of her sister). Try to recall your own experience with a revelation: when in your life has the truth set you free?
- What is the effect of not knowing Albert's last name? In early novels, it was not uncommon for authors to use a blank in place of a character's name, to create the illusion that the character was someone the reader might know—someone whose identity had to be kept secret. What does it mean that Celie must call her husband Mr. ____? When does she at last begin calling him by his first name?
- Why does Albert tell Harpo to begin beating his wife, Sofia? Why is it so important to Harpo that his wife have no will of her own? Is his relationship with Squeak (Mary Agnes) fulfilling? What do these scenes tell us about the nature of abusive cycles? Is cruelty something that is taught—something that is unnatural? In your opinion, what does it take for someone (male or female) to deserve true respect?
- What does it take for Celie to finally reach her boiling point and reject oppression?
- What is Celie's opinion of Grady and his haze of addiction?
- Why is it difficult for Shug to commit to the people who love her? In what ways does Shug bring both pleasure and heartache to them?



Angry Housewives Eating Bon Bons

- During the sixties and seventies, the Angry Housewives smoked cigarettes and threw back highballs-even while pregnant-without knowledge of the harm it could do. If they could have glimpsed their futures then, what do you think would have surprised them most about their future selves? What is one thing you know now that you would have really appreciated being aware of ten years ago?
- Why do you think groups like AHEB-women who live near each other, raise children together, and bond over books together-persist even in a climate of working moms and in a culture that is flooded with other types of media?
- The women suggest that Slip thinks that by wearing revealing clothes Audrey perpetuates her role as a sex object and "subverts [her] real self." Audrey replies that she takes no one's opinion into account when she dresses-she simply likes it. How much does physical appearance burden or bless the women in AHEB? Do you think it is easy to make generalizations regarding persons who dress provocatively?
- Audrey has a talent for sensing upcoming events. In what ways do her capabilities influence how she deals with her family? Does it differ from how they affect her friendships? How much do you believe in psychic phenomena? Would being endowed with such a gift help or hinder one's decisions?
- Merit is ashamed that a part of her believes her mother's statement that her brave Aunt Gaylene--happily unmarried, fulfilled with friends and books--was "living half a life." What sides of Merit's character produce these contradictory feelings? How do you think the other women of AHEB would respond to this opinion, and why?
- At the AHEB meeting for The Prime of Miss Jean Brodie, the women toast their favourite and most influential teachers. In what other ways does the act of teaching influence the relationships in this novel?
- Slip and Audrey allow a conflict between their children to seriously harm their friendship for a short time. If you ever had the desire to openly criticize a friend because of the way he or she raised a child, would you do so? How does Landvik's portrayal of differing parenting techniques and the children they produce function as social commentary within the novel?
- How do you feel about the later inclusion of Grant as a member of AHEB? Did you think the inclusion of a male affected their particular group dynamic? What is valuable about inviting men to participate in women's dialogue?
- Slip is described throughout the book as the strongest--physically--of the Angry Housewives, in addition to her dynamic will and stalwart convictions. What emotions are stirred when someone who is perceived as invincible suddenly becomes critically ill? How does she continue to display conviction and energy? Do you think she will prevail?
- Did you like the format of the book? How did giving every character the opportunity to voice their thoughts support the all-for-one and one-for-all theme of the book and the club itself?
- This book covers a lot of ground, both personal and political. What do you think the most important lesson these women learn over thirty years is? Which characters were most ripe for change with the political and cultural tide? Whose story did you think most embodied the emergence of women as a growing force outside the home?
- What did you think of Merit's idea to unite mothers around the world to stop war and halt violence? Were you surprised this notion came from her?
- Slip tells Merit that re-dubbing their book club Angry Housewives Eating Bon Bons would be taking their husbands' words and "giving them and their chauvinism the finger." What other subversive techniques do the women display for giving chauvinism the finger? Do you feel it's an apt name for the club and all it turns out to be?
- What do you think about Merit's final interaction with Eric Iverson? Was the slap beneath her or just what he deserved?
- How does AHEB compare to your book club? Are there any ideas in the novel, like themes for meetings, which you'd like to incorporate?
- Which character was your favourite? Was she or he the one you identified most with?



