Program Ideas for Brownie Guiders

Let's Share Ideas!
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Merci and Thank You,
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Let's Share Ideas! Program Ideas for Brownie Guiders

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Thank you for choosing to be a Brownie Guider. You are about to embark on an exciting adventure, as you lead seven- and eight-year-old girls through new discoveries and adventures in Guiding. With your help, your Brownies 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.
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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 Brownies, girls enjoy the excitement of 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 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 values of the WAGGGS: a search for a higher spiritual being, commitment to your community and country and dedication to the principle of service. These values were established from the beginning of the Girl Guide Movement in 1909, by our Founder, Lord Baden-Powell.

**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.

**The Guide 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 Girl 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.
Cookie All Stars

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, more than five 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, 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 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 stimulate 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 inspire and support your imagination, your creativity, your talent, your innovativeness and your sense of fun. Remember, if it isn’t fun, it isn’t Guiding!
The Branches of 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 90,000 members including approximately 71,800 girls and 18,800 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 15
- Rangers - ages 15 to 17
- Adults - ages 18+
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 Pathfinder 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. As adult members they 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 level 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 give 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. For example, 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.
A major benefit of Guiding is the interconnectedness 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 Spark or other 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 net wide. The more “fish” you catch, the richer your girls’ Guiding bounty will be.

To find out about connecting with other 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
Working with Brownies

Girls of all ages have their own abilities, personalities and interests. There are certain characteristics and behaviours common to most seven- and eight-year-old girls. While the following are general characteristics, understanding them will help facilitate your role as a leader.

**Characteristics of Brownie-Aged Girls**

**Socially they:**
- enjoy being in groups
- begin to like individual challenges
- begin to understand personal responsibility
- tend to “tattle” and blame others, while being sensitive to personal criticism
- want to have a “best” friend.

**Emotionally they:**
- have an active imagination
- tend to be very talkative, wanting to express themselves
- are often quick in showing emotions such as fear, anger and jealousy
- need help in learning how to deal with anger appropriately
- need lots of encouragement and praise.

**Physically they:**
- like to move (need lots of space)
- need balance between active games and quiet times
- like physical activity (but do not have endurance for things such as long hikes)
- have good balance and control over large muscles for activities such as running, throwing, skipping and bike riding
- may still be perfecting fine motor skills.
Intellectually they:
- are curious (like to ask questions and discover new things)
- are readers, although their reading levels, interests and vocabularies vary greatly
- like to learn
- love being read to
- enjoy repetitive rhymes and songs
- like using codes and having secrets
- learn through trying things themselves
- develop creativity through open-ended problem solving (not where the adult defines a finished product)
- are capable of making choices among alternatives.

Needs and Behaviours of Brownie-Aged Girls

They need help finishing projects.
- Find activities that don't take a long time but do present a small challenge.
- Have an end result that they can see (a reward system or something to take home).
- Be patient and offer help often.

They need a balance between active and quiet games and activities:
- Each meeting should have an active game and a quiet game or activity so the girls may experience different levels of skill and activity. (See Sample Meeting Formats on page 126 for specifics).

They compare themselves to friends.
- Try cooperative games, in which girls work as a team.
- Minimize the number of games that are competitive, especially physical games, as some girls may be more physically mature than others.
They like to work in groups.

- Provide group activities such as a circle puzzle.
- Try games where the girls play as a circle group.
- Give each girl the opportunity to work on something, such as teaching a craft, leading a game or telling a story for the group, so she can identify her own leadership skills.

They need guidance as they interact with each other.

- Help them see other points of view.
- Encourage listening to others and respecting other people's differences.

- Discuss why conflicts can happen and allow the girls to be part of the problem-solving and conflict-resolution process.
- Talk about working together as a team. Demonstrate by working cooperatively with your sister leaders.

Consider the needs of all your girls. As a Guider, you will be working with girls from many backgrounds and with 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 snacks.
Your Brownie unit is a great place for girls to develop an awareness of others. By participating in activities relating to different cultures or religions, or by assisting girls with special needs, they learn tolerance and to value peoples’ differences. Look for ways each girl can help someone else, especially those with special needs, so they can enjoy the program and achieve the same results as other members.

**Behaviour Management**

Girls of this age are excitable and can become noisy or disturbing to others. Never isolate a girl. Instead, use a short “time-out” that does not remove the girl from the rest of the group. Ask if she wants to be part of the group or would prefer some time on her own. If the problem persists, talk to her parent/guardian about how they feel the problem should be addressed. Use a team approach. The goal is the welfare of the girl and her behaviour as it affects the rest of the group. (See Group Management and Behaviour Strategies on page 136.)

