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Merci and Thank You,
Sheila Fahlman, Director
Program Delivery Service

Sparkling Ideas! Program Ideas for Spark Guiders

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Congratulations!
You’re a Guider

We cannot all do great things, but we can do small things with great love.

Mother Theresa of Calcutta (1910-1997)
Missionary, Human Rights Advocate, Nobel Peace Prize Laureate

Thank you for choosing to be a Spark Guider. You are about to embark on an exciting adventure, as you lead five- and six-year-old girls in the youngest branch of Canadian Guiding. With your help, the girls will participate in imaginative activities and projects, develop creative skills, make close friends, learn new things and strive to reach their full potential in all they do. And so will you, because Guiding is also an interactive adventure, in which girls and Guiders alike learn, grow and build lasting relationships.
Welcome to Sparks

Woman’s development, her freedom, her independence, must come from and through herself.

Emma Goldman (1869-1940), Lecturer, Writer

As a member of Girl Guides of Canada-Guides du Canada, you are part of an international organization dedicated to enriching the lives of girls and women. Guiding gives you the opportunity to enjoy a unique partnership with girls and other women, while developing your own skills as a facilitator and leader. And it offers a unique environment, in which girls and women of all ages are encouraged and enabled to reach their full potential as independent citizens of the world.

In Sparks, girls enjoy interacting with other girls. They have fun, make friends and develop community awareness, while
participating in creative indoor and outdoor activities under positive female leadership.

As a Guider you will make friends and share experiences with other like-minded women. By attending training sessions and district meetings, and by participating in the Girl Guides of Canada Training and Enrichment for Adult Members (TEAM), you will discover a wealth of help and support from other Guiders.

As a member of Girl Guides of Canada you are also part of the world’s largest organization for girls and women, the World Association of Girl Guides and Girl Scouts (WAGGGS). Guiding has many rich traditions that make it an exciting and progressive organization. These traditions begin with our Promise and Law.

When you enrolled as a member of Girl Guides of Canada, you made the Guide Promise, affirming the basic mission and vision of WAGGGS: to enable girls and young women to develop their fullest potential as responsible citizens of the world and that all girls and young women are valued and take action to change the world. The WAGGGS mission and vision uphold the vision that was held by our Founder, Lord Baden-Powell in 1909 at the beginning of the Girl Guide Movement.

**Promise**

I promise to do my best,
To be true to myself,
my beliefs and Canada;
I will take action for a better world,
And respect the Guiding Law.

**Law**

The Guiding Law challenges me to:
• be honest and trustworthy
• use my resources wisely
• respect myself and others
• recognize and use my talents and abilities
• protect our common environment
• live with courage and strength
• share in the sisterhood of Guiding.

**Sign and Handshake**

The Guide Sign and Handshake are the traditional forms of greeting within the Guiding community. The two fingers of the Spark Sign represent the two parts of the Spark Promise. Brownies, Guides, Pathfinders, Rangers and Guiders use the three-finger Guide Sign, which represents the three parts of the Brownie and Guide Promise. The Guide Sign is always used when the Promise is repeated.

Girl Guide members shake hands with the left hand, when greeting each other. This greeting is based on Lord Baden-Powell’s account of the tradition of West African warriors, who, when greeting each other in friendship, to indicate their trust, would put down their shields, which were held in the left hand.
Girl Guide Cookies

Many people in Canada associate Guiding with Girl Guide cookies, which they purchase for two reasons. One is simply that they taste delicious; the other is that Girl Guide cookie customers realize the importance of cookie sales to the work our organization does with girls and young women across the country.

Girl Guide cookies are sold twice each year. The spring chocolate and vanilla classic cookie and fall chocolatey mint cookie sales form Girl Guides of Canada’s largest and most important fundraiser. This fundraiser supports Guiding at the local level and across the country, and its success would not be possible without your help and commitment. Funds raised from our cookie sales go directly to creating opportunities for girls and young women to make new friends, meet new challenges, explore the world around them and experience the fun and adventure that only Guiding can offer them.

On average, almost six million boxes of cookies are sold every year. By selling these popular treats, in addition to raising money for activities, our members help increase public awareness of Guiding, gain self-confidence and learn valuable communications, financial literacy, marketing and public relations skills, as they help to keep the momentum of the Guiding Movement alive in Canada and throughout the world.

For more details about the Girl Guide cookie program, talk to your District Commissioner or or Administrative Community Leader or visit www.girlguides.ca to download valuable cookie program and selling resources that make cookie sales fun and easy.

About this Book

This book is a working tool. If you are new to Guiding, use it to learn our traditions and to plan satisfying programs that will spark your girls’ interest and enthusiasm. If you are a seasoned Guider, many adventures still await you. Expand your horizons, as you build on past strengths and experiences.

While the following material will be of particular interest to new Guiders, it is valuable to experienced Guiders, as well. All the activities, games and crafts included in this book are suggestions of things you can do with your girls. They are not intended to be “cookie-cutter” patterns you should follow to the letter. Rather, they are intended as ideas to start you off. Feel free to amend them and include your own ideas. In fact, please tell us about activities that work for you, so we can share them with other Guiders. As in all Guiding ideas, the goal is to spark your imagination, your creativity, your talent, your innovativeness and your sense of fun. Remember, if it isn’t fun, it isn’t Guiding!
When a girl joins Guiding, she is embarking on a long-term adventure that can take her from the age of five through her late teens and into womanhood. By taking on the role of a Guider, you will play an active part in helping girls to select and follow their own paths as they work towards ultimate independence and self-reliance. You are helping them to eventually be able to work as if you do not exist, which is the goal of any successful teacher or mentor.

Girl Guides of Canada-Guides du Canada is the largest organization for girls and women in Canada, with more than 93,000 members, including approximately 73,800 girls and 19,500 adults. Girl Guides of Canada welcomes girls from five to 17 years old and women aged 18 and over, to be part of the following branches:

- **Sparks** - ages 5 and 6
- **Brownies** - ages 7 and 8
- **Guides** - ages 9 to 11
- **Pathfinders** - ages 12 to 14
- **Rangers** - ages 15 to 17
- **Adults** - ages 18+

The greatest sign of success for a teacher is to be able to say, “The children are now working as if I did not exist.”

Maria Montessori (1870-1952), Founder of Montessori Schools
Girls can join Guiding at any branch, without completing prior levels, and can move through the branches of Guiding with their peer group.

**Sparks**
Sparks is the youngest branch of Canadian Guiding. It introduces girls to Guiding and provides opportunities for fun and friendship. They start the program with their peers, and the timing is usually associated with the school year.

**Brownies**
The Brownie experience promotes fun and adventure, encouraging girls to explore their own interests and participate in the life of their communities.

**Guides**
The Guide program is designed to help girls develop their life skills through enjoyable experiences and challenges that work towards the program goals.

**Pathfinders**
In Pathfinders, girls work in small groups or as a unit, enjoying increased opportunities for independent decision-making.

**Rangers**
In Rangers, girls can enhance their leadership skills through programs designed to challenge, inspire and empower them as they grow into self-reliant young women.

**Adults**
Women who have reached the age of majority in their province may become adult members of the Guiding movement. Adult members can embrace a multitude of interesting and vital roles and challenges as unit leaders, advisers, committee members and participants in other leadership positions at the local, provincial, national and even international levels of the organization.

Guiding provides opportunities for fun, friendship, adventure and learning. Through our many imaginative and innovative activity choices, girls and women are encouraged to reach their potential as independent, confident and caring citizens. We empower them to build leadership and develop their decision-making and life skills. Guiding helps them connect with their community and with the wider world.

*The term peer group generally refers to other girls in the same grade in school. This means that some girls who have a birthday in March will be finishing Sparks when they turn seven, while others who have a birthday in October may start Brownies when they are six.*

8 The Branches of Guiding
A major benefit of Guiding is the inter-connectedness and continuity of our programs, which help girls move productively, creatively and enthusiastically through the phases of childhood and adolescence and into womanhood. Participating with other Spark or Brownie units or involving older girls in your unit, adds to the fun and friendship that is so integral to the Guiding experience. It also allows girls and Guiders alike to enjoy each other’s knowledge, skills and interests and absorb each other’s enthusiasm for specific activities and projects. After all, Guiding is about people. Spread your nets wide. The more “fish” you catch, the richer your girls’ Guiding bounty will be.

To find out about connecting with Guiders in other branches of Guiding, contact your District Commissioner or Administrative Community Leader.

For up-to-date information on Guiding, visit the Girl Guides of Canada Web site at www.girlguides.ca
parks’ energy, enthusiasm and excitement are contagious. Watching girls discover new interests and abilities and begin to climb their own mountains will spark your own pleasure. As a Guider, you can provide a supportive environment in which girls can enjoy new learning adventures. And the experience will enrich your life as much as it does theirs.

The five- and six-year-old girls in your unit are discovering the world around them. They are ready to learn new things and enjoy many different experiences. Understanding their physical, social and emotional needs will help you plan effective and stimulating programs.

Characteristics of Spark-Aged Girls

At five and six years of age, girls:

• are learning to play cooperatively
• are friendly and loving
• want to please
• have lots of energy
• exhibit a good sense of balance and large muscle control
• are developing small muscle coordination
• are curious about everything they see
• have an attention span of approximately 20 minutes
• are learning to read and are increasing their vocabulary
• enjoy having stories read to them
• express their creativity through language, movement, drama and music
• learn while they play.

Getting the Girls Involved

Because girls aged five and six are developing important socializing skills, they want to feel involved, but may be too shy to step forward. As a leader, you can help every girl play an active role in the unit. Here are some ways to ensure that no one is left out.

Promote participation.

Watch for girls who hold back from games and activities. Help them feel comfortable. One way is to pair two girls as “special buddies” so that no one feels alone.

Be encouraging.

Never push a girl to participate. Encourage her gently and entice her with something she especially enjoys, such as painting a picture or playing a game.

Be aware of physical conditions. For example, if a girl has a cold or is otherwise not feeling well, she may need quiet time away from a strenuous activity. Tell her what she will gain from the quite time and always be encouraging. Likewise, if an activity is too challenging for a girl, adapt it to a level she can handle.

Use Spark helpers.

Sparks love to help. Being a special helper means a lot to the girls and enables them to develop a sense of responsibility. It also gives them a sense of belonging and ownership in unit activities. Designate a different girl each week to be your helper. You can give her a special helper name, such as “Sparkle.” Put all the girls’ names in a basket and draw one name each week, until everyone has a turn.

Provide extra challenges for older girls.

Girls mature a great deal between the ages of five and seven. While they will be together for many activities, there are times you’ll want to separate the unit into age groups or ability groups, to enable the older girls to take on more challenging activities.

Run two activities simultaneously: one for older and one for younger girls.

Alternatively, have the same activity for all girls, but add something extra for those girls ready to take on more.

Plan enriched programs.

Some Sparks will want to do more than others. These girls will benefit from an enriched program that includes extra challenging activities. This doesn’t mean giving them more of the same, but rather looking for ways to enhance their learning experience by increasing the level of difficulty or taking the skill to the next “level” in the activities you have them do. Guiding programs encourage flexibility. Put your skills and creativity to work. The girls will have fun and make friends while learning valuable life lessons. And so will you.

Plan programs that use lots of energy.

Five- and six-year old girls are bursting with energy. Organized physical activity channels this energy in positive ways. Play active games for approximately 20 minutes at each meeting. Other activities should be five to 15 minutes in duration, depending on the girls’ interest levels. For example, a craft can sometimes keep the girls’ attention for 10 to 15 minutes. Try a variety of activities and mix up quiet and active times. Limit the time you spend talking or giving the girls instructions. Be prepared to keep them busy!
Simplify activities and games.
To keep your girls’ attention, tailor your activities to their abilities and interest levels. Don’t worry about following the instructions to the letter. Play the game or activity only for as long as you have the girls’ attention. Alter the activity, if it appears to be too complicated.

Give directions one step at a time.
Use different ways of explaining directions: through role-play, lecture and demonstration. Give directions in short sentences. Tell the girls what to do one step at a time. For example: “Let’s line up by the door.” “Now we are going to go outside and walk around the block.” “Remember to follow the person in front of you.”

Be sensitive to conflicts.
Girls at this age tend to be self-absorbed. They need adult guidance. Remind them of the results of their actions. Provide frequent reassurance and praise.

Be a caring role model.
The girls will mirror your mood and tone. Be positive, happy and enthusiastic.
Always have activities ready. Demonstrate activities and join in, rather than only involving the girls. Be a role model for the behaviour you would like to see reflected in your girls.

Encourage the girls to learn by doing.
Active learning is fun learning. It’s also a very effective teaching tool!
Plan hands-on activities that involve listening, seeing, touching, smelling and tasting. Don’t
just give instructions; get involved in the activities yourself.

If something doesn’t work, encourage the girls to try again, or switch to a more suitable activity. Tell them that there is no “right or wrong activity.” What matters is that they enjoy what they are doing.

Consider the needs of all your girls.

As a Guider, you will be working with girls from many backgrounds, and who have varying needs. Some may have physical limitations or cultural or religious values that prevent them from participating in certain activities or eating particular foods. Find out what these are, so you can plan suitable activities and menus.

Encourage the girls to help each other.

Your Spark unit is a great place for girls to develop an awareness of others. By participating in activities relating to different cultures or religions or assisting girls with special needs, they learn to be tolerant and to appreciate peoples’ differences. Look for ways each girl can help someone else, and ensure that those with special needs enjoy the program and achieve the same results the other girls do.

Are You Working With Your Daughter?

If your daughter is in your Spark unit, you’ll have a chance to discover new things about her. By watching her interact with her Spark friends, you’ll see how she gets along with other girls. You may find, however, that she doesn’t want to share her mom with other girls and demands extra attention by clinging to you or complaining about the activities. If a problem should arise, ask another Guider to deal with her behaviour. This will set up a fair situation for both you and your daughter.

Talk to your daughter privately about sharing your time with other girls. Stress how wonderful it is that the two of you are in Guiding together. Set aside a special period at home to do a favourite activity, such as reading a story or going for a walk. Ask experienced Guiders how they handle the situation in their own families.

Sharing Guiding with your daughter is a truly special experience, which enables you to join her in life-enhancing experiences and to create shared memories. The benefits you derive from Guiding will last both of you a lifetime.

If You Suspect Child Abuse

You may encounter a situation where one of the girls in your unit is (or has been) the victim of emotional, physical or sexual abuse. A girl may confide in you or one of the other Guiders because she trusts you. If this should happen:

• Let the girl know you believe in her.
• Listen openly and calmly.
• Reassure her.
• Write down the facts.
• Do not investigate.
• Report what she tells you to the proper authorities.

Don’t tell the girl that everything will be okay. You cannot know that. Don’t tell her you will keep her secret. You can’t do that. Let her know you are going to support her and to tell the appropriate people. By law, teachers and youth leaders are obligated to report suspected child abuse. Contact your provincial/territorial office regarding the protocols for doing so.
Health and Safety

As a Guider, your first and most important consideration is providing for the health and safety of the girls. To help leaders practise safety management in all Guiding activities, Girl Guides of Canada provides them with our risk management manual, Safe Guide.

The Girl Guides of Canada Safe Guide is an essential planning tool, providing the policies, procedures, safety standards and processes that help Guiders determine the risk management considerations during delivery of their programs. It has information on supervision ratios, first aid and obtaining parent/guardian permission for conducting meetings and excursions.

When working with tools, equipment and craft materials, and while playing active games or going on outings, consider the possible risks and take appropriate precautions to enhance safety.

During your orientation, you should be introduced to Safe Guide. Each unit must have the most current edition. It is available on the Girl Guides of Canada website at www.girlguides.ca in the Member Zone area.

Unit Finances

Use the Girl Guide Standard Financial Reporting Manual to keep track of your financial records. It is available from the Girl Guides of Canada website in the Member Zone area. Contact your District Commissioner or Administrative Community Leader, whenever you require further information or have questions or problems.

Record Keeping Forms

Maintaining good program records helps you keep your unit running smoothly. You’ll find a Spark Program Record form on page 93 of this book. Photocopy and use it to track each girl’s progress in the programs and to see what parts of the program remain to be completed. This form is a sample that can be adapted to suit your own specific needs.
Guiding is a shared experience, to which all participants bring their own blend of enthusiasm, skills and knowledge.

**Share the load with other Guiders.**

Sharing leadership is the key to stress-free Guiding. Shared ideas are the key to creative and stimulating activities. And shared problem solving is the key to finding great solutions. Increased leadership means your unit can accommodate more girls, and each girl will receive greater individual attention. Consult and inform each other, and remember: no one ever has to do it all!

**Get the girls’ input.**

If many hands make light work, including young hands will certainly make light and merry work, especially in a Spark unit. Sharing with the girls is fundamental to great Guiding, so as you plan your programs and activities, ask your girls what they want to do. Work together with them and include them in as much planning and organizing as you can. They’ll love it and you’ll love the results!

**Ask for help from parents/guardians.**

Encourage parents/guardians to volunteer as unit assistants by becoming member or non-member volunteers. They can be a valuable asset to your unit. Registration is a good time to develop a list of volunteers who are willing to participate. They can assist with the program, provide expertise for special program activities, and accompany the unit on off-site activities. Getting others involved brings more people, more fun and more friendship into the girls’ meetings, activities and events, and can prove to be a great way to recruit new Guiders. See page 76 for interesting ways to involve parents/guardians in your unit.
Sparks Are Special

When you learn, teach. When you get, give.