Eat, Pray, Love

- Did you like the format of the book, the way Elizabeth Gilbert split it into 108 short chapters? How did this contribute to the flow?
- Guilio says Rome's word is "sex," and Gilbert decides her word is "antevasin." What is your word? What is your city's word?
- What did you learn from Eat, Pray, Love?
- What is one thing you did not like about the book or disagreed with?
- Why do you think Eat, Pray, Love has sold so well?
- What are some of the ways Gilbert found pleasure in Italy?
- Do you think seeking pleasure is a worthwhile pursuit? How do you pursue it?
- In many ways, the entire book Eat Pray Love is a spiritual memoir; however, Gilbert particularly focuses on her spiritual pursuit in the middle section of the book. Did you relate to Gilbert's spiritual journey? What opinions about God did you agree with and what did you disagree with?
- What do you think Gilbert learned in Bali? What did you take away from this final section of the book?
- If you were able to travel for a year, where would you go and why?

A Northern Light

- Why is Pa so against Mattie working at the Glenmore Hotel? Do you think he is a good father? Why or why not?
- Referring to Mattie's promise to her mother, Weaver says, "God took her life and she took yours." Why does he look at the situation that way? What might have been her mother's motives? Do you think Mattie is obliged to keep that promise? What would you advise Mattie when she wonders if it would be all right to alter the promise?
- Miss Parrish says Mattie's writing is bad. Miss Wilcox says it is a gift. Why are their opinions and subsequent advice about her writing so different?
- Why does Royal race his horses when Mattie tells him that nothing is more exciting than books? Why does Mattie agree to marry him?
- Mattie says at the Glenmore she learned "when to tell the truth and when not to." Under what circumstances might it be better not to tell the truth?
- Why would Grace Brown want the letters destroyed? Shouldn't Mattie tell someone about the letters as soon as Grace's body is fished from the lake? Why doesn't she?
- Mattie wonders what would happen if characters in books could change their fates. Are there characters in Mattie's story whose fates you'd like to change? Which ones? In what way? Why? How about characters in other favourite stories?
- Do you think it's possible for Mattie to pursue her love of books without sacrificing the love of another person?
- Why does Weaver react so violently to the man at the train station when he knows that a similar situation led to his father's death? How else might Weaver have handled the situation?
- What does Miss Wilcox mean when she says that voice is not just the sound that comes from your throat but the feeling that comes from your words?
- Why does Mattie finally decide to leave all she knows for a new life in New York?

My Life In France

- Julia Child was an exuberant personality. How does that exuberance reveal itself when she first moves to France with husband Paul, a country many Americans have found unwelcoming? Why was Julia's experience so different?
- Talk about Julia's ability to overcome self-doubt and rejection as she pursues her career...both as chef and later as writer.
- What role does Paul play in Julia's development? How would you describe the quality of their marriage?
- How important was Julia Child's role in introducing America to French food and classical cooking? Has her influence lasted, given the culture's affection for (or addiction to) fast food and convenience cooking, as well as our emphasis on low-fat diets?
- If you have visited France (or lived there), how do Julia's reminiscences compare to life in France today? What has changed and what has remained the same?
- If you have cooked with any of Julia Child's cookbooks, especially her most famous, *Mastering the Art of French Cooking*, what were your experiences with her recipes? Difficult? Easy? Delicious? Too rich? Which are your favourite recipes of hers? Do you, in fact, enjoy French cuisine?

A Handmaiden's Tale

- The novel begins with three epigraphs. What are their functions?
- In Gilead, women are categorized as wives, handmaids, Marthas, or Aunts, but Moira refuses to fit into a niche. Offred says she was like an elevator with open sides who made them dizzy; she was their fantasy. Trace Moira's role throughout the tale to determine what she symbolizes.
- Aunt Lydia, Janine, and Offred's mother also represent more than themselves. What do each of their characters connote? What do the style and color of their clothes symbolize?
- The Commander in the novel says you can't cheat nature. How do characters find ways to follow their natural instincts?
- Why is the Bible under lock and key in Gilead?
- What do you feel the "Historical Notes" at the book's end add to the reading of this novel? What does the book's last line mean to you?