**Are You Working With Your Daughter?**

If your daughter is in your Brownie unit, you’ll have a chance to discover new things about her. By watching her interact with her Brownie 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 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.
Organizing Your Brownie Unit

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 leaders with a copy of 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 will need the most current edition. It is available on the Member Zone area of the Girl Guides of Canada website at: www.girlguides.ca

Unit Finances
Use the Girl Guides of Canada Standard Financial Reporting Manual to keep track of your financial records. It is available from the the Member Zone area of the Girl Guides of Canada website at: www.girlguides.ca. Contact your District Commissioner or Treasurer whenever you require further information or have questions or problems.

Record Keeping Forms
Maintaining good records helps you keep your unit running smoothly. You’ll find the forms you need in the planning section, beginning on page 123 of this book. Use them to plan and track your girls’ progress in the programs and to see what parts of the program remain to be completed. These forms are samples that can be adapted to suit your own specific needs.
Shared Leadership

Many hands make light work
John Heywood (1497-1580), Singer, Musician, Playwright

Many hands make light and merry work
Kim Thomas (Contemporary), Spark Guider

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 Brownie 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 120 for examples of ways to involve parents/guardians in your unit.

Tips and Hints
There are also many professionals in your community who would be happy to help you with your programming needs. Librarians, teachers, health care professionals, and others are good resources for planning meetings and will often come and speak to the girls.
Preparing your Brownie activities is a multi-step process. Your Brownie 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 imagination 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.

**Plan as a team.**

Every girl is unique and so is every Guider. 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 among 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 pages 123 to 135.

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 131 in the resource section 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 127. And for health and safety guidelines, check the most current 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 the Girl Guides of Canada 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 Brownies to determine whether 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 camping, see page 129.

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 Brownie Program

The Brownie Program is divided into 10 Keys. The first is Key to Brownies, which has four program activities. The other Keys have two components: program activities, which the girls complete to earn the Key badge; and optional activities, through which they can earn interest badges.

**Program Activities**

1. Making a Promise
2. Getting to Know You
3. Enrolling in Brownies
4. Being a Brownie

(no interests badges)
**Key to Me**

1. Who am I?
2. I Feel Proud
3. My Favourite Things
4. Respecting Others
5. Being a Friend
6. Fun Alone
7. Helping Others

**INTEREST BADGES**
- Memories
- My Space
- Pen Pals
- My Hero
- Special Thoughts
- Girlfriends Through Time
- Cool Collecting
- Special Interest Badge for Key to Me

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**Key to My Community**

1. My Neighbourhood
2. Proud to Be Canadian
3. Our Flag and Our National Anthem
4. Celebrations
5. Jobs in the Community
6. Advertisements All Around Us
7. Art in the Community

**INTEREST BADGES**
- All About Canada
- Aboriginal People in Canada
- Modern Canadian Inventors
- Family Heritage
- Your Day
- Special Days
- Community Counts
- Special Interest Badge for Key to My Community

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**Key to I Can**

1. Staying Safe
2. First Aid
3. Around the House
4. Turn It On Safely
5. Tool Girl
6. Sewing Magic
7. Party Planner
8. Girl Guide Cookies

**INTEREST BADGES**
- Cookies Rising
- Cookies, Yum!
- Wood Works
- Money Talk
- Pet Pals
- Be a Chef
- Listen to This
- Special Interest Badge for Key to I Can
## Key to Active Living

<table>
<thead>
<tr>
<th>Program Activities</th>
<th>Interest Badges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feel the Pulse</td>
<td>Swim! Skate!</td>
</tr>
<tr>
<td>2. Outdoor Action</td>
<td>Smile Girl</td>
</tr>
<tr>
<td>3. Fabulous Food</td>
<td>Go For It!</td>
</tr>
<tr>
<td>4. Germ Buster</td>
<td>Food Power</td>
</tr>
<tr>
<td>5. Good Health</td>
<td>Wheels</td>
</tr>
<tr>
<td>6. Zzzz – Good Night</td>
<td>Winter is Great</td>
</tr>
<tr>
<td>7. Say No</td>
<td>Special Interest Badge for Key to Active Living</td>
</tr>
</tbody>
</table>

## Key to STEM

<table>
<thead>
<tr>
<th>Program Activities</th>
<th>Interest Badges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Keeping in Touch</td>
<td>Communication is Where It’s @</td>
</tr>
<tr>
<td>2. People in Science</td>
<td>Information Technology is “IT”</td>
</tr>
<tr>
<td>3. CABOOSH!</td>
<td>SSSS stands for Sounds,</td>
</tr>
<tr>
<td>4. The Power of Power</td>
<td>Surround, Soothe and Stimulate</td>
</tr>
<tr>
<td>5. Building Up</td>
<td>Number Magic</td>
</tr>
<tr>
<td>6. Reach for the Stars!</td>
<td>Exploring Space</td>
</tr>
<tr>
<td></td>
<td>Making Things Go</td>
</tr>
<tr>
<td></td>
<td>Special Interest Badge for Key to STEM</td>
</tr>
</tbody>
</table>