Maya Angelou (contemporary)
Poet, Educator, Historian, Author, Actress, Playwright,
Civil-rights Activist, Producer, Director
The Spark Promise:
“I promise to share and be a friend.”
All members of Guiding make a promise that is appropriate to the age and development level of their branch of Guiding. When Sparks are enrolled, the promise they make is to share and be a friend.

The Spark Sign
When girls say their Spark Promise, they make the Spark Sign with their right hand. Young Sparks may find this a challenge. Suggest to them that they use their other hand to help fold their fingers over. One finger of the Spark Sign stands for the promise to share and the other for the promise to be a friend.

The Spark Uniform
Sparks wear a uniform that shows them how special it is to be part of Guiding. Girls wear their uniform as soon as they join. The uniform for Sparks is a Spark uniform T-shirt, Navy Roll-up Cargo Pants, Spark Tie, Spark Badge Sash and Reef knot pin. Please note, all previous GGC uniform is always acceptable. Optional uniform items include pink shorts, sweat pants, ankle socks and camp hat. Shop online at www.thegirlguidestore.ca

The Spark Insignia

Enrolment Pin
The Enrolment Pin indicates that a girl has made her Spark Promise and is now a member of Sparks.

Unit Title Tape
This shows the name of the Spark unit.

Keepers
As girls work on their program, they receive badges, called Keepers, to recognize their participation in their program work.

Membership Pins
The girls receive membership pins that indicate the number of years they have been in Sparks. Present all the membership pins on the night you hold your advancement ceremony for second year girls who are officially moving on to Brownies. That way, the girls remaining in Sparks enjoy a sense of achievement, along with their advancing friends. Have a short presentation and celebration.

Fun and Friendship Pin
This pin is given to girls at the end of Sparks, when they move on to Brownies.

The Spark Flag
Sparks have their own distinctive flag to use at special events. It may have your unit’s name and number on it.
The Spark Uniform and Insignia

Badges Sash

- Unit Title Tape
- Enrolment Pin
- Membership Pin
- Challenge Crest
- Keepers

PHOTO: EMMA SMALLBONE
Preparing for Sparks

Those who cannot remember clearly their own childhood are poor educators.

Marie von Ebner-Eschenbach (1830-1916), Novelist

Preparation for Spark activities is a multi-step process. Your Spark program will incorporate holidays, celebrations and special events, such as outings and camps. But first and foremost, it should be based on ideas and activities that will capture the imaginations of these young girls and cultivate the magic and wonder of learning that is so much a part of childhood. You can then map out and plan the details of your weekly meetings accordingly.

Use teamwork.

Every girl is unique and so is every Guider. It is this mix of interest, creativity and imagination that makes Sparks such a rewarding experience for everyone involved. Capitalize on your combined talents, interests, cultural backgrounds and collective memories of your own childhood fun to develop activities all your girls will enjoy.

- Assign the planning of meetings or activities according to people’s interests, schedules and special abilities.
- Job share, so you and your co-Guiders can attend alternate meetings or commit to a portion of the year when each will take on the leadership responsibilities of your unit.
- Rotate leadership on a quarterly basis.
- Divide regular tasks between you. For example, one person can open and close the meeting, while another keeps the books or keeps in touch with the girls’ parents/guardians.
- Change activities often, to avoid boredom.

For more on planning, including sample meetings and program delivery tips, see page 79.
Include the girls.

Use your first unit meeting to ask the girls what they want to get out of the coming year. Encourage their feedback. Offer two or three choices and ask second-year girls which activities they would like to repeat. The Two Stars and a Wish form on page 86 will help you record their answers efficiently. Tell them they are welcome to draw pictures, use symbols or print their answers, as they would like to. Add their input to your plan. Repeat this feedback method periodically throughout the year.

Get out and about.

Field trips and outings are fun meeting alternatives. They are also great ways to improve the visibility of Guiding in your community. Your girls and their parents/guardians make excellent resources for suggesting places to visit. Most organizations are happy to support youth programs, and a few phone calls can usually get you admission to the place you want to visit. If you don’t know anyone in the organization, simply call the main number and ask to speak to someone who can help you.

For more information on planning and executing outings, see Ideas for Outings on page 83. And for health and safety guidelines, check the most recent version of Girl Guides of Canada’s Safe Guide.

Schedule your outings far enough in advance to obtain parent/guardian permission, arrange transportation and recruit additional volunteers. Consult Safe Guide early on in your planning. Good planning will help you run a smooth program throughout the year. Be adaptable, open to suggestions and ready to try new activities. The goal is to have fun and take advantage of opportunities as they arise.

Include sleepovers and camping adventures.

Sleepovers and camping are great ways to develop unity and promote friendships in your unit. For girls, they are among the most exciting aspects of Guiding. Assess the maturity level of your Sparks to determine if they are ready for an overnight adventure, especially if you plan to camp in tents. Work with their parents/guardians to prepare girls for these activities. For more on indoor sleepovers and overnight camps, see page 84.

Be flexible and enthusiastic.

As the saying goes, the best laid plans can often go astray, so flexibility and continuing enthusiasm are as key to the success of your Guiding year as is planning. By sharing the workload with other Guiders; by encouraging input from the girls; by enlisting help from parents/guardians; and by being prepared for contingencies, you should be able to handle anything unexpected that crops up, without having it completely upset your plans.
The Spark Program

Possible’s slow fuse is lit / By the Imagination.
Emily Dickenson (1830-1886), Poet

The Spark program is designed to encourage the girls to use their imaginations to embrace the possibilities in themselves, in each other and in the world around them.

The program is organized into nine program areas, called Keepers, each of which has a badge associated with it. The program can be done in any order you choose. However, as this is a two-year program, you will need to have a long-range plan to cover all the Keepers.

Keeper Badges

After the program activities in each Keeper are completed, girls are given their badge for that Keeper. The program can be done in any order you choose, with the appropriate Keeper badges awarded as they are earned.

Keepers are meant to remind girls of what they did with other girls; they are not an evaluation or grading device. The Keeper recognizes each girl for participating, gaining knowledge and doing her best. Girls must never feel rejected or frustrated. Always be positive and...
encouraging and let the girls know that their efforts are appreciated.

Girls should have some understanding of the concepts behind the Keepers. You may want to do three or four activities in each before giving them the Keeper. When giving girls their Keepers, help them remember what they did, to reinforce what they learned.

The Keepers
Being a Spark
Being Me
Going Outside
The World Around Me
Being Healthy
In My Community
Exploring and Experimenting
Going Camping
Brownies and Beyond
Cookies Rising 1
Cookies Rising 2

Completing the Spark Program
The Being a Spark and Brownies and Beyond Keepers are for both first- and second-year activities. The Being a Spark program work is typically completed in the first part of the first year. Second-year Sparks can and should play an active role, by assisting with teaching the Spark Promise, Spark songs and unit traditions, and by taking part in the enrolment of first-year girls.

The second-year girls don’t get the Keeper again, but are thanked for sharing and being friends with the new girls. Brownies and Beyond is traditionally worked into mid-year or towards the end of the year, to encourage girls to continue with the organization.

Girls will complete four or five Keepers each year, in addition to other theme activities. You may also want to develop special themes to appeal to your group’s interests or to use as opportunities arise. Add activities to fit in with seasonal and themed meetings. Remember, your imagination and creativity are also key ingredients for a successful program.

Water For Tomorrow
Water For Tomorrow is an initiative developed by Girl Guides of Canada-Guides du Canada to promote the importance of water conservation and preservation. It began as a project of the World Association of Girl Guides and Girl Scouts (WAGGGS), designed to celebrate water as a vital resource to life on the planet. The initiative has no specific program, but its concepts can be integrated into many of the Keeper activities.

The activities that can be linked to Water For Tomorrow are marked with a heron symbol. This symbol is based on the Holly Heron character that Girl Guides of Canada developed to promote the Water For Tomorrow initiative. The Explore Water With Holly Heron booklet that was designed some years ago, but remains relevant, with great activities. The Explore Water with Holly Heron resource pack can be found on Member Zone under “Program Resources” and then “Challenges and Activities”.

22 The Spark Program
Being a Spark

Make new friends
but keep the old; one is silver
and the other’s gold.
Anonymous

The activities in this section introduce girls to being a Spark. By learning the Spark Promise, singing songs and participating in an Enrolment ceremony, they will know what it means to be a Spark and to take pride in their Spark unit. Involve second-year girls in the initial Spark activities (such as helping first-year girls learn the Spark Promise and songs) or by providing them with alternative activities, such as developing a skit for the first-year girls on a relevant topic.

Your first Spark meeting is the most important because this is when you introduce new girls to returning members. Use it, within the context of the Spark Promise, to talk about the concepts of making friends and sharing. See page 82 for a sample first meeting plan.

The Spark Promise

Through her promise, each girl commits to contribute to her Spark unit, the larger community and, by extension, the world. Through her participation in Sparks, she will begin to appreciate the value of service and relationships, and to develop the spiritual growth that is so necessary for her self-esteem.

What you need:
• the words and visual clues of the Spark Promise printed on a chalkboard or large piece of paper pinned to the wall or an easel.

What you do:
1. Review the words, so the girls understand what the Spark Promise means and what they are saying they will do.

I promise... (eye with Spark sign) Spark-age girls are learning what it means to make a promise. The opening words make it personal. Ask each girl to think about what a promise means to her.

...to share... (heart) Sharing helps a Spark grow spiritually. Ask each girl to name something she would like to share. Who would she share it with and why? What does she share at home, at school and in Sparks?

...and be a friend. (two girls holding hands) Being a friend means having caring relationships with other people. Friendship is a step in developing connections with the community and the world. Ask the girls to talk about what they think being a friend means. How is being a friend different from having a friend? How do the two relate?
Spark Meeting Opening and Closing Songs

Introduce your girls to the opening and closing songs you will use at meetings, and help them remember the words and music.

**What you need:**
- Words and music to the songs:
  - *The Sparks Are Here* (see below)
  - *Sparks Closing Song* (see below).

**What you do:**
1. Print the words to the songs on the chalkboard or a piece of cardboard.
2. Go over them with the girls, one line at a time.
3. Sing or play a recording of the melody.
4. Lead the girls in singing the song.

For more Spark songs, see Let’s Sing on page 69.

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**The Sparks Are Here**

```
Sparks jump up when you light the fire.        Sparks jump up and give a big cheer.
Sparks jump up as flames get higher. The Sparks! The Sparks! The Sparks are here!
```

Music and words by Jaën Wanamaker

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**Sparks Closing Song**

```
I promise to share and be a friend. By showing we care it's love we send. Tho' the world is so wide, with love deep inside, it's easy to be a friend a friend!
```

Music and words by Jaën Wanamaker
Friends

Introduce the girls to the idea that being part of a Spark unit means making friends and having fun.

What you need:
• the *Crystal’s New Friend* story on page 58.

What you do:
1. Read the story out loud to the girls.
2. Ask the following questions:
   - Why was Crystal sad?
   - What did she see in her backyard?
   - How did she meet Molly?
   - Where does Molly want to take Crystal?
   - Why is Crystal happy at the end of the story?
3. Have two girls act out the story and then continue it to when Crystal and Molly arrive at the Spark meeting and make friends with all the other girls.

Enrolment

Girls may be enrolled once they:
• have attended one previous Spark meeting;
• know and understand the Spark Promise.

Enrol new girls soon after they start attending Sparks. The enrolment can be a simple joining ceremony or a larger celebration for the whole unit.

Enrolment Ceremony and Celebration

Create a Spark enrolment ceremony and celebration. Make the enrolment brief, simple and fun. Be creative and flexible. Incorporate the girls’ ideas and invite parents/guardians and, if you wish, your District Commissioner (DC) or Administrative Community Leader (ACL). Encourage the girls’ active participation and use the occasion to talk about Sparks. Recognize second-year girls by asking them to provide suggestions and help with the celebration.

Children love ceremony. Designing your enrolment around a theme helps make it special and welcoming for new Sparks. Your theme can include rainbows, butterflies, under the sea or something from the story, *Crystal’s Dream* (see page 61). It doesn’t have to be elaborate. Decorate with balloons and/or crepe paper, and have the girls draw pictures about becoming a Spark and display them around the room.

What you need:
• the story, *Crystal’s Dream* (see page 61)
• coloured paper, crayons or markers, scissors and paste or glue for invitations
• balloons and crepe paper
• refreshments - cookies, juice and healthy snacks (see also Healthy Snack Relay on page 36).
What you do:

1. The week before the ceremony, have the girls make invitations for parents/guardians. (You will also need to notify parents/guardians yourself several weeks earlier.)

2. Read *Crystal’s Dream* to the girls.

3. Ask the girls to draw a picture of a Spark enrolment ceremony or some of the symbols in *Crystal’s Dream* and bring them to the enrolment meeting. Use these and rainbow pictures (see Additional Activities, below right) to decorate the room.

4. Ask parents to bring refreshments, or ask the girls to bring a snack they can share. (Find out if your girls have any food allergies and plan the snacks accordingly.)

5. At the ceremony, have the new girls say their Spark Promise together. Then present each girl with her Enrolment Pin.

6. Invite the girls and their guests for refreshments.

Sample Spark Enrolment

This is a sample Spark enrolment you can use for your ceremony. You may wish to add various props, such as a rainbow path, and activities in keeping with your enrolment theme.

**Guider:** Welcome to all our new members. You have seen that we have fun in Sparks, share in all we do and make new friends. We have adventures too. Is there anyone here who wants to be a Spark?

**Girls:** Yes!

**Guider:** Good. Now come along as we travel on our rainbow path to find our Spark friends. Look at those second-year Sparks shimmering at the end of the rainbow.

**Girls:** Yes! They’re Sparks.

**Guider/Girls:** Hello, Sparks.

**Second-Year Girls:** Welcome to Sparks. (each second-year girl can greet a new Spark and present her to the DC/ACL/Guider for enrolment). This is ..... (tell the Commissioner/ACL/Guider the new girl’s name).

**Guider or DC/ACL:** Hello (girl’s name). Welcome to our unit. When you say the Promise you will be a Spark member, too.

**All Girls:** I promise to share and be a friend. (Each girl makes the Spark Sign as she repeats her Spark Promise).

**Guiders/DC/ACL** (pinning on Enrolment Pin and shaking new Spark’s left hand): May you Sparkle as a new member of (name of unit).

**Guider** (when all new Sparks are enrolled): Let’s all join hands and sing our Spark Song.

Additional Activities

**Choose two or more of the following:**

- Make a rainbow picture. Draw a rainbow pattern on paper with coloured crayons. Cover with black crayon. Using a stick, scratch out a rainbow so it shows through the black crayon.

- Have the girls talk about Sparks to a friend who is not a member and bring her to a meeting.

- Ask each girl to draw a picture of herself in her new Spark uniform.

- Help them plan a special event for your unit, using the money they make selling cookies.

- Play a “Getting to Know You” game.
Being Me
Success breeds confidence.

Beryl Markham (1902-1986)
Horse Trainer, Pioneer Aviator, Author

Sparks are at an age when children start to develop an awareness of the differences and similarities between people. Being Me activities help girls discover things about themselves and reinforce the art of friendship and getting along. These activities are guidelines and suggestions; you can fashion them to suit your individual girls. Remember that needs and maturity levels will vary from girl to girl and from year to year. Your flexibility and creativity are the magic ingredients that make your Spark program soar.

About Me

What you need.
- A favourite item or picture
  of a favourite activity from every girl.

What You Do.
1. Ask each girl to bring in something that has meaning for her so she can tell the unit why it is special to her. Does she use it for her favourite sport or activity? Did she make it herself, was it a gift or did she find it on a trip? What does it say about her?
2. Ask her if she associates the object with someone special. Why does it make her happy?
3. Focus on what the object means to her, rather than on the object itself.

Spark Memory Book

What you need:
- scrapbooks, notebooks or Spark activity books
- paste or glue
- crayons or markers
- photographs of your Sparks.
- Spark mementos
- the words of the Spark Promise
- a picture of each girl’s favourite Spark activity.

What you do:
1. Have each girl paste her photograph on the first page.
2. Have each girl paste the words to the Spark Promise on the next page.
3. Have each girl paste in her Spark mementos. These can include things she has made at your meetings.
4. Have the girls put their names on pieces of paper. They can paste each other’s autographs on one page of the memory book and draw a picture of each friend on that page.
5. Have the girls paste or draw a picture of themselves and their friends doing a favourite Spark activity.
6. Tell the girls to place their memory books in a safe place so they can add to them as the year progresses.
“Who Am I?”

Choose two or more of the following activities:

• Have the girls make a book of drawings all about themselves. Ask the following questions to get them started:
  • “What is your favourite colour?” Have the girls draw a picture of themselves wearing that colour.
  • “What is your favourite time of the year?” Have the girls make up games, in which they act out their favourite activity for that season, such as building a snowman, swimming, biking or gathering leaves. They can sing a seasonal song, such as “Frosty the Snowman,” to go along with the activity.
  • “What is your favourite animal?” Have the girls perform a pantomime of being that animal.
  • Show the girls how to make a friendship bracelet using large-holed beads and yarn (put tape over the end of the yarn to make it firm for threading) or friendship sticks to give to a special friend or someone in their family.
  • Have each girl name as many pets as she can. What are her favourite pets? If she could have any animal in the world as a pet, what would it be? Why? Have her draw a picture of the pet she would like to have.