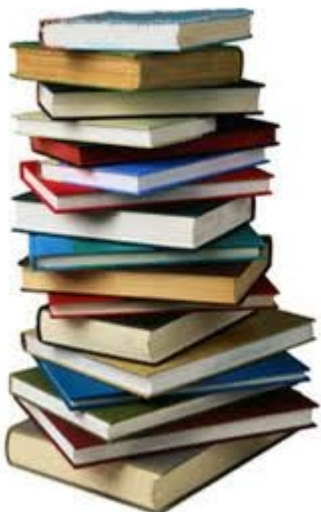


Beach Trip

- ☞ Beach Trip's major theme concerns the effect of time and life changes on friendship. Do you think lifelong friendship is possible? Did Holton effectively explore this theme with her own characters? Did their relationships feel realistic to you? Is the theme of life-long friendship relevant to your own life? Have you ever lost a friend due to a monumental change in one of your lives? What do you think are the qualities necessary for enduring friendship?
- ☞ The novel is prefaced with the quote "In youth we learn; in age we understand." How does this apply to the book? Was there redemption in this novel for any of the characters? Does Holton's use of multiple voices and flashbacks work well in the telling of this story?
- ☞ Which of the four main characters do you most identify with and why? Were Lola, Mel, Sara and Annie well developed, and were their problems and decisions realistic? The male characters in the novel were secondary. Did they seem believable? How were they important to the story?
- ☞ In her youth, Mel realizes that "Life wasn't about perfection. It wasn't neat and tidy. It was about loss and longing." How does this help explain her relationship to her childhood, her relationship with J.T. Radford, Lola, Annie and, especially, Sara? Mel's character comes across as being overbearing and self-centered, but do you feel she genuinely cared for Sara, Lola and Annie? Do you think Mel's decision to help Maureen and Briggs thwart Lola's elopement was realistic? Do you think she thought she was doing the right thing for Lola? Was it telling that Lola's final letter was addressed to Mel, and not Annie or Sara?
- ☞ If Mel had made a different decision regarding J.T. Radford, how might her life have been different? How might her friendship with the other three have been affected?
- ☞ Sara spends a lot of time worrying about her children. She seems to feel that her family's happiness rests entirely on her shoulders. Can you identify with this? Do you think her feelings of responsibility and guilt are rooted in the fact that she experienced a relatively happy childhood herself, that she grew up in a time when roles for women were more narrowly defined (and in some ways, more easy to achieve)? Do you think that, as modern women, we've been raised to expect we can have it all - career, family, self-fulfillment? Who do you think had it easier, our mothers or us?
- ☞ Lola, Sara, and Annie had somewhat different mothering styles. Do you think each was a good mother? Do you think Mel's decision not to have children was a valid one?
- ☞ At the beginning of the novel, Annie comes across as being the most rigid and uptight of the group and yet by the end, she's the character who has perhaps changed the most. Was her transformation believable? How does her relationship with her husband, Mitchell, sustain her through this process? Is unconditional love often a catalyst for personal transformation? Why? Do you think Mitchell would love her less if he knew about Professor Ballard? How does Agnes Grace help to bring closure to Annie's story?
- ☞ As a girl, Lola is forced by her mother to play with the tyrannical Charlotte Hampton. How does the scene where Lola finally locks her tormentor in the crawl space foreshadow the end of the novel? Do you know of marriages like Lola's? Why do you think women stay in these situations? Given Briggs' obsessive and relentless nature, the violence of his reaction to Lonnie, and to Lola the first time she tries to leave him with their infant son, Henry, do you think Lola could have done anything other than what she did at the end of the novel? Were you surprised by the ending or did you see it coming?
- ☞ Did you think the story was funny, disturbing, sad or moving? What made you choose the book? Did it live up to your expectations and would you suggest it to others?

BONUS: The Hunger Games

- ☞ How quickly did you read The Hunger Games?
- ☞ Why do you think the courage of a teenager can/cannot make an impact on society?
- ☞ Did your perception of Peeta change over the course of The Hunger Games?
- ☞ Why do you think fire is an appropriate symbol for Katniss?
- ☞ Do you think the glamorization of the Games and the treatments of its stars before they are sent off to die is a reflection of anything in our modern society?
- ☞ What was the most tension-filled moment for you to read in The Hunger Games? Catching Fire?
- ☞ What do you think the title Mockingjay foreshadows for the final book in the trilogy?
- ☞ Do you think Katniss will be able to choose and keep love or will she have to make the ultimate sacrifice?
- ☞ What do you think is in District 13?