## Key to the Living World

<table>
<thead>
<tr>
<th>Program Activities</th>
<th>Interest Badges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wondrous Walks</td>
<td>Terrific Trash</td>
</tr>
<tr>
<td>2. Plant Life</td>
<td>Weather Tracker</td>
</tr>
<tr>
<td>3. Water All Around</td>
<td>Grow Your Garden</td>
</tr>
<tr>
<td>4. Celebrate Earth Day</td>
<td>Bird Watcher</td>
</tr>
<tr>
<td>5. Reduce! Recycle! Reuse!</td>
<td>Saving Our Plants and Animals</td>
</tr>
<tr>
<td>6. Weather Watch</td>
<td>Help Our Planet</td>
</tr>
<tr>
<td>7. Season Come and Go</td>
<td>Water Water Everywhere</td>
</tr>
<tr>
<td></td>
<td>Special Interest Badge for Key to the Living World</td>
</tr>
</tbody>
</table>
### Key to Camping

<table>
<thead>
<tr>
<th>Program Activities</th>
<th>Interest Badges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Safety First</td>
<td>Happy Hiking</td>
</tr>
<tr>
<td>2 Camping Know How</td>
<td>Going Camping</td>
</tr>
<tr>
<td>3 Dress Right</td>
<td>Which Way?</td>
</tr>
<tr>
<td>4 Lost and Found Outdoors!</td>
<td>Be Aware</td>
</tr>
<tr>
<td>5 Sing and Shout</td>
<td>Winter Outside</td>
</tr>
<tr>
<td></td>
<td>Cookout</td>
</tr>
<tr>
<td></td>
<td>Team Together</td>
</tr>
<tr>
<td></td>
<td>Special Interest Badge for Key to Camping</td>
</tr>
</tbody>
</table>

### Key to the Arts

<table>
<thead>
<tr>
<th>Program Activities</th>
<th>Interest Badges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Act It Out</td>
<td>Hurrah For Reading</td>
</tr>
<tr>
<td>2 Best of Brownies</td>
<td>Artist at Work</td>
</tr>
<tr>
<td>3 Art By Hand</td>
<td>Write On</td>
</tr>
<tr>
<td>4 Crafts From Afar</td>
<td>Super Crafts</td>
</tr>
<tr>
<td>5 Around the World in Song and Dance</td>
<td>My Hobby</td>
</tr>
<tr>
<td>6 Canada Sings</td>
<td>I Can Be</td>
</tr>
<tr>
<td>7 No Talking</td>
<td>Share Your Talent For Dance</td>
</tr>
<tr>
<td>8 Marvellous Masks</td>
<td>Share Your Talent For Music</td>
</tr>
<tr>
<td></td>
<td>Puppet Play</td>
</tr>
<tr>
<td></td>
<td>All About Art</td>
</tr>
<tr>
<td></td>
<td>Tell It</td>
</tr>
<tr>
<td></td>
<td>Special Interest Badge for Key to the Arts</td>
</tr>
</tbody>
</table>

### Key to Girl Guides

<table>
<thead>
<tr>
<th>Program Activities</th>
<th>Interest Badges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Girl Guides Through Time</td>
<td>Helping Sparks</td>
</tr>
<tr>
<td>2 Thinking Day and Guide-Scout Week</td>
<td>Taking Part</td>
</tr>
<tr>
<td>3 Brownie Memories</td>
<td>Saving Water</td>
</tr>
<tr>
<td>4 Being a Guide</td>
<td>Lend a Hand at Home</td>
</tr>
<tr>
<td>5 Moving Up</td>
<td>No More Mess</td>
</tr>
<tr>
<td>6 Staying Friends</td>
<td>Special Interest Badge for Key to Girl Guides</td>
</tr>
</tbody>
</table>
Key Badges

To earn their Key badges, girls work together in the unit to do the numbered Key activities in the Brownie program book, *Brownies Can Do It!* It will likely take several meetings to go through each Key with the girls.

**Flexibility is the key to the Keys.**

The activities for the Key to Brownies and Key to Girl Guides are done every year. You will begin each year with the Key to Brownies, because it introduces new girls to the Promise, Law and Motto, enrolment and other fundamental aspects of being a Brownie, while providing a review for second-year Brownies in the unit. Encourage the second-year girls to take a leadership role in delivering the Key to Brownies. Include them in your planning for this area and support the delivery of their ideas and activities.

The Key to Girl Guides introduces new girls to the concept of continuing on in Guiding, while preparing advancing girls for the move to Guides.