• Have the girls act out a career position they might like to have when they grow up (for example, policewoman, caregiver, doctor, lawyer, scientist, businesswoman, writer, professional athlete, astronaut, etc.)

• Bring a guest, such as a coach, female athlete or recreation professional to do physical activities with the girls. Try a “Head and Shoulders, Knees and Toes” activity for a starter. The girls stand in a circle and point to the body parts mentioned in the song. For the last line, each girl points to the girl across from her and calls out her name. As an adaptation, girls can sing the song while seated on chairs.

Head and Shoulders, Knees and Toes

Head and shoulders
Knees and toes
Knees and toes
Head and shoulders
Knees and toes
Eyes, ears, mouth and nose

Head and shoulders
Knees and toes
Knees and toes
Head and shoulders
Knees and toes

We are (name of girl opposite)

• Do the Love Yourself challenge or Girl EmPower challenge found on Member Zone at: memberzone.girlguides.ca

Two Stars and a Wish

Have the girls name two things they’ve done that they really like and one thing they’ve never done that they would like to try. Do this activity regularly, so the girls can participate in developing their program activities. For more information on Two Stars and a Wish, see page 77.
Going Outside

Meanings, moods, the whole scale of our inner experience finds in nature the “correspondence” through which we may know our boundless selves.

Kathleen Raine (1908-2003)
Poet, Critic

Outdoor activities are a major part of Guiding. In parks, playing fields, ravines, and other public spaces, girls can have fun being physically active, while also learning about the natural world around them. Taking the girls outside also makes Guiding more visible in your community, which is an added benefit for public relations and membership recruitment.

While activities should always suit the girls’ abilities and interests, outdoor adventures are also often dependent on the weather, so plan for contingencies, and be ready to adapt as conditions demand. Also, remember to check the Girl Guides of Canada’s Safe Guide to review guidelines for planning, supervision and obtaining parent/guardian permission.

Outside Active Games

Learn an outside active game and play it for 20 minutes. Here are some examples:

**Running Relay**

Relay races are a great way to have fun while working as a team.

**What you do:**
1. Divide the girls into two or three teams.
2. The first girl in each line runs to a designated turning point and back. She tags the next girl in line, and then takes her place at the end of the line.
3. To increase the fun, give each team a wand, ball or other object to deposit at the turning point. The next team member picks it up and gives it to the next girl, and so on.
4. Play several rounds. Make each round increasingly difficult. For instance, round one could be walking; round two, hopping; round three, skipping and so on.

**Kangaroo Jump Relay**

**What you need:**
• a tennis ball or baseball for each relay team.

**What you do:**
Each girl in line holds a ball between her ankles and jumps to the turning line and back.

**Rolling Ball Relay**

**What you need:**
• a basketball or soccer ball for each relay team.

**What you do:**
• One girl from each team stands one to two metres from the turning line. To make the game easier or more difficult, move the turning line closer or farther away.
• Each girl, in turn, attempts to roll the ball between her legs. She gets three tries.
• As soon as she succeeds or her three tries are up, she retrieves the ball, runs back to her team and gives it to the next girl in line.

**Toe-to-Toe**
The girls try to coordinate their movements while touching toes, often with hilarious results.

**What you do:**
1. Divide the girls into pairs
2. Two girls lie down, feet-to-feet in a clean, safe grassy area.
3. Keeping their toes touching or interlocked, they try to roll to a set destination.

**Octopus**
The girls will enjoy flapping their tails, making fish faces and waving their “tentacles” as they move through the “ocean.”

**What you need:**
• Stones, sticks or chalk to mark boundaries.

**What you do:**
1. Tell the girls that they are “fish” trying to escape from a big octopus.
2. Designate a playing area as the “ocean.”
3. Choose one player to be the octopus.
4. The other girls are the “fish” and must move to one end of the ocean.
5. The Octopus yells, “Swim, little fishes” and the fish try to swim across the ocean without being tagged by the octopus.
6. If a fish gets through, she is safe. If she is tagged, she becomes one of the octopus’s tentacles and must help catch the other fish. The tentacles join hands to make the octopus grow.

**Nature Walk**
Enjoy a nature walk through a park or green space in your community.

**What You Need:**
• backpacks, containing water bottles and snacks and “Be Prepared” kits (For instructions, see In My Community on page 39).

**What You Do:**
1. Pair each girl with a buddy.
2. Give the girls a chart of different colours and shades to match with things in nature when they are out.
3. Play “I Spy” as you walk along. Look at the trees, flowers and other plants. How many colours can the girls see around them?
4. Have the girls name as many trees and plants as they can. Which are their favourites?
5. Have the girls name all the animals other than cats and dogs that they see. Include butterflies, ants, other insects and birds.
6. Do an activity from those available on Member Zone under Camping and Outdoors.

**Picnic**
Girls love picnics. Actually, so do adults. And it’s so easy to pack up some healthy snacks; grab those sit-upons, water bottles, daypacks and a “Be Prepared” kit; and walk to a local park to do a little nature study, play a few games and enjoy some tasty treats.

**What you need:**
• water bottles
• “Be Prepared” kits (see instructions on page 39)
• sit-upons (see instructions on page 55)
• healthy snacks (carrot sticks, pretzels and dried fruit)
• daypacks.
What You Do:
• Organize a buddy system and walk to the park.
• Check out some of the plants, trees and animals you spy on your way and once you’re in the park.
• Before eating, play a circle, tag or relay game.
• Get out your sit-upons, rest and eat your snacks.
• Finish with a song about being outdoors.

Additional Activities
Choose two or more of the following activities:
• Act out three things to do on a rainy day; on a sunny day; in the snow.
• Celebrate Earth Day on April 22nd by doing a special project for your community.
• Make a bird feeder with recycled or natural materials. Put it up and watch for birds.

• Create an animal or insect, such as a rabbit, bird, frog, dragonfly or butterfly, using coloured construction paper, multi-coloured tissue papers, pipe cleaners and black markers.
• Make an edible aquarium in a bag with a zipper-lock bag, blueberry Jell-O, gummy worms or fish. Fill the bag with the Jell-O; add the worms and/or fish and seal. Then squeeze and watch the worms wiggle and the fish swim.
• Have a bike and/or in-line blading or roller skating parade.
• Participate in the AdventureSmart Hug-a-Tree and Survive program (or similar outdoor safety program) in your community. The Hug-a-Tree and Survive program was adapted for use in Canada by the RCMP and can be found here: [https://www.adventuresmart.ca/kids/hugatree.htm](https://www.adventuresmart.ca/kids/hugatree.htm)
• Ask the girls to think about trees and how they “feel” in different weather conditions. Have the girls dramatize how a tree would feel:
  • in the rain
  • when hit by a strong wind
  • as it loses its leaves in autumn
  • when its limbs are bare in the snow
  • with squirrels running up and down its trunk
  • as new buds bloom in spring.
What other conditions can they think of? Ask them to explain and dramatize those.
The World Around Me

Adventure can be an end in itself. Self-discovery is the secret ingredient that fuels daring.

Grace Lichtenstein (Contemporary)
Writer, Editor, Online Consultant

Guiding is a worldwide movement. These activities will help increase your girls’ awareness of their Guiding partners in other countries. As you plan, remember that flexibility is the key to a successful program. Use your imagination, and keep in mind your girls’ interests, maturity levels and needs. Make your programs fun and your girls will respond with enthusiasm.

Be sensitive about events tied to specific religious holidays or cultural backgrounds. Hold “holiday” celebrations and talk about the different festivals that are celebrated at the same time of year. For example Christmas (Christian), Hanukah (Jewish) and Kwanzaa (African-American) all occur in or around December. Consider holding celebrations that relate to other cultures, such as Chinese New Year, Cinco de Mayo (Mexican) and Diwali (Indian). Be sure to be inclusive of all girls if recognizing cultural or religious festivals and holidays. Also, look at annual festivals, such as the mid-winter festival and other planting and harvesting festivals observed by many of Canada’s Aboriginal Peoples. Other general festive occasions can include something as simple as planting flowers for a celebration of spring or planning a summer picnic.
About WAGGGS (World Association of Girl Guides and Girl Scouts)

Isn’t it wonderful to be part of an organization that boasts millions of members around the world? In Guiding, everyone belongs to a big family called the World Association of Girl Guides and Girl Scouts or WAGGGS. Headquartered at the World Bureau, in London, England, WAGGGS links member associations throughout the world. It also operates four World Centers. These are special places where girls and women from all over the world can share experiences and meet and enjoy new Guiding friends. The World Centres are:

• Our Cabaña, in Mexico
• Our Chalet, in Switzerland
• Pax Lodge, in England
• Sangam, in India.

Diversity Meeting

Everyone has ancestors or relatives who came to Canada from “someplace else,” including our Aboriginal Peoples, whose ancestors came here from Asia thousands of years ago.

Have a meeting in which the girls talk about where their families originated. In some cases the move to Canada will be recent; in others, it will be generations removed. Perhaps a girl’s family comes from two or more places, for example, England and India or Hong Kong and Malaysia. Ask the girls to bring in photos or objects from their countries of origin. Talk about why it is good for people to get to know each other’s cultural history and background and how much fun it is to try foods, crafts and games from other countries.

Do one of the international activities in this section (pages 33-35) or a craft from Let’s Make Arts and Crafts (pages 52-55), or bring in your own.

Birthdays Around the World

Have a group birthday party, incorporating traditions from other countries. Here are a few, including some from WAGGGS countries. You can research more birthday celebrations at www.birthdaycelebrations.net or www.birthday.lifetips.com

Argentina

A birthday tradition in Argentina involves pulling on the earlobe. The birthday child receives one pull on the earlobe for each year he/she has been alive.

China

In China, it is traditional for the birthday child to pay respect to his/her parents and to receive a gift of money. Friends and relatives are invited to lunch and noodles are served to wish the birthday child a long life.

Denmark

A birthday tradition in Denmark is for a flag to be flown outside a window to designate that someone who lives in that house is having a birthday. Presents are placed around the child’s bed while he/she is sleeping so they will see them immediately upon awakening.

England

English children enjoy eating fortune-telling cakes that have coins and other objects baked into them. Getting a piece of cake with a coin in it, means that you will be rich.

India

Birthdays in India can be celebrated at school, with the birthday child wearing a coloured dress and passing out chocolates to the entire class (with the help of a trusted friend). In the afternoon, they eat a meal with a dessert called dudh pakh, which is like a rice pudding, often mixed with pistachios, almonds, raisins and cardamom spice.
Ireland
In Ireland, the birthday child is lifted upside down and “bumped” on the floor for good luck. The number of bumps given is the age of the child plus one for extra good luck.

Israel
In Israel, a birthday celebration calls for the small child to sit in a chair while grown-ups raise and lower the chair a number of times corresponding to the child’s age, plus one for good luck. This is called chair raising.

Japan
In Japan, a birthday is celebrated by the birthday child wearing entirely new clothes to mark the occasion. Certain birthdays are more important than others and these are celebrated with a visit to a local shrine.

Mexico
In Mexico, birthdays are celebrated with piñatas. The piñata, usually made out of papier mâché and in the form of an animal, is filled with goodies and hung from the ceiling. The birthday child is blindfolded and hits the piñata until it is cracked open. All the children share the goodies.

Nigeria
In Nigeria, children play a game called Pass the Parcel. Guests pass the package to music. When the music stops, the person holding the parcel gets to unwrap it and keep the contents as a prize.

Russia
Many Russian children receive a birthday pie with a birthday greeting carved into the crust.

United States and Canada
American and Canadian children have birthday cakes topped with one lit candle for every year and one for good luck. Everyone sings “Happy Birthday to You.” This song was written by two American sisters in 1893 and is now sung in many parts of the world.

WAGGGS Crafts
Make a craft from one of the WAGGGS countries. Mexico is one of the WAGGGS World Centre locations.

Paper Bag Poncho
Ponchos are capes worn in Mexico. They are usually made from colourful blankets or woven material.

What you need:
• large paper grocery bags
• bright markers
• paints
• crayons
• paint brushes and water
• pieces of yarn or fabric scraps
• samples or pictures of Mexican art ponchos or other clothing.

What you do:
1. Help each girl cut a hole in the bag, large enough to slip over her head.
2. Cut slits up the side of the bag, stopping approximately two inches from the top.
3. Have each girl decorate her bag with bright shapes in different coloured markers.
4. Glue yarn or fabric to the bottom of the bag to make a fringe.
Aboriginal Crafts

Canada’s diverse cultural mosaic includes a rich heritage of First Nations cultures. For example, the Aboriginal Peoples of the west coast have unique traditions, one of which involves the creation of totem poles. You can explain a bit about this tradition while the girls make their own “totem poles.”

Totem Pole

Explain that totem poles are like a family tree and coat of arms combined. The Pacific Northwest Native Peoples used them to represent family kinships and stories and to symbolize where a person stood within a big family grouping, including mother, father, sister, brother, and a whole clan of relatives. Each totem symbol can be traced back to a mystical clan-founding ancestor.

What you need:
• paper towel tubes
• coloured construction paper
• crayons
• scissors
• glue.

What you do:
1. Draw three different faces on construction paper, sized to fit on the paper tube.
2. Draw two wings.
3. Cut out the faces and glue them on the paper tube.
4. Cut the wings and glue them onto the back of the tube.

Additional Activities

Choose two or more of the following activities:
• Listen to a story about a child in another WAGGGS country.
• Make up a story about a girl in a WAGGGS country.
• Learn and sing a song from a WAGGGS country and one from Canada.
• Make a puppet of a person in a WAGGGS country. Act out a play using the WAGGGS puppets.
• Listen to a story about people moving to Canada.
• Bring in a snack from a WAGGGS country and/or any other country. (Encourage girls of different cultural backgrounds to bring traditional foods their families enjoy.) Eat the snacks at a party celebrating World Thinking Day.
• Do the Cross Canada Challenge found on the Girl Guides of Canada’s website in the Member Zone area.
Being Healthy

From health contentment springs.
Melody Beattie (Contemporary)
Author

Good health and positive body image go hand in hand. The Being Healthy Keeper is about learning to take care of our bodies to stay healthy. This includes eating well and getting lots of exercise. Use your imagination to create healthy eating scenarios and active games the girls will enjoy. Remember to check for food allergies and food customs relating to culture.

Healthy Snack Relay

Everybody loves snacks. Organizing a healthy snack relay can provide a fun and creative (not to mention delicious!) way to introduce girls to the four food groups in Canada's Food Guide to Healthy Eating. You can find the guide at: www.hc-sc.gc.ca or by typing “Canada's Food Guide” into your search engine. Copies are also available at local community health centres and health units.

What you need:
• celery sticks (vegetables and fruit)
• raisins (vegetables and fruit)

What you do:
1. Talk about the different healthy food choices available for delicious snacks, and why including foods from the four food groups in your daily diet is important for growing and maintaining a healthy body. As you discuss good nutrition, the girls can be making their nutritious snacks by visiting different food stations in a relay:
   • Station 1 - Pick up celery.
   • Station 2 - Spread on cheese or hummus.
   • Station 3 - Add raisins.
   • Station 4 - Wrap in a thin piece of bread.
2. When the whole team has finished, the girls can sit in a circle and enjoy their snack, and drink water or low-fat milk (dairy products) with it. Explain to the girls that snacks don't have to have all four food groups in them; however a balanced diet includes foods from all four groups every day.

Healthy Breakfast

Introduce the girls to a healthy breakfast.

What you need:
• food pictures from all the major food groups from magazines, newspapers and grocery store fliers (fruit, milk, cereal, toast, eggs, ham, bacon, sausages, pancakes, waffles)
• paper plates or plain paper
• crayons
• glue.

What you do:
1. Give the girls one paper plate each, or have them draw a plate on a piece of paper.
2. Organize the pictures into food groups.
3. Explain to the girls why it is important for them to eat a good breakfast, with food from several different groups.
4. Have them choose their breakfast from the pictures.
5. Have them glue the pictures on their plates to make their healthy breakfast.

Note: Save these paper breakfasts for a sleepover or camp. Before the sleepover or camp, plan a breakfast with the girls and visit a market to pick out the food from their picture breakfast plates.

Move to the Beat
Play an active game to music.

What you need:
• balls
• jump ropes
• CD or MP3 player or iPod
• CDs or digital files of music that has an “active” beat.

What you do:
1. Let the girls decide what they want to do in their game. They can choose a ball or jump rope, or decide to only use their bodies (hopping, skipping or jumping).
2. Ask them how they want to play their game. Do they want to pass the ball, take turns skipping rope or move in a circle?
3. Play the game for 20 minutes.

Heartbeats
Teach the girls the effect of exercise on their heart, and explain how increasing the heartbeat regularly is good for their bodies.

What you do:
1. Make a list of all the things the girls like to do for fun (play ball, skip, run, play tag, do crafts, watch television).
2. Teach the girls how to check their heart rate before and after exercise by feeling for their pulse at their wrist.
3. Play a short game of follow the leader, having the girls jump, hop, skip, run and so on.
4. Ask the girls whether they are out of breath or can feel their heart beating quickly.
5. Have them check their pulses again. What is the difference between the pre-exercise rate and the post-exercise rate?
6. Review the list of things the girls like to do, and identify which will make them feel the way they do after their exercise. Explain why this is good and how exercise makes the heart strong for a healthy body.

Newspaper Skate
Depending on the available space, you can play this as a fun activity to music or as a relay race.