MY BOOK REPORT

————— Spark Level Book Report —————

My Name is:

The TITLE (name) of my book is:

The AUTHOR of my book is:

Write a couple sentences describing your book.

Did you like the book? (circle one)

YES

NO

My Book Report

————— Brownie Level Book Report —————

My Name: _____

Book title: _____

Book author: _____

Who were the main characters in your book?

Where does the story take place?

Write a couple sentences describing your book.

Did you like the book? Why or why not?

**Draw a picture that represents your book on the back of your book report
and be prepared to explain how it represents your book.**

My Book Report

Guides Level Book Report

My Name: _____

Book Title: _____

Book Author: _____

Decide how many stars you would give your book:

Did you enjoy reading your book?



Did it have a beginning the grabbed you?



Did you like the characters?



Did you like the way it ended?



Would you recommend this book to a friend? Why or Why not?

What was the best part?

What would you have changed if you had written it?

What would you want others to know about this book?

My Book Report

————— Pathfinder and Ranger Level Book Report —————

Use the following questions and compile a book report. Be sure to answer all the questions.

📖 Book Title

📖 Book Author

📖 Describe the book setting (time and place)

📖 Write a brief summary of the story. Be sure to put the events in sequence including the overall problem, the main events and resolution

📖 Who are the main characters? Describe them in detail including their physical state and their background. Did you like them? Did you identify with one of the main characters?

📖 What was the best part? Explain your answer.

📖 What was your least favourite part? Explain your answer.

📖 Explain the ending and if you felt it was a good conclusion to the story. If yes, how? If no, how would you make it better?

📖 Explain honestly why you choose this book. Was it the cover? Familiarity with the author? Recommendation?

📖 Would you recommend this book to a friend? Why or Why not?





The Lorax Meeting Plan

Introduction

'The Lorax' by Dr. Seuss is a cautionary tale with a message for all age groups. Originally published in 1971 in the popular rhyming style famous of Dr. Seuss, The Lorax chronicles the plight of the environment against corporate greed and the Lorax, who speaks for the trees against the greedy Once-ler.

The first part of this theme meeting requires you read the book with your unit and have a discussion about the book. There are discussion questions below to help guide your discussion.

The following pages include crafts, snacks, decorations and activities for you to choose from to put together your very own book themed evening—from Sparks to Rangers! Enjoy!

'The Lorax' Discussion Questions

What was the land of the Lorax like before the Once-ler arrived? Did it seem like someplace you'd like to live? What parts of your own environment would you be sad to see go?

Before the Once-ler arrived, do you think the Lorax liked his environment? What in your own environment would you be sad to see changed or lost? What can you do to stop that from happening?

What kind of person is the Once-ler? Why won't he listen to the Lorax? The Lorax says to the Once-ler, "You are crazy with greed." Why does the Lorax say that? Do you agree or disagree?

How do you think the Once-ler could have used the Truffula Tree without cutting it down? What are some ways that we use trees without destroying them?

What effect does the Once-ler's business have on the Swomee-Swans, the Brown Bar-ba-loots, and the Humming-Fish? What comparisons can you make between this story and how businesses affect the animals in our environment? Do you think businesses have a responsibility to protect the environment? Why or why not?

Why does the Lorax speak for the trees? Why is it important to speak up for others? Have you ever spoken up for someone else? Has someone else ever spoken up for you?

How does the Once-ler's Thneed business hurt the land of the Lorax? What happens to the Swomee-swans, the Brown Bar-ba-loots, and the Humming-fish? How could things have been different if the Once-ler listened to the Lorax?

What do you think the boy hearing the story will do with the Truffula seed that the Once-ler tosses to him? What would you do if you were the boy?

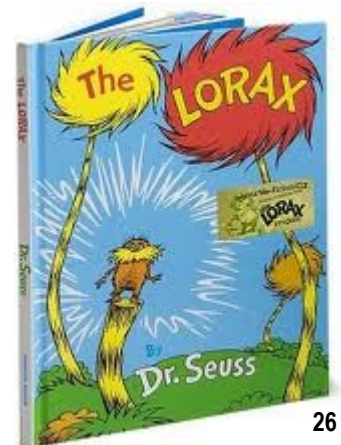
Do you think the Lorax and his friends will come back if new Truffula Trees grow? Where do you think they have been?

How does the Once-ler feel about what his Thneed business did to the Lorax and friends?