For planning, you will need to complete at least four of the other Keys each year to ensure you cover the whole program in a two-year cycle. These Keys can be done in any order, and you don’t have to complete one before starting on another. Flexibility is the key to the Keys. The girls will want to display their earned Keys, so in your planning, remember to include a timeframe within which to complete them.

In *Brownies Can Do It!,* there is a Think About section with each activity. These statements can be used for simple group quizzes and self-correcting games, or to provide the basis for discussion. See Games and Activities for All Keys on page 107 for examples.

In completing the activities, girls should feel a sense of accomplishment, which means a flexible approach to working on them is essential. As a Guider, you can judge whether an activity is suitable for your girls or if you should substitute one that is better geared to their interests or abilities.

In each Key, there is a goal, which explains what the girls will learn by doing the activities for that Key and help you focus your program. The goal can also be used to develop different activities relating to the Key that better suit the interests of the girls. Use them to encourage the girls to expand their own thinking, as you stretch yours.

**Interest Badges (Optional)**

With the exception of Key to Brownies, each Key includes interest badges, which are listed after the Key activities. These are additional activities that are relevant to the Key and prompt the girls to further explore the concepts. They are intended for fun and learning for girls who are interested in them, and are written in a way that enables the girls to complete them on their own. However, in many units, leaders will choose some to do as a group, but even then, they are not a requirement for the Key badges.

When a girl works on an interest badge on her own, ask her to explain what she has done. (The girl can also work with a parent/guardian helper or other resource person, and you can always ask these people to help with the review process.) Look for opportunities to broaden a girl’s outlook and deepen her interest in the subject. Evaluation should be conducted in a relaxed and friendly atmosphere. Remember, this isn’t a test. It’s an extracurricular activity the girl should choose to do and enjoy.

Avoid written work. Make allowances for differing capabilities among girls. Each should meet the challenge at a level appropriate for her age and skill level. Encourage the girls to assess their own progress. Teach the importance of self-evaluation. Remember that
every girl who applies effort and enthusiasm towards her chosen goals, thereby broadening her knowledge, should be rewarded with a badge.

To celebrate the completion of badges, there is usually a short informal presentation at the beginning or end of a meeting. (See Brownie Badges and Insignia on page 27.)

Other Emblems and Rewards

Membership Pins

Rewards in recognition of achievements or service are important milestones. Brownies receive service stars to recognize each year of participation in Brownies. Present the service stars on the night you hold your advancement ceremony, so the girls remaining in Brownies enjoy a sense of achievement along with their advancing friends.

Other Insignia

Girls have other insignia, which they wear on their uniform. Here is a list of the badges and insignia for Brownies:

The following badges are worn on the front of the badge sash:

- **Unit Title Tape** (registered name and number of unit)
- **Brownie Enrolment Pin** (worn after enrolment; may be worn out of uniform)
- **Membership Pin** (represents the number of years as a member)
- **Circle Emblem**
- **Spark Fun and Friendship Pin** (received by girls who were in Sparks)
- **Circle Leader Patch** (gold semi-circle and orange semi-circle together)
- **Circle Second Patch** (orange semi-circle)

The following are worn in a position of girl’s choice or on the front or back of the badge sash or on their camp blanket:

- **Interest Badges**
- **Key Badges**
- **World Pin**
- **Western Hemisphere Pin**
- **Challenge Patches**

Tips and Hints

*Remember – the Brownie program is designed to be flexible. Use your own insights and creativity to fashion activities beyond those included in this handbook or the girls’ program book to meet the needs and interests of all your Brownies.*
Here is what the insignia could look on a badge sash:

- Unit Title Tape
- Enrolment Pin
- Membership Pin
- Circle Emblem
- Fun and Friendship Pin
- Key Badges
- Interest Badges
- Circle Leader & Circle Second Patches
- Challenge Patch
- World Pin

The Brownie Program
Brownie Traditions

Enrolment

One of the traditions of Girl Guides is an enrolment ceremony, in which new members make their commitment to the values of the organization by saying their Brownie Promise in the presence of Guiders, other girls, family and friends.

When each girl is officially enrolled, she receives her enrolment pin. You’ll find the words outlining the enrolment ceremony in the Key to Brownies on page 31. Enrolment should be held at the fourth or fifth meeting of the year. By then, the girls being enrolled will know and understand the:

- Brownie Promise
- Brownie Law
- Brownie Motto.

Brownie Circles

The Brownie unit is organized into smaller groups called circles, in which the girls collect dues and take attendance, and perhaps have a discussion about the program activities or form a team for a game. Each circle has a special name, (Dryads, Elves, Fairies, Gnomes, Kelpies, Lares, Leprechauns, Nymphs, Pixies and Sprites), as well as an emblem and song. You can find more information on the Brownie circles in the Brownie program book. When you set up your meeting room, designate a special place for each circle.