What You Need
• sheets of newsprint paper
• a smooth floor cleared of furniture or other objects.

What you do:
1. If the girls just want to “free-skate,” give them each two sheets of newspaper, put on some appropriate music and let them have fun.
2. For a relay, mark start and finish lines. For safety, keep finish lines approximately two metres (seven feet) from the walls.
   • Divide the girls into two or more teams, lined up single file at the start line.
   • Give the first player on each team two sheets of paper. She places a sheet under each foot. The paper must remain under her feet as she moves.
   • When the girl returns to her team, she steps off the paper and the next girl steps onto it. If the paper tears, the girls keep playing on whatever is left.
Safe Play

What you do:
1. Make a list of safe and unsafe play activities.
2. Read the list to the girls and have them jump up and clap when they hear a safe play activity and remain sitting when they hear an unsafe play activity.
3. Talk about what to look for that could be dangerous in playgrounds, schoolyards, parks, streets and laneways.
4. Teach the girls how to yell or call to get help when someone is hurt. Help them understand that they must get help if someone is hurt.
5. Talk about why certain places are safe or not safe to go in the community.

Band-Aids

What you need:
• dolls or stuffed animals
• band-aids.

What You Do:
1. Have the girls practise washing hands with soap and water.
2. Demonstrate how to wash a cut or scrape with soap and water, then let it dry.
3. Demonstrate how to put on a bandage without touching the sterile gauze.
4. Have the girls practise cleaning and bandaging a cut or scratch on their doll or stuffed animal.

Additional Activities
Choose two or more of the following activities:
• Read the girls a story about being healthy.
• Talk about why eating well and being physically active keeps us healthy.
• Explore fruits and vegetables. These foods generally come from seeds, many of which we can see as we eat them. For example, apples have visible seeds at their cores.

However, there are other ways plants regenerate themselves. Sometimes the "seeds" are a little different, such as potato eyes. To demonstrate how plants regenerate, have each girl bring in a carrot with some green still on it. They can eat the carrot as a snack, then take the top home, put it in water and see what happens. Discuss what they observe about their carrots at a later meeting.

• Learn a song about being thankful for food. Sing it at every snack or meal. Remember to use care when selecting a song to ensure inclusivity.

• Have a meeting at a pool, skating rink, gym or outdoor location, where the girls can be active. Be sure to check Safe Guide before planning off site activities.

• Talk about how to dress to stay warm in winter (scarves, gloves, and boots) and cool and protected from sun in summer (shorts, tee-shirts, sandals, hat, sunscreen). Why is it important to dress properly for every season? Bring in pictures of winter clothes and summer clothes and talk about the differences

• Learn and sing “Twinkle, Twinkle Little Spark” and have girls tell what they do when they get ready for bed. They can sing it sitting down and when they come to the words “Hurry! Hurry!,” they can stand up. On the words “off to bed” they can lie down, and on the words “rest your sleepy head” they can put their heads on their arms. They can sit up again for the last two lines.

Twinkle Twinkle Little Spark

Time to go. It’s getting dark.
Hurry! Hurry! Off to bed.
Time to rest your sleepy head.
Tomorrow is a brand new day.
What fun you’ll have in every way!

Note: This is an excellent way to find out the girls’ bedtime routines before planning a sleepover.
In My Community

I personally measure success in terms of the contributions an individual makes to her or his fellow human beings.

Margaret Mead (1901-1978)
Anthropologist, Author

As children develop, their world expands beyond home and into the community. They learn about local institutions, such as schools, community centres, fire and police stations and libraries. They meet new children and begin to understand that not all families are the same. In My Community is a first step to understanding the world in which your Sparks live and how Guiding fits into that world. Put on your thinking cap and expand your horizons to include those aspects that reflect your girls’ and your community’s makeup.

Before planning off-site activities, check the Girl Guides of Canada Safe Guide to find out about supervision guidelines, permission forms and what information you should provide to parents/guardians. Remind parents/guardians to have their daughters dress for the weather.

“Be Prepared” Kit

What you need:
• zipper lock plastic bags
• blank white labels
• markers.

What you do:
1. Ask each girl to bring in a whistle, band-aids and a paper with her contact information, including name, home phone number, parents/guardians cell phone numbers, address and parents'/guardians’ names.
2. Give each girl a zipper-lock plastic bag and have her place the items in it.
3. Give each girl a label and marker and have her write her name on it and stick it on her bag.
4. Explain how each kit item will be used. For example, the girl can blow her whistle if she gets lost from her group or if she needs help. This is a good time to remind the girls not to speak to or go anywhere with a stranger.

Girls for Safer Communities

Girl Guides of Canada-Guides du Canada's Girls for Safer Communities (GFSC) program aims to increase awareness about the safety concerns of girls and women while mobilizing girls to become leaders in their communities. Pathfinders and Rangers will be trained to lead younger girls, their peers and/or community members in conducting safety audits. Girls will go on to work with members of their community to make recommendations and create action plans that will improve community safety for everyone.

As a Guider you may choose to contact a Pathfinder or Ranger unit and ask them to lead a safety audit for your Sparks; alternatively you may lead the audit with your fellow Guiders.
GFSC materials and resources can be found on Member Zone. For more information, or for help finding a Pathfinder or Ranger unit who have been trained to lead audits, speak with your District Commissioner/Administrative Community Leader.

**Neighbourhood Walk**
Plan and take a walk through your neighbourhood.

**What you need:**
- backpacks, containing water bottles and healthy snacks
- “Be Prepared” kits. (Remind the girls to wear their whistles.)

**What you do:**
1. Plan a route that will take you past a school, library, fire station or other landmarks in your neighbourhood.
2. Pair each girl with a buddy.
3. Tell the girls what you will be seeing. Ask them to look for interesting things to discuss with the group when they get back.
4. Play “I Spy.” Name things such as traffic signs, trees, squirrels and birds that you see as you walk. Call them out one at a time and the first girl to see each one shouts, “I spy!”
5. Take a break midway, so the girls can have their snack and drink.

**Clean Water**

**What you need:**
- crayons or markers
- cardboard, paper or poster board
- pictures of bodies of water.

**What you do:**
1. Discuss the importance of keeping our water clean. Talk about how plants and animals depend on the water to live.
2. Ask the girls what they can do when they visit lakes, rivers, streams or other natural bodies of water to keep it clean.
3. Using cutouts and/or their own drawings, have the girls make a “Clean Water” poster.

**Water**
Teach the girls where their drinking and washing water comes from.

**What You Need:**
- pictures of lakes, rivers, reservoirs and rainy day scenes
- a song about water.

**What You Do:**
1. Ask the girls where they think water comes from.
2. Show them the water pictures. Ask how they think water gets from the lake, river or reservoir into their taps.
3. Explain that the water has to be purified before we can use it.
4. Ask how they can help conserve water at home. Discuss methods, such as not leaving water running when they brush their teeth or do the dishes, and taking shorter showers.
5. Sing a song about water or rain, fish or rivers and have the girls make up a dance to go with it.

**Street-Proofing**
Help street-proof your girls.

**What you do:**
1. Invite someone from your local police or other public safety organization to address the girls on safety in the community.
2. Bring in posters, magazine articles and other information to share with the girls’ parents/guardians.
3. Have the girls act out what to do in the
following scenarios:
- A stranger approaches them on the street.
- Someone knocks on the door when they are in the house by themselves.
- Someone they don’t know tries to get them into a car.

Spark Cookie Sellers
With the girls, develop a sales presentation about Girl Guide cookies. Include:
- flavour
- ingredients
- cost
- how your unit uses the money raised.

Have the girls practise their presentations with each other or a parent/guardian helper.

Be a Safe Cookie Seller
Have the girls stand up and clap when they hear the correct ending to the following sentences:
- Don’t go... into a stranger’s house.
- Don’t go up to... a parked car.
- Don’t give out... personal information (name, address, telephone number).
- Don’t accept... food, drinks or candy from strangers.
- Always sell cookies with... a buddy and an adult supervisor (your mom, dad, guardian or a leader).

Add some nonsense endings, along with the correct ones.

Cookies Rising
We’ve always known that selling cookies helps girls develop important life skills. The Cookies Rising program is designed to better integrate cookie selling into regular Girl Guides of Canada-Guides du Canada programming, while helping girls develop important life skills through fun activities that will enhance their skill level in a cumulative way.

Sparks can participate in the Cookies Rising program annually by completing different activities to earn the second Spark badge!

Customer base: identify family, friends, neighbours and safe strangers to sell cookies to.

- Explain to the unit the significance of cookie sales and how many times a year GGC sells cookies. What kind of cookies do they sell? Most importantly, explain to the girls the importance of being a safe cookie seller.

- Also, talk with the girls about how important cookie sales are – use examples like cookie sales will help our unit pay for craft supplies, pay for some of our camp trip, visit to museum, or other examples applicable to your unit.

- Next, have the girls stand in the centre of the room. Explain to the girls that one side of the room is for “safe customers” and the other side is for “dangerous customers”. Ask a Guider or guest helper to yell out possible customers (teacher, grandmother, man in park, soccer coach, etc). Have the girls run to the side that best represents the customer: safe or dangerous.

Being a good citizen: meet others in the community and share cookies with them

- Visit a local business, community service group or a special person and offer them a dish that has been made with Girl Guide cookies. For example, cupcakes topped with crushed up chocolatey mint cookies.
Exploring Career Options: understand cookie-related jobs in the community

- There are lots of jobs connected to cookies. Find a cookie-related job in your community that interests your unit and take a trip to visit where someone like that works. For example, visit a bakery and explore how cookies are made and packaged.

Creativity: explore arts and crafts through cookie themes

Make homemade play dough for or with your unit. Here is an easy recipe:

**Cookies Rising Play Dough**

**What you need:**
- 1 L (4 cups) of flour
- 250 ml (1 cup) of salt
- Food colouring
- Water to moisten

**What you do:**
1. Mix flour and salt together.
2. Add food colouring to water.
3. Add enough water to dry mixture to achieve the desired dough texture.

This dough will air-harden if desired. If you want reusable dough, add 30 ml (2 tbsp) cooking oil as you mix the dough.

- As you make you dough talk about Girl Guide cookies. What makes them yummy? How do you sell them? What do people say when you give them a cookie? Talk about some of the cookie selling or cookie events your unit has had. Talk about what was fun and interesting about them.

- Give the Sparks some dough. Girls can either work on their own or in groups of two or three. Ask them to sculpt their own Girl Guide cookie. Once complete, let those who wish to, share their cookies with the unit.

- Using your units craft supplies, allow the girls to create there own unique cookie craft! It could be a cookie box mask, or even a cookie selling poster. Let their imagination run wild! Provide items such as Popsicle sticks, pipe cleaners, tissue paper, construction paper, etc. Give the girls an opportunity to share their craft with the unit.

Handling money: introduce the concepts of money

- Set up a “pretend” bakery and practice making change. Put price tags on cookies that you are selling. If you have a large unit, you could have a variety of cookie selling stores. Break the group up into shoppers and store owners. You can use real or play money or cookie dough dollars (available on Member Zone under Cookie Selling Resources) to buy the products. Change roles so that every girl has an opportunity to play both roles.

- Another version of the above activity could be to ask the girls to buy all of the ingredients to make the cookies – flour, sugar, eggs, chocolate.

GGC Ambassador: introduce the idea of properly presenting yourself in your uniform while selling cookies

- As a unit, spend a few minutes discussing the importance of looking clean and tidy. As a GGC representative, what should you be wearing as a uniform when selling cookies? Pair up the Sparks. Have one large piece of paper and crayons per pair. One Spark lies down and the other traces the shape of her body on to the paper. Then ask each pair to draw in a happy Spark face and clothing to complete the uniform they would wear when selling cookies!

Etiquette: understanding the importance of being polite while selling cookies

- Ask the Sparks about all of the people they sell cookies to – family, neighbours, people
at stores. Ask the girls to describe the way they ask people if they would like to buy cookies. Talk about polite and impolite ways of selling cookies. Play the game “Simon Says” using the impolite and polite ways of selling cookies. For example, “Simon says... smile, Simon says... say thank you”, etc.

**Safety: understanding the importance of staying safe when selling cookies**

- As a group brainstorm a list of *Safety Do’s and Don’ts*. Hang the list up in your unit meeting space to remind the girls of how to stay safe when selling cookies. Before the meeting cut out enough handprints for each girl. Once you have completed the safety list, have the girls pledge their promise by coloring a paper handprint and sticking it around the sheet.

**Cookie All Stars**

Did you know that by selling cookies Guides can earn some amazing rewards and recognition through Cookie All Stars? All of the details are available at [girlguides.ca](http://girlguides.ca)

**Additional Activities**

Choose two or more of the following activities to do with your girls:

- Have the girls ask their parents/guardians or other adults how they can play safely in their yards, on the street and in their homes, and then share their ideas with the Spark unit.

- Find out if your community has a Neighbourhood Watch or Block Parent program. Invite someone from one of these organizations to your unit to explain what they do to help keep children safe.

- Plan short trips to places in your community. Ask local people to help put these outings together. For example, visit the local fire station, library or community centre and have someone there show the girls the fire engines, books or facilities. Have the girls find out what the people who work there do and how they do it. See Ideas for Outings on page 83.

- Visit or invite someone from an animal shelter or a veterinary clinic to talk about taking care of pets.

- Visit a home for seniors and entertain them by singing two or three Spark songs. Have each girl “adopt” a senior buddy and share her memory book, a favourite toy or a story.

- Find a community project in which your unit can participate.

Before planning off-site activities, check the Guides Canada [Safe Guide](http://www.girlguides.ca)
Exploring And Experimenting

Winning the prize wasn’t half as exciting as doing the work itself.

Maria Goeppert Mayer (1906-1972)
1963 Nobel Prize Laureate - Physics

Taking time to explore and experiment encourages the girls to look beyond their immediate environment and discover new and exciting things. To explore means to look around and discover, and to experiment means to undertake a procedure to make a discovery. As a Guider, you are exploring and experimenting, too, by looking around at all the programming possibilities and choosing the procedures that will work best for your group.

Play Dough Animals

Mix ingredients together to make a batch of play dough to use in sculpting a favourite animal.

What you need:
• play dough (for recipes, see Let’s Make Arts and Crafts, on pages 53 and 54)
• cotton puffs
• sparkles
• bits of fabric
• buttons.

What you do:
1. Divide the play dough between your girls. Tell them they can use it to model an animal they would like to have as a pet. It can be a real or a make-believe animal.
2. Let them decorate their animals with the cotton puffs, sparkles, fabric and buttons.
3. As an option, the girls can prepare the play dough as part of the meeting activity.

Goofy Inventions

What you need:
• pictures from magazines of cars, machines, airplanes, home appliances and other interesting objects
• scissors
• paper
• glue.

What you do:
1. Let the girls choose two or three pictures.
2. Have them cut out parts of each picture and reassemble them into a goofy invention on a sheet of paper.
3. Encourage them to be creative in putting their invention together.
4. Once they have their invention put together, have them glue the pieces onto the paper.
**Musical Instruments**

**What you need:**
- small plastic drink bottles with lids
- empty toilet rolls
- paper plates
- bright coloured paints (tempera paints with some liquid dish soap work best)
- paintbrushes
- uncooked rice, pasta or beans; sand, or pebbles.

**What you do:**
1. Have the girls paint their drink bottles, toilet rolls or paper plates, using different coloured paints to make a design.
2. Tell them to paint the bottles by holding them upside down, with their hand on the lid.
3. When the paint is dry, have each girl fill her bottle, toilet roll or paper plates with the rice, uncooked pasta, beans or other noise-making ingredient. Seal the bottle; tape the ends of the toilet rolls; or tape the plates together.
4. Have the girls stand in a circle and sing a song, using their “instruments” to create a beat.

**Additional Activities**

Choose two or more of the following activities:

- Listen to a story about outer space.
- Look at the night sky and find the North Star and the Big Dipper or another constellation.
- Build a paper airplane and see how far it will go.
- Build a plane, boat or flying saucer that uses the air from a balloon to make it move.
- Sing a counting song using hand motions and/or clapping to mark each number.

**One Two Buckle My Shoe**

*One, two, buckle my shoe.*
*Three, four, shut the door.*
*Five, six, pick up sticks.*
*Seven, eight, lay them straight.*
*Eight, seven, six, five, four, three, two, one*
*Now our counting fun is done!*

**Ten Little Spark Girls**

Have the girls stand up when they count forward, then sit down when they count backwards, until only one girl is standing.

*One little, two little, three little Spark girls.*
*Four little, five little, six little Spark girls.*
*Seven little, eight little, nine little Spark girls*
*Ten Spark girls are here.*

*Ten little, nine little, eight little Spark girls.*
*Seven little, six little, five little Spark girls.*
*Four little, three little, two little Spark girls.*
*One little Spark girl’s here.*
Going Camping

They are much to be pitied who have not been given a taste for nature early in life.

Jane Austen (1775-1817), Novelist

Whether or not you go camping or hold a sleepover, use this Keeper to introduce some of the concepts of independence and living in the outdoors. This will most likely be your Spark-age girls’ first camping experience. Before planning an outdoor camping trip, assess the girls’ readiness for overnight camping in tents. Tell them that camping is fun because they can eat and play outdoors. They can do things that you can only do while camping, such as having a campfire. When planning your camping trip, be flexible to ensure you meet the needs of all your girls.