The Once-ler says, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." What does the Once-ler mean? Can one person make a difference? Can you? What are some things you can do to better your own environment?

Dr. Seuss used bright colors on some pages of the book and dull colors on others. Did you notice this? Why do you think he did that?

Why is The Lorax called a cautionary tale?



Crafts

Truffala Trees

Age Level—Sparks

Supplies Needed:

- Easter basket filler in a variety of colours
- Drinking straws
- Blue paper
- White Tacky Glue

Instructions:

Glue straws to paper. Spread a circle of glue at the top of the straw. Gather a handful of Easter basket filler and roll into a ball. Press into the circle of glue at the top of the straw.



Lorax Paper Bag Puppets

Age level—Brownies and Guides

Supplies needed:

- Brown Paper Bag
- Construction paper: orange and yellow
- Pencil crayons
- Black permanent marker
- Glue
- Scissors
- Lorax Paper Bag Puppet Template (found at end of Book Plan)

Instructions:

Trace the pieces of the Lorax onto the construction paper and cut out. Glue arms and feet to the appropriate spots on the paper bag. Glue the Lorax moustache to the flap of the paper bag. Use your pencil crayons and colour on eyes and outline with black marker for impact.

The Lorax Moustache

Age level: all

Supplies needed:

- popsicle stick
- Construction paper: yellow
- Scissors
- Glue
- The Lorax Moustache Template (found at the end of the Book Plan)

Instructions:

Trace the Moustache pattern onto the construction paper and cut out. Glue to the popsicle stick as a handle. Hold up to your mouth. Take a group picture!!



Truffala Tree Camp Hat Craft

(Yes I know this is a 'Horton Hears a Who' but it could also be a Truffala Tree!)

Age level: All

Supplies needed:

- short drinking straw, cut in half
- Sparkly pompom
- String
- Glue
- Safety Pin

Instructions:

Glue sparkly pompom to top of straw. Glue a piece of string on and attach the safety pin to it.



The Lorax Cup

Level: Brownies and Guides

Supplies:

- Orange 9 oz. party cup
- yellow and orange paper
- black permanent marker
- Glue
- orange pompom
- orange feathers
- yellow and black pipe cleaners
- a feather boa.

Instructions:

1. Draw the Lorax's moustache on yellow paper, cut it out, and glue it to the cup.
2. Draw the arms and feet on orange paper, cut them out, and glue them to the cup.
3. Draw eyes on white paper, cut them out, and glue them on.
4. Glue the orange pompom on for the nose. Use a black permanent marker to draw in the eye brows and other features.
5. To make the Truffula Tree cut the pipe cleaners in half and wind one half of the black pipe cleaner and one half of the yellow pipe cleaner around each other. Cut a piece of the boa about five inches long. Wind the end of one pipe cleaner around one end of the boa to secure. Then wind the boa around the pipe cleaners. Wind the other pipe cleaner around the other end of the boa. Glue the tree to the Lorax's hand.



I Speak For The Trees Button

All Level: Guides and Pathfinders

Supplies:

- wooden rounds, 3" diameter
- Paints, pastel colours
- Paint brushes
- Black permanent marker
- Flat back Pin
- Hot glue

Instructions:

Paint your wooden round in any design you wish, keeping in mind the theme. Let dry completely. Outline with black permanent marker. Flip over and glue flat back pin to the wooden round.



The Lorax Felt Finger Puppets

(you can choose to sew these if you want, but I, being a non-sewer, prefer to hot glue gun)

Age Level: Pathfinders and Rangers

Supplies:

- Orange felt
- Yellow felt
- Black felt scrap
- White felt scrap
- Hot Glue gun and glue sticks
- Scissors
- Lorax Felt Puppet Template (found at end of Book Plan)

Instructions:

Cut out the Lorax felt puppet template from the corresponding felt. Glue the edges together, leaving the bottom open for your fingers and being sure to insert the edges of the arms in the side of the body as you glue it shut. Glue the beard in place. Cut out oval eyes from the white felt and a black dot for the inside and glue them together. Glue them to the body on top of the beard. Cut orange eyelids to fit over the eyeballs and glue in place. Cut a nose and glue in between eyes, above beard.