Each circle has a Circle Leader, who is usually one of the second-year girls. She is assisted by a Circle Second. Circle Leaders collect dues, take attendance and speak for the circle.

There are several ways to select Circle Leaders:

- Rotate older girls as leaders.
- Let the girls help you choose the leader.
- Appoint half the second-year girls to be Circle Leaders and the other half to be Circle Seconds, switching them halfway through the year.

Opening a Brownie Meeting

Brownie meetings have formal openings, when the girls come together to discuss plans, get organized for activities or carry out tasks, such as handing in their Brownie “Gold” (dues).

The Brownie Ring

Your opening will most likely take place in the Brownie Ring. Traditionally girls are called into the Brownie Ring through their circles.

- Each circle sings a song as it skips to its place in a larger circle (Brownie Ring) around the toadstool.
Together the girls sing *The Brownie Song* and recite the Brownie Promise. The *Brownie Song* is on page 33 and the words to the circle songs are in the Brownie program book. The circle songs are sung to the same tune as *The Brownie Song*.

The Key to Brownies in the program book includes all the information on the Brownie circles and songs. Remember to be flexible and inventive in finding other ways to call the circles into the Brownie Ring. Use different songs or fun actions that fit with the program activities planned for that meeting.

**Celebrations in Brownies**

Celebrations help promote a feeling of belonging to something special. Girls at Brownie age continue to like routine activities, but they also like the occasional fun surprise. Consider establishing simple ceremonies for opening and closing your meetings. There are also times for special celebrations, such as when girls are enrolled and when they say farewell to Brownies and advance to Guides. Create simple, fun celebrations, rather than centering these passages on formal rituals.

**The Grand Howl**

The Grand Howl is a traditional way of celebrating success or thanking a guest. The Brownie program book includes instructions for how it is done.

**The Brownie Flag**

Brownies have their own distinctive flag to use at special events. It may have your unit's name and number on it. Explain that this is a significant symbol of the unit and that they should display and care for it with pride.

**Brownie Badges and Insignia**

Girls usually receive badges and insignia in a short presentation at the opening or closing of your regular meeting. Make the sign and use the left-hand Guiding handshake as you congratulate each girl. Try to present girls with their badges and insignia as they earn them, rather than saving them up for a large presentation.
Key to Brownies

Goal

The goal for the Key to Brownies is to enrol new girls and to build a shared sense of the Brownie traditions.
The Brownie Stories

To introduce the girls to Brownies, read *The Brownie Story* and *The Brownie Toadstool*, which you’ll find in the Brownie program book. These stories will give them a sense of the fundamental ideas of what being a Brownie means, as well as the background for the traditional enrolment ceremony. You’ll find suggestions on how to make stories interactive or turn them into a play in Key to the Arts on page 88.

The Brownie Promise, Law and Motto

In preparation for enrolment in Brownies, the girls learn the words and meaning of:
- the Brownie Promise
- the Brownie Law
- the Brownie Motto.

The Key to Brownies includes enrolment activities and is, therefore, done every year to introduce new girls to Brownie traditions and ceremonies.

These activities should enhance a first-year girl’s sense of belonging to an exciting organization and re-affirm a second-year girl’s commitment to Brownies. Second-year girls gain a sense of growth and empowerment by teaching the first year girls their Promise and Law and helping to plan the enrolment ceremony.

What It Means to “Do My Best.”

As you introduce the girls to the Promise and Law, have them tell you what doing their best means to them. You could introduce the concept of personal best, explaining that it means paying attention, trying hard and being happy with their achievements. Stress the importance of being adaptable and determined; if one thing doesn’t work, try something else that will. To illustrate the concept of doing one’s best, read a book or story about an athlete doing her personal best.
Promise and Law Relay

This relay makes learning the Brownie Promise fun for your first-year Brownies and lets your second-year Brownies refresh their memories while they help the new girls.

What you need:
- construction paper or Bristol board
- scissors
- a coloured marker or crayon
- The Brownie 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 Brownie Law.
- The Brownie Law:  
  **As a Brownie**  
  I am **honest** and **kind;**  
  I help take care  
  Of the world around me.