The Girl Guides of Canada’s Safe Guide checklists and forms provide you with the basic planning required for camping. Training on camping is available through the Outdoor Activity Leadership (OAL) program. Other camping resources as well as the OAL program are available on the Girl Guides of Canada website at www.girlguides.ca in the Member Zone area.

Camping Skit or Story

Make up a skit or story about a camping trip:

- Include the things you would like to do on your camping trip.
- What food would the girls like to eat?
- What animals would they see? Play animal charades, with each girl pretending to be an animal while the others guess what it is.
- Make a camping snack:
  - worms and dirt desert (chocolate pudding mixed with ground chocolate sandwich cookies and gummy worms)
  - bugs on a log (celery, cream cheese and raisins).

Campfire

Hold a mock campfire.

What you need:
- songs
- action games
- an action story.

What you do:
1. Seat the girls in a circle or semi-circle.
2. Sing a song (See Let’s Sing on page 69).
3. Perform yells, chants and raps.

Yells, Chants and Raps

These are groups of words that are spoken (rather than sung) in a strong, rhythmic beat. They can enhance your campfire or be used for specific occasions, such as a birthday; to celebrate a completed or upcoming activity, such as a hike; or just for fun.

Have the girls make up their own words. Explain that this is a fun activity. It is not a screaming match. Divide them into teams or perform the yell, chant or rap as a unit. In unison yells, the whole group chants the same words. In part yells, the group is divided into smaller groups, each of which has different words.
Ice Cream Yell

The group repeats the word or phrase four times, gradually getting faster and louder, ending with a “scream.”

Chocolate...
Strawberry...
Vanilla...
Butterscotch...
Bubble Gum...
I-i-i-i-c-e-c-r-e-a-m!

Twenty-Minute Hike

Go on a hike for approximately 20 minutes.

What you need:
- a planned hiking route
- “Be prepared” kits
- water bottles
- a fun outdoor activity.

What you do:
1. Before starting on your hike, talk about the things you will be seeing. Tell the girls to look for pretty flowers, birds or butterflies along the way.
2. Use the buddy system.
3. Lead your group, stopping along the way to point out interesting sights.

Camping and Outdoor resources are available on Member Zone. They have many ideas and activities for introducing girls to the outdoors.

Water Safety

Water is for more than drinking and cleaning. It’s also for recreation and having fun. Ask the girls what they like to do in the water, for example, swimming, boating and playing games. Say that it is important to know the safety rules for a happy water experience. Invite a lifeguard or swimming instructor to talk about being safe in the water.

Preparing Sparks for Camping

For tips on preparing girls to camp, talk to your District Commissioner or Administrative Community Leader for information on health, safety, meals, kit lists and activities. Also, make sure you use the Safe Guide for your activity planning.

When planning with your Sparks:
- Prepare the girls by telling them what they will do and what they should bring.
- Talk about what they want to eat. Give them a chance to plan their meals and snacks.
- Review the kit list and don’t forget to include a special teddy or stuffy.
- Organize active and quiet activities. Include a story time, sing-along and sharing time.
- Have simple meals that the girls can help prepare. For example, you can make rolled sandwiches using flatbread or tortillas, cheese, tuna, and other spreads.
- Be prepared to comfort any girl who is having problems sleeping away from home for the first time.
Camp Kit List

• warm pyjamas
• indoor clothes in the winter
• warm outer wear in the summer
• warm, comfortable, waterproof walking shoes or hiking boots (for safety, no open-toed sandals)
• wide-brimmed sun hat
• snow suit or rainwear
• toothbrush, biodegradable toothpaste and soap, facecloth, brush, comb and towel
• sleeping equipment (sleeping bag, camp mat, etc., waterproofed if tenting)
• dishes, utensils
• other (insect repellent, sunscreen, book, camera, special teddy or stuffy).

Additional Activities

Choose two or more of the following activities to do with your girls.

• Play a game about north, south, east and west to teach the girls compass directions. Add a part about right and left.
• Teach the girls what to do if they become separated from your group.
• Participate in a sleepover or two-night camp.

Brownies and Beyond

One is not born a woman; one becomes one.
Simone de Beauvoir (1908-1986), Philosopher, Writer

Growing up is exciting. Learning about Brownies lets your girls look forward to the next step in their Guiding adventures, as they progress through childhood, toward adolescence and into womanhood. With this in mind, there are four activities relating directly to Brownies that you should include in your Spark program every year:

• Visit a Brownie unit.
• Learn the Brownie song and sing it.
• Read the Brownie story from the Brownie Program Book or Guider’s Manual
• Hold an advancement ceremony. (A sample advancement ceremony is included in this section on page 51.)
Also, make sure you celebrate World Thinking Day every year, sharing the story of the founding of Guiding to help your Sparks connect themselves to the long history of the Movement.

World Thinking Day and Guide-Scout Week

Our Founders, Lord Baden-Powell and World Chief Guide Lady Olave Baden-Powell were both born on February 22nd. Girl Guides and Girl Scouts all over the world observe February 22nd as World Thinking Day, holding special events and activities that celebrate the international scope of this Movement. It provides an opportunity to have celebrations with an international flavour. Girls think about their sister members all over the world. It is also a time when contributions are made to the Canadian World Friendship Fund (CWFF). This fund is used to help Guiding countries and support the four World Centres. Girl Guides of Canada and Scouts Canada have also designated the week that includes February 22nd (Thinking Day) to celebrate the joint heritage of our two organizations.

The Story of the Baden-Powells

What you need:
- The Baden-Powells story
- A picture of Lord and Lady Baden-Powell and Agnes Baden-Powell.

What you do:

This interactive story will help explain the origins of Girl Guides and the idea of World Thinking Day to your Sparks. Before you read it, ask the girls to stand and find a partner. Ask them to do the actions corresponding to the following words:

<table>
<thead>
<tr>
<th>Words</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lord Baden-Powell</td>
<td>Bow.</td>
</tr>
<tr>
<td>girl/s</td>
<td>Say “Hooray for girls!”</td>
</tr>
<tr>
<td>Agnes Baden Powell</td>
<td>Curtsy.</td>
</tr>
<tr>
<td>Olave Baden-Powell</td>
<td>Curtsy.</td>
</tr>
<tr>
<td>world</td>
<td>Spin around like a globe</td>
</tr>
<tr>
<td>World Thinking Day</td>
<td>Tap the side of your head and look like you’re thinking hard.</td>
</tr>
<tr>
<td>friends</td>
<td>Shake hands with your partner and smile.</td>
</tr>
<tr>
<td>birthday</td>
<td>Say “Happy birthday” and blow out imaginary candles.</td>
</tr>
</tbody>
</table>

The Baden-Powells

**Lord Baden-Powell** was born in England more than 150 years ago. He wrote a book about camping, first aid and enjoying nature. Boys loved the book, and soon Lord B-P started Boy Scouts. Then girls wanted to join Scouts, so **Lord B-P’s sister, Agnes Baden-Powell**, helped start **Girl Guides**. When **Lord Baden-Powell** married **Lady Olave Baden-Powell**, she started to work with **Girl Guides**, too, and became World Chief Guide, helping to spread the Movement to girls and women all over the world.

**Lord and Lady Baden-Powell** shared the same birthday. They were both born on February 22nd! On this day our Girl Guiding and Girl Scouting **friends** all over the world celebrate **World Thinking Day** with a very special party!
Happy World Thinking Day everyone!  
Hooray for girls!

1. Tell the girls that Girl Guides started over 100 years ago.
2. Ask the girls to imagine they are in the first ever Girl Guide group in Canada. What would they tell Olave Baden-Powell they want their unit to do?
3. Ask the girls what they think their own group does today that is different from what the first group did.
4. Explain World Thinking Day and the Canadian World Friendship Fund (see Background Information below to the girls, connecting it to our membership and commitment to spreading and maintaining Guiding throughout the world.

**World Thinking Day**

**Background Information**

**WAGGGS (World Association of Girl Guides and Girl Scouts)**

Headquartered in London, England, this association links Girl Guide and Girl Scout Associations in countries throughout the world. In 2012, WAGGGS had 145 member associations with more than ten million individual members.

**World Centres**

These are meeting places with eating and sleeping accommodation owned by WAGGGS for the use of Girl Guides and Girl Scouts from all over the world. There are four World Centres: Our Chalet in Switzerland, Our Cabaña in Mexico, Pax Lodge in England and Sangam in India. (See also pages 32 and 33.)

**Canadian World Friendship Fund (CWFF)**

Girl Guides of Canada maintains and administers the Canadian World Friendship Fund (CWFF) to support World Association of Girl Guides and Girl Scouts projects. These include: the WAGGGS World Centres, Mutual Aid, World Thinking Day Fund, assistance to countries starting or re-establishing Guiding, and assistance to WAGGGS countries suffering from natural disasters. CWFF also provides financial assistance to girl and adult members selected to represent Canada at international events and for girls from other member countries visiting Canada, through the In Travel grants program. Contributions to the CWFF are voluntary and may be made at any time. Many Girl Guides of Canada units raise funds to support CWFF through World Thinking Day campaigns.

**Spark Advancement Ceremonies**

When second-year girls leave Sparks and move on to Brownies, plan a celebration with your local Brownie unit. Keep the ceremony short and simple. Present each advancing girl with her Spark Fun and Friendship Pin and second year Service Star. For those who have completed their first year of Sparks, present them with their first year Service Star. You may wish to build on the idea of the girls going “over the rainbow” to Brownies. Decorate the room with rainbow pictures.

Invite parents/guardians and your District Commissioner or Administrative Community Leader to share in your ceremony. Use the following sample advancement ceremony to plan your own. Get the girls involved in writing the words to reflect their own feelings and experiences.
Sample Advancement Ceremony

What you do:
1. Sit the Sparks in a semi-circle.
2. Sit the Brownies in a circle next to them.
3. Have the Sparks stand up and step forward, holding hands.
4. Say that these girls have learned to share and be friends and have fun together. They are truly Sparks because they “sparkle” with joy.

The Sparks who are not advancing can sing the Advancement Song to the others:
Twinkle, twinkle, Sparks tonight;
Go to Brownies, shining bright.
We will miss you when you go,
Though you’ll have great fun, we know.

The advancing Sparks reply:
Goodbye, Sparks, it’s time to go.
We will miss you, too, we know.
But it’s good that soon you’ll be,
Brownies just like her and me. (The girls point to each other)

The Brownies sing:
Hello, hello Sparks tonight;
In Brownies you’ll be shining bright.
Come and join our happy troop,
Welcome to our Brownie group.

Everyone sings:
Sparks and Brownies shining bright;
We’re all together for tonight.
Let’s have fun and sing this song,
To say how well we get along.
Sparks and Brownies shining bright,
We’re all together for tonight.

The Brownie Guider says:
Crystal followed a rainbow to Sparks. Now our advancing Sparks will follow a new rainbow into Brownies. Remember, a rainbow has two ends so you can always follow it back to visit your Spark friends.

One Brownie holds up a wand with a sparkly star on the end. She walks to the Sparks semi-circle and asks all the girls who are ready to be Brownies to step forward. She taps them on the shoulder saying, “Come and join our ring.” The new Brownies move forward as the remaining Sparks wave goodbye.

Additional Activities

Choose two or more of the following activities:
• Participate in a short hike or other activity with a Brownie, Guide, Pathfinder or Rangers unit.
• Do a joint community service project with a Brownie, Guide, Pathfinder or Rangers unit, such as helping at a food bank, going on a litter chase or making friendship cards or crafts for Meals on Wheels or a local seniors’ residence.
• Learn a funny song with Brownies, Guides, Pathfinders or Rangers units and sing it. Make up words to a familiar tune and teach it to a Brownie, Guide, Pathfinder or Rangers unit.
• Make a hat craft or other small craft and trade it with someone from a Brownie, Guide, Pathfinder or Rangers unit.
• Have the girls draw a picture of themselves in Brownie, Guide, Pathfinder or Rangers uniforms.
• Make a healthy meal or snack with another unit and enjoy eating it together.
Let’s Make
Arts and Crafts

Art is not a luxury, but a necessity.
Rebecca West (1892-1983), Journalist, Novelist, Critic

Working with arts and crafts is an excellent way to stimulate a child’s creativity. Arts and crafts help each child enjoy a sense of accomplishment. For Spark-age girls, plan crafts that can be completed in one or a maximum of two sessions. At this age, girls enjoy activities that involve real-life tasks, such as making things they can wear or equipment (such as sit-upons) they can use on their camping trips.

The following are examples of arts and crafts you can do with your girls:

**Let’s Make a Puzzle**
This is a lively activity that helps children develop hand-eye coordination.

**What you need:**
- jumbo craft sticks
- two or three pictures of animals, toys or other objects
- copies of the same pictures cut into sections.
- markers
- tape.
What you do:
1. Choose a section of a picture.
2. Take as many sticks as they need to paste on their section.
3. Tape the sticks together on one side only.
4. Paste the picture on the opposite side.
5. Remove the tape.
6. Assemble the puzzle pieces to match the original picture.

Let’s Make

a Japanese Fan
This is a great craft to use when talking about cultures around the world.

What you need:
• a 12-inch x 18-inch (30-cm x 46-cm) sheet of paper
• watercolours with brushes
• popsicle sticks
• tape
• some real fans and/or pictures of fans.

What you do:
1. Discuss how and why fans are used. What time of year would you most likely use a fan?
2. Fold a sheet of paper in half like a book.
3. Draw half a fan shape (an arc) on one side and cut it out.
4. Draw something from nature, such as a tree branch, bird, flower or leaves.
5. Use bold strokes to paint in the pictures. Use two or more colours, letting one colour dry before applying the next.
6. Fold the paper into a fan shape and staple it at the bottom.
7. Tape it to a popsicle stick to make a handle.

Let’s Make

an Ice Cream Cone Christmas Tree

What you need:
• cone-shaped ice cream cones
• green frosting
• candy sprinkles, Smarties or other small candies
• paper plates.

What you do:
1. Invert the cone on the paper plate.
2. Cover it with the frosting.
3. Decorate with candy toppings.

Let’s Make

Play Dough

Play Dough Recipe #1

What you need:
• 250 ml (1 cup) flour
• 125 ml (1/2 cup) salt
• 10 ml (2 tsp) cream of tartar
• 250 ml (1 cup) water
• food colouring if desired
• 15 ml (1 tbsp) vegetable oil.

What you do:
1. Mix ingredients together.
2. Cook over medium heat for three minutes.
3. Remove from pan and place on counter or table. Knead the dough for two minutes.
4. Store in a plastic bag.
Play Dough Recipe #2

What you need:
• 250 ml (1 cup) flour
• 125 ml (1/2 cup) salt
• 75 ml (1/3 cup) water (approximate).

What you do:
1. Mix the salt and flour and add the water gradually until it makes a smooth dough. Store in a plastic bag.

Use the play dough to make animals, toys and other objects.

Dry small objects in the sun. You can also dry them on foil or a cookie sheet in 400°C (225°F) oven. The length of time depends on the thickness of the object. Thin pieces will take 10 to 20 minutes and should be turned over part way through. Larger objects may take an hour. Watch carefully, because they will brown. (This may not matter.)

When the object is dry, you can paint it with water-based or plastic-based paints or felt markers. Protect the painted finish with clear nail polish or shellac.

Finger Paint Recipe #1

Mix equal parts of powdered tempera paint and liquid laundry starch. If it is too thick, add more starch.

Finger Paint Recipe #2

What you need:
• 125 ml (1/2 cup) flour
• 250 ml (1 cup) cornstarch
• 625 ml (2 1/2) cups water
• 5 ml (1 tsp) glycerin (available at a drug stores).

What you do:
1. Mix flour and cornstarch and gradually add the water.
2. Cook, stirring constantly, over medium heat until the mixture looks clear.
3. Remove from heat. The mixture will thicken as it cools. Add tempera paint or food colouring as desired. Add glycerin to prevent the paint from drying out.

Finger Paint Recipe #3

What you need:
• 500 ml (2 cups) cold water
• 125 ml (1/2 cup) cornstarch
• food colouring.

What you do:
1. Mix the cold water and cornstarch until smooth.
2. Bring to a boil and stir until it thickens.
3. Pour into individual containers and add food colouring if desired.

Let’s Make a Puppet

There are many different kinds of puppets you can make. Here are four easy examples:

Glove Finger Puppets

Draw facial features on the fingers and thumbs of old pairs of gloves. Glue on yarn for hair.

Stick Puppets

Draw, colour and cut out human and animal shapes. Glue them to popsicle sticks or dowels.

Paper Bag Puppets

Draw faces on the bottom of paper lunch bags. Draw legs on the main part of the bags. Move the flaps of the bags as if they were chins.
Sock Puppets
Draw or sew facial features on the toe section of worn socks. Cut holes in the side for the puppeteer’s little finger and thumb.

Let’s Make
a Sit-Up

Option 1
Make a sit-upon by folding newspaper inside plastic cut to the appropriate size. Stitch or glue the edges together.

Option 2
Put the newspaper in a plastic grocery bag and then put this in another, with the handles facing the opposite way so the newspapers don’t fall out.

Option 3
Cut thinsulate to the appropriate size and decorate with markers. Punch holes and insert plastic grommets (found in repair kits for tarps). Place folded newspaper between the two pieces of thinsulate and “stitch” together with string or yarn.