'Speak for the Trees' Frame

Age level: Rangers

Supplies needed:

- Sparkly pom-poms, three colours, approx 1" diameter
- Multicoloured yarn
- Coloured fine tip marker
- White card stock
- Glue
- 4x6 or 5x7 Black frame or wooden frame painted black
- Mat (optional)

Instructions:

Cut white card stock to fit your frame and if using a mat, mark on the card stock the area that will be covered by the mat. Glue three sparkly pom-poms at the top of your cardstock's exposed area. Cut three strands of your yarn and glue to the bottom of the pom-poms, like stems. With

your marker write out the Lorax catch phrase "Speak for the trees" as a reminder to yourself. Remove the glass from the frame and insert your creation, securing it in place.

Activities

Write to the Lorax

Age Level: Spark, Brownie and Guide

Brainstorm with your unit all the ways that you can help conserve trees and all the ways we use tree related products. Write a letter to the Lorax, stating what you will do to help him protect the trees, listing the ideas that you can do in your everyday life.

Learn About the Forestry Industry

Age level: Pathfinders and Rangers

Learn about the forestry industry and environmental protection policies and laws in Canada. Learn about how this industry has changed and discuss if you think the message from the Lorax applies to real life.

Plant a Seed

Age level: All

Supplies needed:

- Terra cotta pot
- Plant seed of your choice
- Pebbles for the bottom
- Soil
- Watering can with water

Instructions:

Place pebbles in the bottom of the terra cotta pot, so that they are a couple deep. Fill 3/4 full of soil, press in gently. Place seed in center of soil and press in gently. Fill the pot to almost the top with soil and press gently again. Water your soil well and follow the instructions on the seed package for continuous water and sunlight requirements. It may be a good idea to make instruction cards for the girls.

Decoration

Below is a number of ideas for decorating your space. Decorations may seem unnecessary to you but they will engage the girls of all levels in the theme and make it a memorable occasion that they will be sure to remember!



These are pool noodles, wrapped with black duct tape and a boa wrapped around the top!

Door decorations are a great way to get the girls engaged right from the beginning of the meeting!

The Truffala trees are made out of two colours of tissue paper and pipe wrapping with yellow paper strips



These more sophisticated Truffala trees are made out of single colour tissue paper.

These Truffala trees are made out of yarn. Simply make your own pompoms and attach them to a stick.

Make lots of colours and decorate the room.

The girls can take them home at the end of the night!



Snacks



Barbalotts and White Truffala Tree Fruits

Supplies:

- Chocolate Teddy Graham
- Marshmallows

Instructions:

Mix in bowl and serve.

Truffala Tree Cupcake

Supplies:

- Cupcake
- Green frosting in piping bag with wide tip
- Treat stick
- Cotton candy

Instructions:

Squeeze mound of green frosting on top of cupcake. Gather ball of cotton candy in hand, pressing it together slightly. Apply a bit of frosting to the top of the treat stick to help the cotton candy stick and insert it into the ball of cotton candy. Insert the treat stick into the cupcake, through the center of the mound of frosting and serve.