What you do:
1. Divide the Promise into short phrases.
2. Cut the paper or Bristol board into squares or shapes that relate to Brownies, such as circles and toadstools.
3. Make a set of papers for each Brownie circle, writing a phrase from the Brownie Law and drawing or pasting a visual clue on each piece of paper, as follows:
   - I promise (an eye and Brownie Sign)
   - to do **my best** (big gold star)
   - To be true to myself (happy smiling girl)
   - my beliefs (big red heart)
   - and Canada (big red maple leaf)
   - I will take action for a **better world,** (two hands)
   - And respect the Brownie Law (a girl in a Brownie uniform).
4. Place the sets at one end of the room.
5. Have the Brownies line up in their circles at the other end.
6. On “Go,” one girl from each group runs to her set and takes a piece of paper. (For fun, have them do it while hopping, skipping or jumping.)
7. When all the girls have a piece of paper, have them arrange themselves in the correct order of the Promise.
8. The first group to correctly “spell out” the Brownie Promise wins the game.
9. Make a separate set of papers and repeat the relay for the Brownie Law:
   - **As a Brownie** (a girl in a Brownie uniform)
   - I am **honest** and **kind;** (Brownie sign)
   - I help take Care (two hands)
   - Of the world around me (globe)
**Lend a Hand in Action**

This active game helps the girls understand the concept behind the Brownie Motto: Lend a Hand.

**What you need:**
- music (MP3 player or CD player and appropriate selections).

**What you do:**
1. Ask each girl to name examples of how they can “Lend a Hand.” You might need to prompt them with things such as, washing dishes, putting away toys, raking leaves, taking out the garbage.
2. While the music plays (or while a leader claps) the girls run, skip, jog or walk around the room.
3. When the music stops, the leader calls out a “Lend a Hand” activity, such as sweeping, and each girl acts it out.

**The Brownie Enrolment**

Many units have an enrolment ceremony that integrates *The Brownie Story*. The girl who is about to be enrolled is brought forward by a second-year Brownie, (usually her Circle Leader) to stand over a mirror (or other shiny surface). One of the Guiders turns the girl around several times as she says:

*Twist me and turn me and show me an elf;*

*I look in the water and there see _______*

The girl fills in the word “myself.” Of course there are many variations on this, or you may choose to create your own magical scene.

Each girl should make the Brownie Promise at her enrolment. Shy girls may choose to do this in pairs or small groups.

**Brown Owl:** Do you know that if you make your Brownie Promise you must always do your best to carry it out?

**New Brownie:** Yes.

**Brown Owl:** Come to the toadstool and make your Promise as a Brownie.

**New Brownie:** (stands by the toadstool, makes the Brownie Sign)

*I promise to do my best, To be true to myself, my God/ beliefs* and Canada; I will help other people, and keep the Brownie Law.

*The Brownie can use either the word God or the word faith, as she chooses.*

**Brown Owl:** (pins on the enrolment pin and circle emblem and welcomes her with the Brownie Handshake)

*You are now a Brownie of the ______ Unit. I trust you to do your best for the unit.*

Once a girl is enrolled, you can also present her with her unit title tape.

Encourage the girls to invite a parent/guardian or other special adult to attend their enrolment.
Badge Activities

Getting to Know You
During the first few meetings, you can help girls learn each other’s names and get to know each other better through various activities. A great way to begin is to have the girls make name tags, followed by a “get to know you game.”

Who’s Missing?
In the Brownie Ring, spend a few minutes when the girls say their names and one thing they like to do. Have the girls spread out randomly around the room.

Explain that they are to close their eyes, while you cover one girl with a coat or blanket. Tell the girls to open their eyes and guess who’s missing.

Circle of Names
Have each girl say her name as she throws a bean bag or ball to another girl. Next, have her say the name of the girl she is throwing to. If this becomes too easy, add a second bean bag and speed up the pace.

Friendship Flower
The friendship flower encourages girls to think about each other, including some girls who might otherwise be left out.

What you need:
• paper hearts
• hole punch
• pens or pencils
• brad (butterfly) clips.

What you do:
• Make enough paper hearts so each girl has one for every other girl in your unit.
• Punch a hole near, but not right next to, the point of each heart.
• Have the girls write the names of each of the other girls, and what they like best about them on a heart.
• After they exchange hearts, each girl ends up with a stack of hearts that tell her what the other girls like about her.
• Stack the hearts so the holes line up, and put a brad (butterfly) clip through the hole. Spread the hearts out to form a “friendship flower.” The more hearts a girl has, the fuller the flower will be.

Brownie Knot Relay
Brownies wear a tie, which they learn to tie with a reef knot. This relay is an active, fun way to learn the Brownie reef knot.

What you need:
• one die per group
• Brownie ties, triangular bandages, bandanas or knotting cord
• activity cards numbered 1 to 6 with activities, such as arm stretches, modified jumping jacks, leg raises, toe touches and arm circles.

What you do:
1. The girls stand in their teams (circles) at one end of the room.
2. The leader stands at the other end of the room with the items to be tied in a reef knot.
3. One girl in each team rolls the die. She runs to the leader and ties a reef knot using the tie, bandage, or bandana.
4. Meanwhile, her teammates do the activity on the activity card that corresponds to the number on the die.
5. When the knot is correct, she runs back to her team. The next team member rolls the die and repeats the action.
6. As each girl returns to her team, the leader unties the knots.
7. The first team to complete the exercise wins the game.