Additional Arts and Crafts Ideas
• Make a mobile. Use a wire or thread and either natural materials or cardboard, paper or any lightweight material or recyclable material.
• Make a mask from a paper bag or plate.
• Make something to use on a camping trip. Use toothpicks, spools, old jewelry beads, clean cans, Popsicle sticks, play dough or plasticine.
• Make a soft toy out of a stocking, sock or mitten.
• Make a table decoration for a party, festival or holiday.
• Make a picture, hanging or hat using recycled materials.
• Make a printing stamp out of a half-potato. Use it to decorate wrapping paper, greeting cards or bookmarks.
We are all storytellers. We tell stories every day - to our children, our families and our friends. When you relate a funny incident or describe a beautiful sunset, you are telling a story. Throughout human history, people have told stories to entertain, inform and pass down history from generation to generation. They’ve also told stories to inspire dreams and instill ideals. While radio, television, video and the Internet have added to our storytelling tools, the magic of oral story-telling continues to entrance people of all ages today.

Children love to listen to stories. Read them to your girls and try being a storyteller as well. Encourage the girls to tell stories of their own. Start with the Crystal stories in this book, and then choose others that appeal to you. (A list of suggested story books can be found on page 57.)

Here are some points to remember when telling your story:

• Make sure the plot is simple and there are only one or two characters.
• Begin the story with a brief explanation and then introduce one of your main characters.
• Look for a strong ending or bring the story to a crisis point and let the girls make up their own endings.
• Don’t worry if you forget some details. You can always add them later.
• If you forget where you are in the story, ask the girls “What just happened?” or “What did I just tell you?” They will enjoy helping you tell the story.
• Speak slowly and clearly, so everyone can hear. Be dramatic. Give each character a different voice.
• Use gestures to tell the story.
• Look at your audience. Maintain eye contact.

I would let children loose among books... where, without knowing it, they may find and give expression to the ageless spirit.

Eleanor Farjeon (1881-1965), Writer, Poet, Playwright
You may wish to use puppets or felt board to illustrate the story. Or use objects that relate to the story. Pull them out of your “story bag” or pockets at the appropriate time.

**Let Your Sparks Be Storytellers**

Children are born storytellers. They love to make up their own tales or participate in stories that are being read to them. There are several ways you can encourage them to join in the storytelling fun:

- Tell an “add-on” story. Go around the Friendship Circle and let everyone add something to the story. Encourage them to be creative and see where your story goes.
- Tell the same story without an ending. Ask each girl to supply her own ending; then have the girls decide which ending they like best.
- Show a picture or series of pictures and have the girls make up a story about each. Use nature shots, fantasy pictures and pictures of people in interesting costumes. Tell the girls to use their imaginations and have fun.

Storytelling is fun and can be a great lead-in to other activities. Each of the Spark stories you’ll find on the following pages has themes and ideas that connect directly to the Spark program. Here are some other stories that have themes your Sparks will also find relevant to their own experiences:

**Moving**
- *Ira Says Goodbye*, by Bernard Waber
- *Share The Sky*, by Ting-xing Ye
- *Emma’s Magic Winter*, by Jean Little

**Friendship**
- *Frog And Toad Are Friends*, by Arnold Lobel
- *Yo! Yes!*, by Chris Raschka
- *Chester’s Way*, by Kevin Henkes

**Pets**
- *I Want A Dog*, by Dayal Kaur Khalsa
- *Martha Speaks*, by Susan Meddaugh
- *Buster*, by Denise Fleming

**Adjusting to New Situations**
- *Shy Charles*, by Rosemary Wells
- *Abuela*, by Arthur Dorros; illustrations by Elisa Kleven
- *Leo The Late Bloomer*, by Robert Krauss

**The Sky**
- *Why Is The Sky Blue and Other Outdoor Questions*, by Catherine Ripley
- *Why Do Stars Twinkle and Other Nighttime Questions*, by Catherine Ripley
- *Stars*, by Seymour Simon

**Fears**
- *Nothing Scares Us*, by Frieda Wishinsky
- *Sheila Rae The Brave*, by Kevin Henkes
- *Some Things Are Scary*, by Florence Parry Heide

**Camping**
- *Camping*, by Nancy Hundal, illustrations by Brian Deines
- *When We Go Camping*, by Margaret Ruurs
- *Three Days On A River In A Red Canoe*, by Vera B. Williams

**The Spark Stories**

This section includes five Spark stories you can share with the girls. They’re about finding a friend, dreaming and imagining, being a friend, sleepovers and camping, and nighttime wonders and surprises. Each story includes ideas and activities that will help you connect them to the program.
Crystal’s New Friend

Crystal looked out her bedroom window. It was the gloomiest day ever. Rain fell heavily from the grey sky onto the grass, the flowers and the big oak tree.

She wished it would stop.
She wished she could go out and play.
She wished she had a friend to play with. But her family had just moved to the neighbourhood and she didn’t know anyone.

If only they hadn’t moved. If only she had Andrea to play with again. On rainy days like today, they’d tell each other stories, draw pictures and play games. They always had fun. It was good she had her cat Cuddles to play with, but she wanted a girlfriend, too.

Crystal peered out the window again. The rain had stopped. She opened the front door and walked across the wet grass. But she was lonely outside without a friend.

Crystal looked up at the sky. And as she did, a rainbow arched over the fence that separated her house from Mrs. Green’s house next door. The rainbow sparkled and shimmered with bright blues, greens, reds and whites that glittered like sapphires, emeralds, rubies and diamonds. What fun it would be to slide down that rainbow, surrounded by thousands of tiny glistening jewels!

“Wow!” exclaimed Crystal.
“Wow!” exclaimed another voice.

Crystal spun around. Who was that? Had she imagined it? There was no one but her in the yard.

Crystal looked up at the rainbow again. It seemed so close she could almost touch it. She ran over to the fence and stretched her hand out toward the rainbow.

“Yikes!” she shouted. “What was that?” She had touched something, but it wasn’t a
rainbow. It was soft and warm like a...

Crystal peeked over the fence. A girl with sparkly eyes and a big smile was standing on the other side of the fence.

"Was that your hand I touched?" asked Crystal.

"Yes," said the girl.

"The rainbow looked so close, I thought I could touch it," said Crystal.

"I did, too," said the girl.

"I guess we touched each other instead," said Crystal laughing. "My name’s Crystal. We just moved here."

"My name’s Molly," said the girl. I’m visiting my Grandma. I always visit her before my Spark meeting."

"What’s a Spark?" asked Crystal.

"Sparks are girls who have fun together and learn new things. We even say a promise to share and be a friend," said Molly, smiling. "Maybe you could join Sparks. My grandma is taking me to our meeting tonight and you could come with us."

Crystal looked at Molly. Molly’s smile was as warm and friendly as the sun shining on their faces.

It would be so nice to play with Molly. It would be so nice to make other new friends.

"I’d love to join Sparks!" said Crystal. "I’ll go ask my mom and I’ll be right back."

Crystal ran inside her house. As she did, she peeked up at the sky. The rainbow was gone!

But Crystal didn’t mind. It had been a beautiful rainbow and she’d never forget it. Best of all, she couldn’t wait to join Sparks with her new friend Molly.
Dreaming and Imagining

The future belongs to those who believe in the beauty of their dreams.

Eleanor Roosevelt (1884-1962)
Stateswoman, Newspaper Columnist,
First Lady of USA

1. Read *Crystal’s Dream* out loud to the girls.
2. Ask the girls:
   a. Tell about a dream that you’ve had.
   b. Imagine a beautiful place you’d like to visit.
3. Act out the story in the group.
4. Make sugar cookies with rainbow-coloured sprinkles.
Crystal’s Dream

One night Crystal had a dream.

A beautiful rainbow, like the one she’d seen in her backyard, arched across the sky.

Crystal ran to the yard. She saw something sparkle on the ground. It looked like a large raindrop, caught on a blade of grass.

Crystal picked it up. It shimmered in her hand. The colours of the rainbow were reflected through the object, making a pool of bright colours on the ground.

The colours swirled and spun, until they became a beautiful stairway. The first step was red, the next orange, the next yellow... then green... then blue...

Crystal climbed the rainbow until she was standing at the top.

“Whoopee!” she shouted, as she slid down the rainbow. With a soft bump, she landed at the rainbow’s end. The ground was covered with jewels of different colours. There were red rubies, blue sapphires, green emeralds and clear diamonds.

“Hello,” said a voice. “I’ve been waiting for you for so long.”

Crystal looked up. A little girl dressed in bright pink and covered with stars was smiling at her.

“My name’s Jewel,” said the girl, “and I’m a Spark. Come and meet the other Sparks. The fireflies will take us there.”

In an instant, Crystal was surrounded by beautiful blinking fireflies. They formed a long line down a path. Crystal followed the path to where the fireflies formed an archway.

Crystal walked through the archway and found nine little girls, all dressed in bright pink and covered with stars. They were playing games. They were running and singing and dancing.

“Join us!” they called to Crystal. “Be a Spark, too.”

“Thank you,” said Crystal.

“But first you must make the Spark Promise,” said one of the girls.

“What is it?” asked Crystal.

“To share and be a friend,” said another girl.

“I promise to share and be a friend,” said Crystal.

Soon Crystal and her new Spark friends were dancing, singing and playing games. Jewel threw the rubies and emeralds and sapphires in the air, where they mingled with the bright stars.

“It’s so beautiful,” said Crystal.

“Each stone stands for something,” said Jewel. “Rubies stand for love. Emeralds stand for sharing. Sapphires stand for friendship. And diamonds stand for peace. All those things are part of being a Spark.”

“I’ve had a wonderful time, but I must go home now,” said Crystal.

“Look in your pocket. The raindrop will take you home,” said Jewel.

Crystal pulled the raindrop out of her pocket.

“It’s a prism,” said Jewel. “Can you see all the colours of the rainbow in it?”

“Yes,” said Crystal.

And as soon as she said that, Crystal was back in her own bed, with her cat Cuddles curled up beside her.

It was morning. The sun was peeking through her curtains. Crystal smiled. It had been a wonderful dream! She couldn’t wait to become a Spark.
The New Girl

The new girl at Sparks had short dark brown hair and big dark brown eyes. “Hi!” said Crystal. But the new girl didn’t say hi back.

Their Spark Guider Sue introduced the new girl, whose name was Maria. Her family had just moved to Canada. Sue said Maria came from Mexico, a beautiful country, where one of the four WAGGGS World Centres is. She explained that WAGGGS stands for the World Association of Girl Guides and Girl Scouts.

“Welcome to Sparks, Maria,” said Sue. “I hope one day you’ll teach us some songs and dances from Mexico. I hope you’ll be happy at Sparks. All the girls want to be your friends.”

But Maria didn’t smile or join in the games. Nobody knew what to do.

At the next meeting, Crystal was the special helper and brought her cat Cuddles to Sparks.

“She’s so cute,” squealed all the girls, trying to pet Cuddles. But Cuddles did not want to be petted. Cuddles ran under a chair and refused to come out.

“She’s just shy,” said Crystal. The girls began to play snowflake tag. They invited Maria to play with them but Maria shook her head.

“Maybe you’ll join us later, when we cut paper snowflakes,” suggested Sue.

After their game of tag, the girls began to cut up paper for snowflakes. For a minute Maria watched them and then suddenly she called, “Gato! Gato!”

“Gato? What’s that?” asked Sue, running over. “Are you hurt? Are you sick?”

“No! No! El gato,” Maria repeated again pointing to the floor.

“Look!” said Crystal. “It’s Cuddles! She’s caught her tail under a leg of the chair and she can’t get out.”

Being a Friend

My friends are my estate

Emily Dickenson (1830-1886)
Poet

1. Read The New Girl out loud to the girls.
2. Ask the girls:
   a. What can you do to be a friend and help a new person feel comfortable at school or Sparks?
   b. Do you know a girl who’s come to Canada from a different country? What is her name? Where is she from?
3. If you could go anywhere on a trip, where would you want to go? Why?
4. Sing a welcoming song.
Sure enough, Sue and the girls had been so busy playing, they hadn’t heard Cuddles meow for help. But Maria had heard.

Together Maria and Crystal helped Cuddles untangle her tail from the bottom of the chair. “Thank you Maria,” said Crystal.

Then Maria and Crystal brought Cuddles some water in a dish.


“She is,” answered Crystal.

“How do you know what Maria’s saying?” asked Crystal’s friend Molly. “Do you speak Spanish?”

“No,” laughed Crystal, “but I know Maria likes Cuddles.”

Cuddles let Crystal and Maria stroke her. Then Crystal showed Maria how to cut a snowflake out of paper. Soon Maria cut her first snowflake, as Cuddles curled up in her lap.

By the end of the meeting, Maria had taught the girls a Mexican song.

“We’re glad you’ve come to Sparks,” Crystal told Maria.

Maria smiled, and Crystal knew she was glad, too.
“Yahoo! We’re going camping!” shouted all the girls in Sparks.
But Crystal didn’t shout yahoo. Crystal didn’t want to go camping. She’d never gone camping. Every summer she visited her grandmother’s cottage by the lake.
At the cottage, she slept in a cozy bedroom. She fed ducks and swam in the lake. She played on the swings and ran through the trees. She picked berries with her mother.
But camping was different!
What if she saw a bear?
What if she heard a wolf?
What if a snake crawled into her tent?
What if she missed her mother?
“I can’t wait to go camping,” said Crystal’s friend Maria. “We go camping every summer. Maybe we can share a tent on the camping trip,” said her other friend, Molly.
Crystal didn’t know what to say. How could she tell Molly and Maria she didn’t want to go on the Spark camping trip? How could she tell them she was scared? So she said nothing.
That Saturday Molly and Maria came over to Crystal’s house for a sleepover. They ate noodles and cheese. They watched a funny movie and munched on a big bowl of popcorn.
Then they talked and laughed in bed until Crystal’s mother called, “Lights out, girls!”
Crystal closed her eyes, but before she fell asleep, she heard a strange noise. Her eyes flew open! The noise was coming from the next bed. The noise was coming from Molly.
Molly was crying. Her cries woke Maria up, too.
“What’s the matter?” asked Crystal.
“There’s something under my
bed,” stammered Molly.

Crystal looked under Molly’s bed. Two glowing eyes stared back at her.

“It’s just my cat Cuddles!” said Crystal, running to turn on the light. “See?”

Crystal coaxed Cuddles out from under Molly’s bed. Molly wiped her eyes and smiled.

“Sometimes I get scared at night in the dark. I think I see big ugly monsters,” said Molly.

“Sometimes I get scared too,” said Maria. “I’m scared I’ll see bears or wolves or snakes when we go camping. I’ve never gone camping before.”

“Don’t worry,” said Molly. “I’ve never seen any bears or wolves or snakes on our camping trips. And we won’t be alone. Our Spark Guider Sue is coming with us and so are three mothers, including my mom.”

“Your mom is coming?” asked Crystal and Maria together. Crystal and Maria liked Molly’s mom.

“Yes,” said Molly, “and she told me we’ll hike, play games, tell stories and sing songs around the campfire. It’s going to be so much fun.”

Crystal smiled. “I hope we can all share a tent.”

“That will be the most fun of all!” said Molly, smiling back. “Let’s ask my mom.”

Let’s Share a Story
Nighttime Wonders and Surprises

If a child is to keep alive her inborn sense of wonder without any such gift from the fairies, she needs the companionship of at least one adult who can share it, rediscovering with her the joy, excitement, and mystery of the world we live in.

Rachel Carson (1907-1964)
Biologist, Writer, Ecologist

1. Read The Night Walk out loud to the girls
2. Ask the girls:
   a. What do you see when you go outside at night?
   b. Do you have an older cousin, friend, sister or brother you like to play with?
3. Make cookies and shape them like stars or the moon.
4. Ask the girls to draw what they see at night in the sky.
5. Make stars and the moon out of paper and hang them around the room. The girls can then take their star and moon home.

The Night Walk

“For tonight’s meeting,” said Crystal’s Spark leader Sue, “we’re taking a night walk to a special place. On our way, look up at the sky and think about what you see.”

“What kind of special place are we going to?” asked the girls at Sparks.

But Sue wouldn’t tell. “It’s a surprise,” she said, smiling. “So hurry up. It’s time to go.”

Sue and the girls walked down the stairs and out into the clear April night. A soft breeze blew through Crystal’s, Molly’s and Maria’s hair as they walked past the library, the park, the community centre and the fire station.

“Look at the stars twinkle,” said Molly, pointing up at the sky.

“I wish I could travel to the stars,” said Crystal.

“Me too,” said Maria. “Look! The moon’s bright tonight too. I wonder what it would be like to visit the moon.”

“I wonder what it will be like to visit the surprise place,” said Crystal. “I wonder if we’re almost there.”

“Yes, we are,” said Sue, stopping in front of a school.

“Is this the surprise?” asked Maria. “A school?”

“Yes and no,” said Sue. “Come inside and you’ll see.”

As the girls walked inside, they heard laughing voices and running feet.

“They’re coming! They’re coming!” said the voices.

Crystal and Molly and Maria looked at each other. Who was waiting for them?

The girls followed Sue into a big, dimly-lit room. All they could see were large silver stars dangling from the ceiling and a big yellow paper moon in the centre. The moon was smiling.

Then before they could ask Sue what was going on, the lights flashed on and
a bunch of girls shouted, “Welcome to Brownies!”

“There’s my cousin Jessica!” said Molly waving.

“There’s my neighbour Chandra!” said Crystal waving.