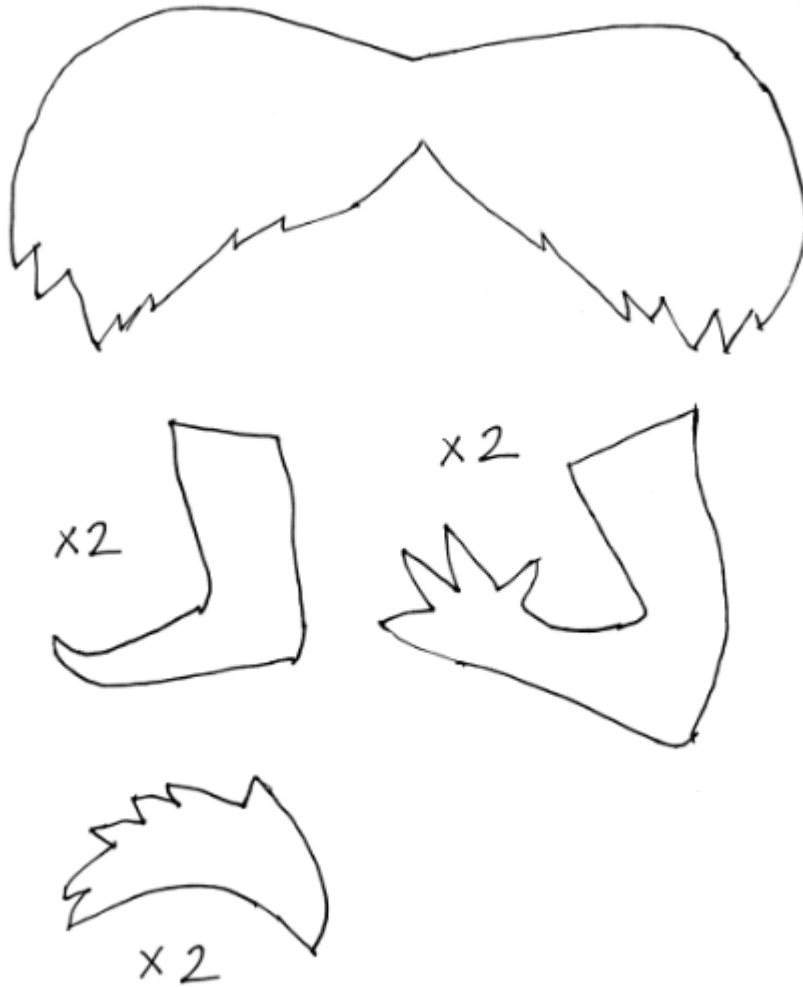


Additional Resources

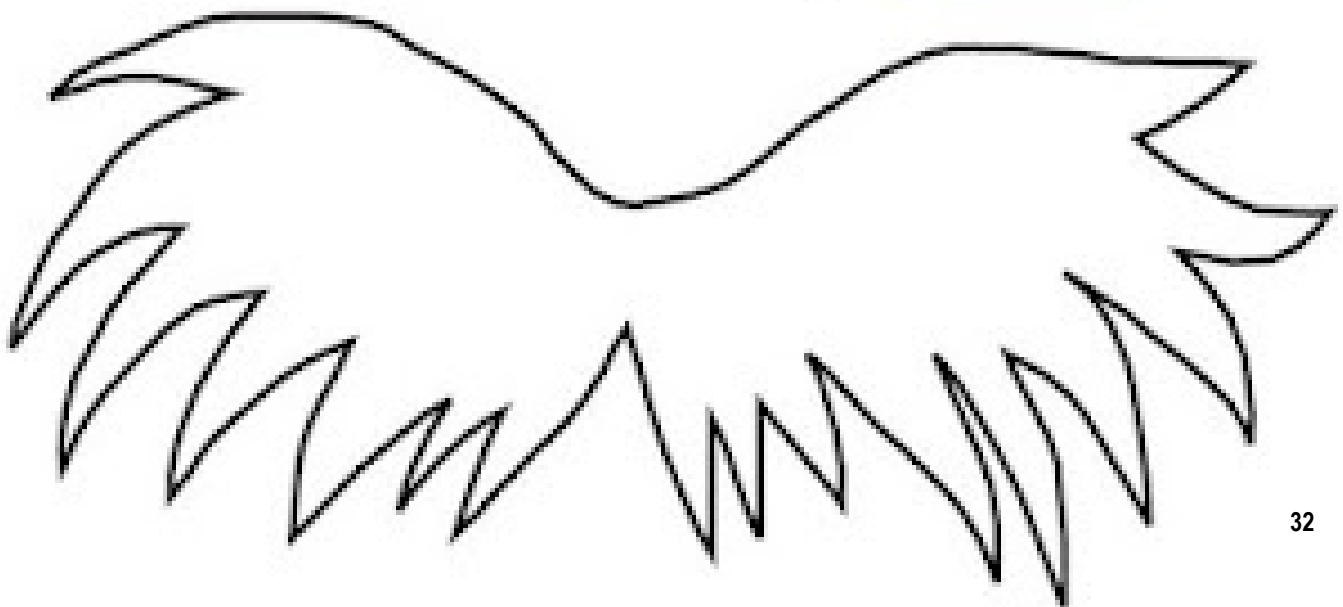
Lorax Paper Bag Puppet template
Lorax Moustache template
Lorax Felt Puppet template