Planning With Your Brownies

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 new thing to do. The Brownie program book, You Can Do It! has a Two Stars and a Wish page, where they can put their stars and wishes as you continue to plan your year's activities.

Lones
Girls who live in areas where there are no Brownie units, or who have disabilities that make it too difficult for them to attend meetings, can still become Brownies. They work by e-mail, phone, regular mail or fax with leaders who help them with their program work. Have the girls choose one of their Brownie activities to do as a Lone. It should be an activity that is usually done within the group. Ask them to share with the group what it is like to work alone. What can Lones do to feel they are truly connected to Guiding?

Brownie Songs
Brownies also need to learn the opening and closing songs you'll sing at your meetings.

The Brownie Song

Closing Songs

Option 1  O Lord our God, Thy children call. Grant us Thy peace, and bless us all.
Option 2  O hear us now, Your children call. Grant to us peace, and bless us all.
Key to Me

Goal

The Key to Me is designed to help the girls build a sense of identity and develop positive relations with other girls and adults. These achievements provide a sense of empowerment and fulfillment.

Use this Key to help girls understand and live the “do my best” part of their Brownie Promise. Ask the girls what things they experience at home, at school or in the community that make them happy and proud. This will help them define who they are and what is important to them. Ask them what things they do at home, school or in the community that make them feel proud and happy, such as befriending a new student or helping a younger child. Why should they feel happy and proud when they do something well or help someone else?
Key to Me
Program Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book, Brownies Can Do It!

1. Who am I?
2. I Feel Proud
3. My Favourite Things
4. Respecting Others
5. Being a Friend
6. Fun Alone
7. Helping Others

The program book offers ideas for completing each of these activities. The following are additional ideas for activities that complement various parts of this Key.

Helping Others
Being a Brownie helps girls understand the importance of helping other people.
Ask the girls to share times when they helped a friend, relative, or neighbour.

Lend a Hand at Home
Have each girl keep a one-week chart of all the chores she does at home.
• How many does she do alone?
• Which chores are fun to do?
• Which chores are part of the routine?
• Why do they do chores?
• Why is it important for everyone in a family to pitch in and help?

Lend a Hand at Home Chart

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<thead>
<tr>
<th>What I did</th>
<th>When I did it</th>
<th>How long it took me</th>
<th>What I accomplished</th>
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Self-Discovery
Self-discovery is an important part of growing up and developing confidence. Here are some ideas to help your girls discover who they are:

Memories
Have the girls tell stories or make scrapbooks about favourite memories or special things and illustrate them with photographs or drawings.

My Space
Have the girls write down three things they can do in their own room or special space. These might include reading, thinking, playing with toys or sleeping. What makes their space special?

My “Me” Book
Have the girls make a “Me” book. Ask them to use cut-outs of words and pictures from old magazines, to show what they really like. Include things they like to eat and do, places they like to go and what they want to be. Tell the girls to write about something that makes them proud for each day. They can use happy faces or other symbols to show how they felt. Have the girls share their books with the unit. Discuss differences and similarities.

Just Say NO!
Talk about how knowing the good things about ourselves makes us confident, so we can say no to dangerous or unhealthy suggestions from others. Explain when and how the girls should say no, such as when a stranger asks them to get in a car or someone offers them a cigarette, or suggests a dangerous activity. Have the girls practise the following responses to approaches and role-playing skits on saying no.

- For approaches by strangers:
  - Say no and walk briskly or run away. ("No!" "No, I’m not interested." "No, I won’t.")

- For approaches by friends or peers suggesting unhealthy activities:
  - Just say no and walk away. ("No.
    "No, I’m not interested." No, I won’t")
  - Change the subject. ("What are you doing after school?")
  - Show shock. ("What? Are you serious!")
  - Make an excuse. ("I’ve got a soccer game. See you.")
  - Share a better idea. ("Let’s not. We have more fun playing.")
  - Make a joke. ("I’d just as soon keep my brain cells, thanks!")

My Special Thoughts
Have the girls write a journal of their special thoughts. What makes them happy? What makes them sad? What makes them laugh or cry? Ask them to make a happy face, a sad face or a puzzled face and describe what makes them feel the emotion each face conveys.

I’m a Nice Person
and I’m Getting Nicer!
Have each girl make a chart listing all the things she likes about herself and all the things that other people say they like about her. Ask her to include something she is proud of; how she wants others to treat her; how she thinks she should treat other people; the nicest thing she did in the past week; and how she responds when someone does something nice for her.
My “Me” Message
Have the girls use the letters of their first names to write a message about their interests and qualities. For example:

- Likes sports
- Incredibly smart
- Nice and friendly
- Dances and sings
- Always fun to be with

Hobby Fair
Collecting can be a great hobby! People collect dolls, stamps, coins, postcards and many other things. Ask each girl what she collects and why.