“Yes,” said Sue. “Meet the Brownie Guiders Robin and Kira, and all the Brownies.”

“Soon all of you will become Brownies,” Robin told the Sparks, “so we wanted to invite you to our last meeting of the year for a special night party. If you look up at each star, you’ll see each of your names beside a Brownie name. And if you look up at the moon, you’ll see the names of all the Spark and Brownie Guiders. Like the stars and the moon in the sky, we’re all together tonight.”

For the next hour, the Brownies and Sparks made up songs and dances about stars and the moon. They listened to stories about the constellations and how they were named. They imagined they were astronauts exploring the moon and stars. They nibbled on star- and moon-shaped cookies the Brownies had baked.

Then the Sparks said goodbye to their new Brownie friends.

“I love Sparks,” said Crystal. “But I can’t wait to be a Brownie!”

And all the Sparks agreed.
Games are fun! They teach cooperation and group interaction. Active games especially help Sparks mix and get to know one another; so keep a supply of skipping ropes, beanbags and balls on hand for girls who finish their activities ahead of the others. Also, for this age-group, try to choose games in which there are no winners or losers.

**Games also help to:**
- develop movement skills and coordination
- provide an outlet for energy and high spirits
- bring out hidden talents
- show how to share in new and exciting ways
- teach patience
- inspire teamwork.

**When you are leading a game:**
- Have the necessary equipment ready.
- Make sure you have enough room and the area is clear of obstacles.
- Make sure everyone is quiet.
- State the instructions simply and clearly.
- Ask if there are any questions.
- Avoid games in which people are chosen or eliminated.
- Have few rules.
- Watch to make sure the game is working; if it isn’t, stop and do something else.
- To prevent injuries, do not use walls or stages as end points or turning points in running games.

**You may also wish to use:**
- simple board games such as Snakes and Ladders
- card games with cards made from recipe cards or cut-up cardboard (Go Fish, dominoes, matching, sorting)
- bingo games (nature bingo, colour bingo, picture bingo)
- large jigsaw puzzles (make your own by laminating a picture and cutting it into shapes).

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The nice thing about teamwork is that you always have others on your side.

Margaret Carty (Contemporary), Author

Illustration: Cindy Revell
Let’s Sing

When you stop having dreams and ideals — well, you might as well stop altogether.

Marian Anderson (1897-1993), Opera and Concert Singer

Many Guiders are hesitant to teach singing. You shouldn’t be. Whether or not you can carry a tune, whistle or play an instrument, you can still teach the girls to enjoy music. This includes singing, playing instruments, listening to recordings or simply creating interesting sounds. Music can soothe or energize; evoke solitude or motivate solidarity; stimulate ideas or arouse emotions. It can also inspire creativity and motivate us to follow dreams and pursue ideals.

Use a range of musical experiences in your meetings. Feel free to use cassette tapes, CDs, an iPod or MP3 players to teach new songs.

There are many ways to include music in your programming:

• Sing songs as simple rounds.
• Have the girls act out different parts of a song. Leave out the words and replace them with action, as in “Head and Shoulders, Knees and Toes.” (See “Sparks Can Jump” on page 71.)
• Divide the girls into groups and have them take different parts of each song. Some can sing, some hum and others clap or use rhythm instruments, such as tambourines, maracas or a homemade rhythm instrument (see Musical Instruments on page 45).
• You can also use common objects as rhythm instruments, for example, wood blocks, pots, sticks dowels and cans with pebbles inside.
• Set motion to music. Have the girls create their own dances by skipping, hopping, swaying or clapping to the rhythm.
• Make up words to familiar tunes to create your own Spark songs.
• Encourage the girls to create their own music and dance by stomping, clapping and using rhythm instruments. Play a song and have them produce the percussion.

Choose songs that have:

• a narrow range of notes (five to six notes on average)
• a simple rhythm
• words that are easy to pronounce and understand
• repetitive words and phrases
• actions that are easy to do with the song
• lines that can be used for simple rounds.

Use the Girl Guide songbook, Celebrate with Song or other popular children’s songbooks. For opening and closing songs for Spark meetings, see page 24 of this manual. Here are a few other Spark songs you may want to use.
This is an action song. Have the girls form a double circle of couples. The inside circle will have their backs to the centre and will be facing their partners. Here are the actions:

A. Partners shake left hands.

B. Partners hold both hands and slide step around the circle (the circle goes clockwise).

C. Still holding hands, partners skip around each other.

D. Partners drop hands and bow to each other – the outside circle moves clockwise to so they have a new partner and the dance begins again.
Sparks Can Jump

This is another action song. Have the girls do the movements described, as they sing the words:

Sparks can **jump on two feet**
And sometimes, **hop on one**;
Sparks can be together
Enjoying lots of fun!

Sparks can **clap with two hands**
And sometimes **snap with one**;
Sparks can **jump together**
Enjoying lots of fun!

Sparks can **stretch up two arms**
And **reach out with one**;
Sparks can **clap together**
Enjoying lots of fun!

Sparks can **wiggle two hips**
And **wiggle only one**;
Sparks **join hands with partners**
Enjoying lots of fun!
Sparks Join Hands Together

Words and Music by Robert J. Crocker

Sparks join hands together to make a friendly ring. They share and help each other and play and work and sing.


We’re Sparks

Words and Music by Robert J. Crocker

We run into a circle, We make a great big ring, We all join hands together and then we start to sing: we’re Sparks, Sparks, Sparks! (Girl’s Own Names Spoken)

We run into a circle, We’re Sparks, Sparks, Sparks!
We make a great big ring, Sarah, Jenna, Allison,
We all join hands together Megan, Ashley, Lynn,
And then we start to sing Tanya, Becky, Catherine

Buddies and Pals  

*Origin unknown*

You and me, we're gonna be partners, You and me, we're gonna be pals, You and me, we're gonna be partners: Buddies and pals!

You and me, we started off strangers, You and me, we came from afar, You and me, we started off strangers; Now we are friends – (repeat) Buddies and pals!

**Note:** Every effort has been made to trace the origin of this song. If, despite this, any copyright has been infringed unwittingly, we ask to be informed in order that we may obtain the necessary permission.
Resources
Guiding is a shared effort. In the organization, there are many people available to offer advice, guidance and assistance. They are happy to help, so call on them with questions, for support and to supplement your own Guiding efforts. Girl Guides of Canada also produces some excellent resource materials to help you get the most out of your work for yourself and for your girls.

Human Resources

- **District Commissioner/Administrative Community Leader**: The DC/ACL is the link between you and the rest of the Guiding community. She will provide you with all the support you need. Share your problems and successes with her and invite her to your meetings and celebrations.

- **District Guider**: This is a Guider who is not associated with a particular unit. She can serve as a resource and support person to existing units.

- **Camp Adviser**: Your Camp Adviser has a wealth of skill and knowledge about camping and camp-related activities.

- **Trainers**: Girl Guides of Canada offers training to Guiders on a regular basis. Contact your Training Adviser for available training sessions or program assistance in your area.

- **Program Adviser**: The Program Adviser is a valuable source of information on where and how to obtain resource material. She knows the program and will keep you up to date on the latest changes and additions.

- **International Adviser**: The International Adviser can supply you with interesting ideas and materials to use when introducing Sparks to the worldwide sisterhood of Guiding.

- **Membership/Public Relations Adviser**: These Advisers can help you find posters, movies, or slides about Guiding and put together an information sheet to parents/guardians or publicize upcoming events.

- **Music Adviser or Arts Adviser**: If you have a Music Adviser or Arts Adviser, call on her to help you integrate music, art or drama into your program. She will have many ideas and resources to share with you. Invite her to one of your meetings!

Publication Resources

- **Canadian Guider** - This is the national magazine of Girl Guides of Canada, published four times a year and sent to all members.

- **Safe Guide** - You must use the Girl Guides of Canada Safe Guide for planning and supervising all activities.

- **Standard Financial Reporting Manual** - This manual provides the forms and processes for tracking unit finances.

- **Provincial Newsletters** - Each provincial council has a newsletter that informs members about Girl Guides in their province.

- **Girl Guides of Canada - Guides du Canada Online Store** - The online store features Girl Guides of Canada’s uniforms, program books and other products. Visit the store at [www.thegirlguidestore.ca](http://www.thegirlguidestore.ca)
Community Resources

No one has yet fully realized the wealth of sympathy, kindness, and generosity hidden in the soul of a child. The effort of every true educator should be to unlock that treasure.

Emma Goldman (1869-1940), Lecturer, Writer

Kindergarten and primary teachers (grades 1 to 3): These professionals will be happy to give you advice and suggestions on where to obtain resource materials. Be specific about your needs and make sure you allow ample time for response.

Librarians: Talk to the librarian at your local elementary school or public library to obtain suggestions for books that will help with your program.

Community Professionals: Call on women in your community to help you. For example, your local Public Health Nurse might come to a meeting to talk with girls about health. Or, if you are doing a theme on animal friends, contact your local veterinarian about the possibility of a tour of an animal hospital or clinic.

Parents/Guardians: Be sure to make use of all the special skills of parents or guardians. Emphasize that they don’t have to be experts to help; sometimes you just need another adult at a particular meeting or activity.

Sharing the Load

Shared leadership and delegation can be a blessing when handled well, or a nightmare when poorly managed. Keep your messages clear and simple itemizing what needs to be done and who is responsible for each task.

The following Parent/Guardian Sign-Up Sheet outlines the areas of responsibility that can be divided among leaders or parents/guardians. Post the sheet at registrations, enrolments and other meetings parents/guardians will attend, to give them a chance to see the types of volunteer role they can play in their girls’ unit.

Many units also find sending a newsletter to parents/guardians every three or four months is useful to keep them informed about activities and help them appropriately prepare their girls. A sample parent/guardian newsletter can be found on page 78.
## SAMPLE PARENT/GUARDIAN SIGN-UP SHEET

### SPARK PARENT/GUARDIAN HELPER

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoning</td>
<td>Contacting parents/guardians with changes/updates.</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Keeping the financial records, deposits and accounts payable.</td>
</tr>
<tr>
<td>Fall cookie campaign</td>
<td>Coordinating the sales and collection of proceeds from the fall cookie sales.</td>
</tr>
<tr>
<td>Spring cookie campaign</td>
<td>Coordinating the sales and collection of proceeds from the spring cookie sales.</td>
</tr>
<tr>
<td>Party</td>
<td>Coordinating the snacks, beverages, cups and plates.</td>
</tr>
<tr>
<td>Camp quartermaster</td>
<td>Coordinating the purchase and preparation of food for camp.</td>
</tr>
<tr>
<td>Crafts (one or more)</td>
<td>Participating in the selection and preparation of craft activities relating to our program.</td>
</tr>
<tr>
<td>Outing Planning (one or more)</td>
<td>Participating in coordinating planned outings.</td>
</tr>
<tr>
<td>Outing Assistant</td>
<td>Assisting with outings.</td>
</tr>
</tbody>
</table>

I would like to assist with the following activities or events. (Tick as many as interest you!)

Name: ____________________________________________________________________

Daughter’s Name: ____________________________________________________________________

Please return to (Guider’s Name): ________________________________________________
Spark News

Dear Parents,

We are working to create an inviting and fun, girl-focused environment for all girls this year. Through our programming, we will provide our Sparks with a nurturing environment, where they can build valuable skills that will last them a lifetime.

Girl Guides of Canada is a powerful and wonderful place for your Spark to be. As a parent or guardian, you can contribute to the success of our Spark program. There are many ways you can help out. Some require a limited time commitment, while others have specific and ongoing responsibilities that require a longer time commitment.

Here are some areas where you can help:
• phoning parents/guardians with program changes/updates
• working as our treasurer
• coordinating our fall cookie campaign
• coordinating our spring cookie campaign
• coordinating our parties
• being a camp cook
• planning craft activities
• assisting with supervision on outings.

Please contact us for further details. Thank you for your support!

Upcoming Spark Fun!

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 8</td>
<td>Join us as we participate in the Cybercitizen Challenge</td>
</tr>
<tr>
<td>April 15</td>
<td>Pyjama Party</td>
</tr>
<tr>
<td>April 15</td>
<td>Travel to Central Canada as we continue with the Cross Canada Challenge</td>
</tr>
<tr>
<td>April 22</td>
<td>Create your own Mini Garden</td>
</tr>
<tr>
<td>April 29</td>
<td>Fitness</td>
</tr>
</tbody>
</table>

You and your family are invited to our year-end picnic on May 5th at Centre Island! Meet at the ferry docks at 12:00 p.m. Please remember to sign up for your food contribution.

Things to Remember

Please remember to send the following items with your Sparks:
• appropriate outdoor clothing
• water bottle
• hat
• sunscreen/sunglasses
• permission forms.

Yours in Guiding,
(Be sure to include your name and contact information.)
Having a successful meeting means being prepared. Being prepared involves planning. For Sparks, you’ll need two kinds of plans: a long-range plan for the year; and agenda plans for each weekly meeting. These should be well thought out, but also open to change. By responding to situations as they arise and taking advantage of unforeseen events and opportunities, you will keep your program moving smoothly and your Sparks’ interests alive.

Long-range planning helps you balance your year. Because Sparks is a two-year program, you’ll want to divide the work across that time-period. First, using the program materials in this book, develop a schedule for one entire year. Divide the year into three or four segments, for example, according to the seasons or the school year. Then draw up a list of Keepers, themes and activities you wish to include, putting them in order of importance, and do the same for the second year.

Meet with other Guiders to review the program three or four times during the year. This will enable you to add activities as opportunities arise, eliminate those that don’t work, and reassess agenda plans for upcoming meetings. See the sample Annual Plan at a Glance on page 88.

**Two Stars and a Wish**

You’ll find a Two Stars and a Wish planning sheet in the Spark activity books, and on page 86 of this manual. Gathering the Sparks’ input is an important part of achieving Guiding’s objectives and helping girls to develop independently. Even at this young age, the act of choosing activities can give girls a sense of responsibility and ownership for what they can do to make a difference in their own lives and the lives of others.

**Themes**

Use themes to spark your own creativity. By tying your activities to themes, you can incorporate ideas from several Keepers. Likewise, themes will spark ideas that you can use to plan creative and fulfilling activities.

Ideas for themes are everywhere. For example, as an activity associated with Being Me, if a girl has a new brother or sister, your theme might be A New Baby. Have girls bring in their own baby pictures. Pass them around and see if they can identify each other. Talk about what they like (babies are cuddly), and don’t like (smelly diapers) and how they can help their parents/guardians take care of their new brother or sister.

Make every meeting a party! Plan your meetings around themes and fill them with interesting things to do, but most of all, make them fun for your girls!
Planning Your Weekly Meetings

Activity/Program Instructions
When planning a program, take the following guidelines into account:
• How long will each activity take? For example:
  - instructions - 5 minutes
  - activity - 20 minutes
  - clean up - 5 minutes.
• What are your backup plans if conditions change?
• What will the girls gain from each activity? For example:
  - creativity
  - self-esteem
  - a sense of achievement
  - a sense of belonging to a group.

Ten-Step Recipe for a Great Meeting
This recipe is based on the goals of the Guiding program and is best prepared with input from girls, parents/guardians and enthusiastic volunteers.
1. Start with a generous portion of fun.
2. Blend in ideas suggested by the girls.
3. Measure out a variety of ingredients.
4. Add equal measures of active and quiet times.
5. Stir in extra customized activities for girls with special needs.
6. Knead ingredients into activities that encourage the growth and development of every girl.
7. Shape into a stepping stone that leads to Brownies.
8. Use all safety precautions.
9. Be flexible. Assess the recipe’s success and make changes accordingly.
10. Serve with generous portions of fairness, kindness and mutual respect.

Running a Meeting
Most meetings will last an hour. The Sample Meeting Plans on page 82, and Meeting Planner, on page 89, will give you an idea of how to organize a meeting. However, look to your own creativity and imagination for inspiration in tailoring these plans to your unit. Your plans will vary from year to year, depending on the abilities and interests of your girls. Here are three tips that should help you plan effective meetings:
• Ask the girls what interests them and what kinds of activities they enjoy.
• Work with other Spark Guiders to decide what Keepers best fit your girls’ requests.
• Think of activities, games, crafts, songs and stories that are appropriate to that theme. Plan a meeting to include active, creative and quiet times.

Openings and Closings
Use simple ceremonies to start and end your meetings to help establish a routine. The traditional songs for opening and closing Spark meetings are on page 24 of this book. Your opening might also begin with a greeting the girls respond to as a group, and end with a special good-bye. Ask the girls to suggest greetings that are meaningful to them, for example, a greeting in their family’s native language or from the country or part of Canada where they were born.

Friendship Circles
Friendship Circles help girls get to know one another. Call the girls into the Friendship Circle at different times during your meeting, especially for opening and closing the meeting and for Sharing Time.
Sharing Time

By giving girls the opportunity to talk about what is important to them, you are helping them develop their sense of self and learn about sharing. Keep in mind that not all girls are comfortable speaking in a large group or sharing on all topics. A girl should never be forced to speak or share, but those who wish to, should all be given equal opportunities to do so. There are many ways you can make this fun:

• Create a “microphone” by covering a cardboard roll with aluminum foil. The speaker holds it, then passes it on to the next girl.
• Use another object, such as a special hat, to identify the speaker.
• Use a “sharing bag.” Have each girl bring in a special object to share. When her object is pulled out of the bag, it’s her turn to speak.
• Make a game of pulling a name or photo card out of a basket. When a girl’s card is selected, it’s her turn to speak.