Template

Lorax Paper Bag Puppet Template

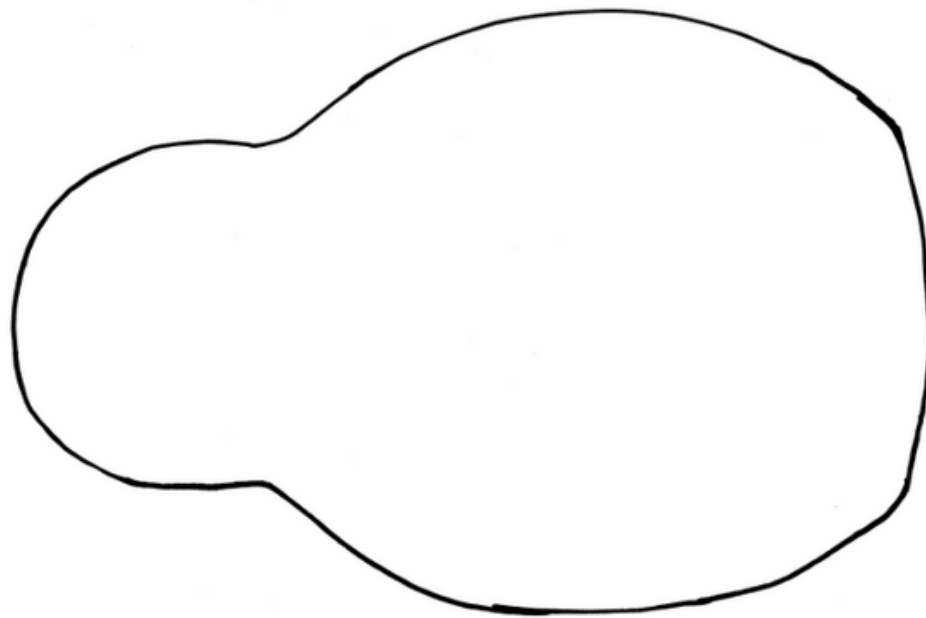
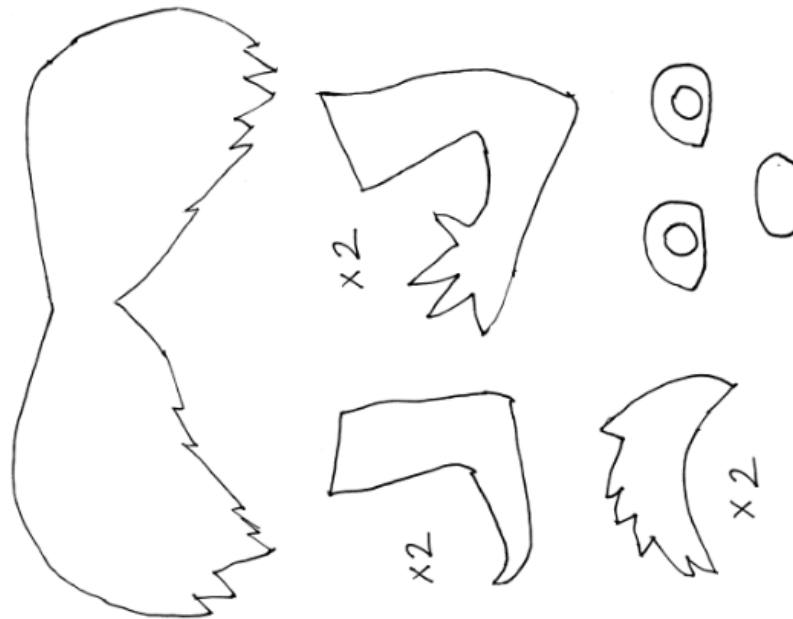


Lorax Moustache Template



Template

The Lorax Finger Puppet Template





Literacy Challenge Crest Order Form

Crests will be available from the Grand Pines Area Office and will be \$2.50 each. Please submit the order form along with payment to the address below to receive your crests.

Questions? Contact: grandpinesarea@mts.net

Girl Guides of Canada
Grand Pines Area
#213-530 Century Street
Winnipeg, Manitoba
R3H 0Y4

Unit Name: _____

District: _____ Area: _____

Delivery Instructions (please circle one)

Mail (add \$4 to payment)

Hold for Pickup at Area Office

Name: _____

Mailing Address: _____

Postal Code: _____ Phone Number: _____

Email Address: _____

Order Information

Number of crests requested _____ x \$2.50 per crest = _____

+ \$4.00 if mailing requested

Order Total = \$ _____

We can **only** accept cash or cheque at this time.
Please make cheques payable to *Girl Guides of Canada*