Program Delivery Tips

Here are some basic guidelines to follow when delivering your unit’s program:

• Plan more, not less. It’s better to plan too much and not do everything than to plan too little and run short of ideas.
• Be flexible. If things aren’t going well, have backup ideas ready and use them.
• Have a backup plan. If circumstances change, (for example, it rains when you’ve planned an outdoor activity) know what you are going to do as an alternative and have supplies on hand.
• Practise: know your games, songs and other activities.
• Use the girls’ ideas. Plan for their interests.
• While there are lots of great ideas in this book, keep in mind this is only a guide. If you have an idea that will accomplish the program and will be enjoyable for the girls, go for it.
• Make sure you have sufficient time to finish an activity, craft or game before you begin it.

Suggestions for Your First Meeting

1. Welcome: make it warm, friendly and brief (5 minutes).
2. Active game: Play a game to get the girls up and interacting (5 to 10 minutes).
3. Friendship Circle: have the second-year Sparks (six-year-olds) recite the Spark Promise. Ask the girls what they think a promise means and have them give samples of promises they have made (10 minutes).
4. Cooperative Activity: Turn this into a sharing experience by having the girls make something for the unit. They can work in pairs or small groups. Let them suggest things they think would be useful, such as a container for crayons (20 minutes).
• Pair a five-year-old with a six-year-old.
• Ask the second-year Sparks to make welcome cards for the new Sparks.
• Let the girls make a large object, such as a dollhouse, with each group making a room, then fasten them all together.
• Have each girl make a pair of her own handprints. Next let her trade one with a new friend, then join her hand with the hand of her friend.
5. Music: Teach a simple friendship song. Show the girls how to clap and to use common instruments, such as a small drum or whistle to create a rhythm section (10 minutes).
6. Closing: Ask second-year girls to remind newcomers when to come to the next meeting and what to bring. Say the Spark Promise together (5 minutes).
## Sample Meeting Plans

### EXAMPLE 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>5 minutes</td>
<td>Welcome and introduction.</td>
</tr>
<tr>
<td>Circle</td>
<td>10 minutes</td>
<td>Sharing time for talking and sharing experiences or feelings.</td>
</tr>
<tr>
<td>Active Game or Challenge</td>
<td>5-10 minutes</td>
<td>Short physically active game or challenge group activity.</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20 minutes</td>
<td>A creative craft done in pairs or small groups.</td>
</tr>
<tr>
<td>Music/Story</td>
<td>10 minutes</td>
<td>Music and/or story time.</td>
</tr>
<tr>
<td>Closing</td>
<td>2-3 minutes</td>
<td>Reminders and goodbye until next time.</td>
</tr>
</tbody>
</table>

### EXAMPLE 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>10 minutes</td>
<td>Friendship Circle: come together, recite the Spark Promise and collect dues.</td>
</tr>
<tr>
<td>Circle</td>
<td>20 minutes</td>
<td>Read the story Crystal and the Sparks. Discuss it and make a drawing based on the story.</td>
</tr>
<tr>
<td>Active Game</td>
<td>10 minutes</td>
<td>Play an active game or drama based on the Crystal's Dream story.</td>
</tr>
<tr>
<td>Music</td>
<td>10 minutes</td>
<td>Music/singing activity.</td>
</tr>
<tr>
<td>Closing</td>
<td>5 minutes</td>
<td>Closing: discuss next week's meeting.</td>
</tr>
</tbody>
</table>

### EXAMPLE 3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>10 minutes</td>
<td>Welcome girls and prepare them for going outdoors.</td>
</tr>
<tr>
<td>Outdoor Activity</td>
<td>30 minutes</td>
<td>Outdoor activity (see ideas for seasonal themes).</td>
</tr>
<tr>
<td>Story Time</td>
<td>10 minutes</td>
<td>Follow up on outdoor activity with a story about the outdoors or animals that live there. Play a game in which girls imitate animal moves (hop like rabbit, wiggle like a snake).</td>
</tr>
<tr>
<td>Music and Song</td>
<td>5 minutes</td>
<td>Teach a simple song that fits outdoor theme.</td>
</tr>
<tr>
<td>Closing</td>
<td>2-3 minutes</td>
<td>Goodbye.</td>
</tr>
</tbody>
</table>

### EXAMPLE 4

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>10 minutes</td>
<td>Circle: come together and tell what kinds of sports they like most.</td>
</tr>
<tr>
<td>Active Game</td>
<td>40 minutes</td>
<td>Adapted sport samplers (for example, rolled hockey sticks made with rolled newspaper with nerf ball; basketball using waste paper basket and large bouncy ball).</td>
</tr>
<tr>
<td>Cool down</td>
<td>5 minutes</td>
<td>Wind down activity, stretching tall and waving arms gently like a tree. Cool drink (avoid sweet drinks) and water.</td>
</tr>
<tr>
<td>Closing</td>
<td>2-3 minutes</td>
<td>Goodbye.</td>
</tr>
</tbody>
</table>
Ideas for Outings

An outing is an excursion that takes you away from your regular meeting place, usually for an extended period of time. A hike is an example of an outing. Take advantage of the outdoors and plan a number of outings over the course of the year. Outings provide good bridging opportunities.

Remember to check the Girl Guides of Canada Safe Guide before you start your planning. You are required to use it for all your activities. It provides policies and procedures for supervision, safety considerations and forms for obtaining parent/guardian permission and registering the activity with your District Commissioner and, if you are camping, with your Camp Adviser.

Short Outings

There are many interesting places in your community to take the girls, where they can enjoy fun learning experiences. To enrich your program, plan brief trips into the community throughout the year, as the weather permits. Here are some suggestions for local outings:

- **library** – Ask the girls to find books on a specific subject relating to a Keeper. Read a story together. Apply for library cards and check out some books.
- **pizza parlor** – Watch the chef make pizzas. Arrange for the girls to pick out toppings and then enjoy a pizza party snack.
- **pumpkin, apple or maple tree farm** – If there are any in your area, this is a great trip. Choose a Halloween pumpkin, pick apples or see how maple syrup is made, then sample maple syrup delights.
- **veterinary clinic** – Find a vet who will take the time to explain a bit about the clinic and perhaps let the girls watch a few animal examinations. Ask the vet to explain why it is essential for animal owners to care for their pets properly. If you live in the country, perhaps a country vet might allow you to tag along to a farm or stables to observe some large-animal work.
- **zoo/bird sanctuary/animal shelter** – Zoos have great children’s programs, with knowledgeable guides to introduce the girls to various species of animals. At a bird sanctuary or animal shelter, girls can learn about issues of animal abuse and neglect and what they can do to help stop animal cruelty. Ask the workers to explain where the birds or animals came from and how they care for them.
- **plant nursery** – Nurseries are great places for girls to learn about domestic horticulture and the many, many varieties of plants, trees and shrubs available today.
- **fire station** – Firefighters are always willing to teach children (and adults) about fire safety. Contact your local station and ask if you can bring your girls for a visit.
- **post office** – Teach your girls how to mail a package or pick up a postal delivery at your local post office.
- **art or craft studio** – Ask artists or artisans if your girls could pay a visit their studio to see how they work.
- **museum, art gallery, theatre, science centre** – Museums, major galleries and science centres usually have great programs for children, which you could tailor to suit your girls’ needs. Urban, regional and amateur theatres generally offer discounts for groups, especially for matinee performances.
- **nature centres** – Nature centres offer the best of both worlds, in terms of exciting educational experiences combined with the sheer fun of being outside in beautiful surroundings.
- **swimming pool** – Spark-aged girls will have varied swimming skills, depending on the opportunities they’ve had for swimming.
with their families or in lessons. Regardless of their abilities, the girls can enjoy a swim together in a local pool that is supervised by a lifeguard who has current qualifications. As necessary, provide additional support by enlisting the help of parents/guardians or older girls who are experienced swimmers and have taken lifesaving training.

- **skating rink** – Indoor skating rinks are often heavily subscribed for hockey and figure skating, but most have free-skate time each week or have some time set aside for group rentals. If you have outdoor skating rinks or ponds in your community, take advantage of our long winters to enjoy the truly Canadian winter pastime. If you can manage a nighttime skating outing, even better. There’s nothing quite like skating under the stars!

Wherever you decide to take your unit, remember to follow the Girl Guides of Canada Safe Guide and these tips for a problem-free outing:

- Several days in advance of your outing, speak to the person who will be giving your tour. Tell them the age and attention span of your group, as well as any program objectives you would like to cover during the tour.
- Make sure parents and girls know when and where the tour will take place and the details of the activity.
- If you have a large group, ask to be split into smaller units during the tour, so everyone can see what is happening, take part in the activities and ask questions.
- Prepare a few questions for your tour guide, in case the girls can’t think of any or the explanations are too complicated.
- Let your own enthusiasm for the things you see and hear show. More often than not, enthusiasm is contagious, and your curiosity will spark the girls’ own interest in what they’re seeing and doing.
- Bring some quiet activities such as colouring sheets or quizzes for the girls to work on if they have to wait.
- Remember to thank your host at the end of the visit and follow up with a thank you card or note from the girls. A box of Girl Guide Cookies also makes a great thank-you gift!

**Daytrips**

A day-long activity in the outdoors provides a good introduction to camping for Sparks. The girls can arrive before or after breakfast and go home before or after dinner. It will seem more like camping if the girls have two meals. The activity can be held in a park, on private property, or at a Girl Guide campsite, if you have one nearby.

**Indoor Sleepovers and Overnight Camps**

Indoor sleepovers can usually be arranged somewhere in your community. Church halls, recreation centres, and school gymnasiums are good venues to explore. Often Spark sleepovers are held as adult/girl events, with a girl’s mother, female guardian, aunt, grandmother, older sister or close family friend accompanying her. Involving these women is a great way to encourage them to develop an interest in Guiding and to recruit new leaders.

An overnight camp for Sparks is a rewarding experience, provided the girls are ready for it. Consider the maturity of your girls carefully, and consult with their parents/guardians and other Guiders for tips and hints. In order to take girls to an overnight camp, you or someone with you must have previous relevant experience and training in the Outdoor Activity Leadership (OAL) program.
Sleepovers and overnight camps are wonderful for building friendships and just plain having fun. Here are some things you should consider when you plan one for Spark-aged girls.

• If you plan to be away more than a few hours, schedule a good nap and rest period. This may be particularly important for the younger girls, who can become overtired and irritable. For girls who don’t need as long a nap as others, plan a quiet activity during the rest period.

• Keep meals and snacks simple. Talk to the girls about their preferences in healthy food choices, and be sure to check on dietary restrictions and food allergies before making up your menus. Invite parents/guardians to join you for your closing meal. Consider making this a pot luck or bag lunch meal.

• If your overnight is taking place at a day or residential camp, pitching a tent or shelter will make it seem more like a tent camp experience. If you are in an area where this is possible, set up a small tent. You can keep supplies in it or use it as a rest area.

• Plan some of the activities with the girls before you go and include some surprise activities, as well.

• Keep in mind that girls of this age, who have never been away from home for more than a few hours, may get homesick. Designate an adult to provide special attention if this occurs. Plan a special event for the end of the day so the girls have something to look forward to. The anticipation may divert their feelings of homesickness.

• Girl Guides of Canada has many resources on planning your camping or tenting activities as well as outdoor activities and skills. These are available in Member Zone for your access at any time. And remember, when in doubt, call on your District Commissioner for help and advice.

Planning Forms

The following forms can be used to help you plan your meetings.

Two Stars and a Wish

The Two Stars and a Wish is a format for gathering input and ideas from girls. Ask them to name two things they really like and one thing they would like to change or one new thing they would like to do. This form is also found in the girls’ activity book. Use it to keep track of the Stars and Wishes of your Sparks, as you continue to plan your year’s activities.

Annual Plan at a Glance

The plan provides an overview and includes reminders for things that need to be done ahead of time. Remember to incorporate parent/guardian helpers. See the sign-up sheet on page 77.

Meeting Planner

This form outlines a basic structure to help you organize your meetings. However it is only intended to get you started and does NOT need to be followed as set out. As you gain experience, you will easily incorporate flexibility and go with the flow’ feeling to your meetings.

Reviewing Your Activities

Knowing what worked, what didn’t work and what the girls liked best is important in helping everyone have fun, learn new things and enjoy themselves.
In Sparks, we have something called Two Stars and a Wish, which means each Spark says two of the things she likes best about Sparks (stars), and one thing she would wish for to make Sparks even better.

What are **two things** you like about Sparks?

____________________________________________

____________________________________________

What is **one wish** you have that would make Sparks even better?

____________________________________________
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Theme or main activity</th>
<th>Who’s looking after it?</th>
<th>Planning Notes (deadlines, reminders for girls, special preparations, etc.)</th>
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<tbody>
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### SAMPLE ANNUAL PLAN AT A GLANCE

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Theme or main activity</th>
<th>Who’s looking after it?</th>
<th>Planning Notes (deadlines, reminders for girls, special preparations, etc.)</th>
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<tr>
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<td></td>
<td>Getting to know you games</td>
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<td>Barbara</td>
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<td></td>
<td></td>
<td>Camp</td>
<td>All</td>
<td>Barbara will book camp</td>
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<td>Planning Meeting for Leaders</td>
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<td>Skating Party</td>
<td>Mary</td>
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<td>Community walk</td>
<td>Mary</td>
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<td></td>
<td></td>
<td>Meeting with Brownies</td>
<td>Barb</td>
<td>Call Brownies in January</td>
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<tr>
<td>Holiday Break</td>
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<tr>
<td>April</td>
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<td>Saturday hike/outing</td>
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<td>May</td>
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<td>Other Resources Needed:</td>
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## REVIEWING YOUR ACTIVITIES

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<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Did the girls have fun?</td>
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<td></td>
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<tr>
<td>Did the leaders have fun?</td>
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<tr>
<td>Were the girls able to express their opinions, likes and dislikes?</td>
<td></td>
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<tr>
<td>Did you follow the <em>Safe Guide</em> guidelines for all your activities?</td>
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<tr>
<td>Did all the girls have an opportunity to participate?</td>
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<tr>
<td>Did the girls listen to each other and respect each other’s differences?</td>
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<tr>
<td>Were the activities stimulating?</td>
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<tr>
<td>Were the activities age appropriate?</td>
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<tr>
<td>Were the activities easy to set up?</td>
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**Additional Comments**

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positive behaviour does not always just happen. It needs to be encouraged, nurtured and reinforced. Demonstrate the attitude and behaviour you expect from the girls. When you are enthusiastic about an activity, your girls will be, too. By mastering a few basic strategies, you can help your girls get the most from their membership in Sparks.

**Strategy #1:**
Always reinforce desired behaviour.
Positive action generates a positive response. Positive reinforcement rewards good behaviour. A smile or gesture, or a few words of praise are often all it takes to encourage a child to maintain or increase acceptable actions. Remember, behaviour is learned and it’s easier to establish good behaviour patterns than to change bad ones.

**Strategy #2:**
Clearly state privileges as well as rules.
All Guiding programs have specific rules and procedures in place for safety and efficiency. However, too many “don’ts” can contradict the positive behaviour rule of Strategy #1. Therefore, tell the girls what behaviour is acceptable, so they won’t have to test you. Let them help set up your program’s rules and regulations. Research indicates that people are more likely to follow rules they help establish.

**Strategy #3:**
Redirect or change activities.
Problems can result from dissatisfaction or boredom with an activity. Remember each activity should meet the girls’ skill levels. If an activity is too easy or too hard, some girls may get restless and disrupt the group. To avoid this:

- Let the girls help you plan the activities.
- Make sure activities allow for varying levels of skill.
- Tailor tasks to correspond with each girl’s abilities.
- If a girl is having problems, ask if she needs help, then offer assistance or redirect her to a more appropriate task.
- Have backup plans. Know what they are and document them before starting the activity.

Act as if it were impossible to fail.
Dorothea Brand (Contemporary), Author
• Be aware that some activities, no matter how well planned, won’t work for a given group. If this happens, change to another activity.

**Strategy #4:**
**Clarify consequences of unacceptable behaviour.**
The girls need to understand the consequences of negative behaviour. Explain the rules from your first meeting and restate them during the next few meetings. When a girl does something negative, explain the consequences in a way that she can relate to. For example, say:
• “If you continue poking your neighbour, you will have to leave the circle.”
• “If you keep tearing up your paper, you won’t be able to finish your craft project before the meeting ends.”

In some situations, you may want to encourage the girl to clarify the consequences of her own behaviour. For example, ask:
• “What things do you think will happen if you continue to act this way?”

When clarifying consequences, use a positive (never a threatening) tone and be prepared to follow through with discipline, if the undesirable behaviour continues.

**Strategy #5:**
**Use “time-outs.”**
If a girl persists in being disruptive, talk to her about her behaviour. Disruptive behaviour is often used as a way to get attention. If talking doesn’t work, you may have to employ a “time-out,” which excludes the girl from the activity. A “time-out” doesn’t isolate the girl. Rather, it provides a cooling down period, during which she is placed outside the activity but remains inside the group. After a few minutes of “time-out,” ask the girl if she wants to rejoin the activity, or if she wants more time on her own. In the case of persistent problems, involve the girl’s parents/guardians in determining how to handle her behavioural problem.
# Spark Program Record

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<td>Who Am I?</td>
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