What you need:
- construction paper
- glue
- black markers.

What you do:
1. Have the girls in each circle choose something they want to collect as a group.
2. Hold a Collecting Meeting, to which the girls bring their collected items.
3. Let the girls organize their collections to present to the unit. Use sheets of construction paper for stamps, postcards or other flat objects. Use markers to label each page. For larger objects such as dolls or model cars, the girls can arrange a display on a table or counter.
4. Give each circle a turn to introduce its collection to the group.

Making Introductions
Explain that people come in many shapes, colours, sizes, are many ages, and have unique interests and abilities. Everyone should be treated with respect. We show our respect by using good manners. When meeting people for the first time, or when helping two other people to meet for the first time, we show respect by making introductions. Help the girls learn skills for introducing themselves and others to new people by playing the following game:

What you do:
1. Have the girls stand in two circles, one inside the other.
2. The inside circle faces the outer circle. The inside girl introduces herself to the outside girl.
3. The inside circle shuffles one person to the left. Repeat the introductions. When the circles have gone a full turn, reverse the directions and have the outside circle do the introductions. Repeat with introductions to:
• a teacher
• a new neighbour
• a person with a title, such as a doctor or judge.

**Smiles**

Talk about why a smile makes us feel good. Have the girls sit in a circle. Tell them to smile, and then to scrunch their faces into a frown. How do they feel when someone smiles at them? What do they feel when someone frowns?

**Smile Tossers**

This is a great group ice-breaker that helps girls get comfortable with each other, as they try to crack each other up by making them smile or laugh.

**What you do:**
- Have the girls sit in a circle. Everyone must keep a straight face (no smiles allowed).
- Choose one person to be the Smile Tossers. Give her a two-minute time limit.
- The Tossers grins at all the other players, to get them to smile or laugh. Whoever does is out of the game and must remain absolutely quiet.
- When the Tossers' limit is up, she “wipes” the smile off her face and tosses it to another girl.

**Table Manners**

Ask the girls to make a pretend restaurant. Let them design their own menu with their favourite foods. Set the table using real or pretend dishes. Some families have different ways of doing this. Try different variations. Have girls take turns being the server and the customer. What good manners do they use?

**Girlfriends Through Time**

Tell the girls to make up a pretend girlfriend in a past time. Maybe she was a pioneer or a First Nations Canadian. Where does she live? What does she wear and eat? What does she do for fun? Have them draw pictures to go with their stories.

**Fun Alone**

Ask the girls why it is good to do some things by themselves. Have each girl select a project, such as building a model plane or making a house out of popsicle sticks. Tell them to work on their project at home and bring it in to share with the group.

**American Sign Language**

Make American Sign Language flash cards.

**What you need:**
- the American Sign Language “alphabet”
- card stock, cereal box tops or other stiff paper.

**What you do:**
1. From an American Sign Language Web site, print the signing alphabet. Photocopy several sets.
2. Cut the card stock into playing card sized pieces.
3. Have the girls cut out the signs and paste them on the cardboard.
4. Review the alphabet with the girls.
5. Have girls work in their circles to learn the alphabet and use the flash cards to quiz each other.
6. Play American Sign Charades, which can be found in Games and Activities for all Keys, on page 107.
7. Learn a song, such as “Make new Friends” in American Sign Language.
Key to Me
Crafts

The following ideas are jumping-off points. Adapt them to suit special interests or occasions. Alternatively, develop your own ideas. And don’t forget to check Canadian Guider and the Girl Guides of Canada and other Web sites for a wealth of great craft ideas.

“About Me” Collage
Making a collage is an excellent way for girls to creatively express their ideas.

What you need:
- a sheet of paper or cardboard
- crayons, markers or paint
- photos cut from magazines
- paste or glue.

What you do:
1. Have the girls cut out pictures of different things they like from magazines or newspapers. Include pictures about sports, art and music, cooking, reading, travelling, camping and playing with friends. Encourage them to include some activities they’ve never done, but would like to try.
2. Make headings for the activities such as “Biking,” “Swimming,” or “What I’d Like to Try.” Write the headings on the paper or board. Below each heading, glue the cutout picture of the activity. Leave space, so things aren’t too crowded.
3. Beneath each heading and cutout, they draw pictures of themselves doing each activity.
4. Draw a border around the poster. Add sparkles, stickers or other decorations.

Family Tradition Book
Ask the girls about their family traditions. For example, do they camp, cook special foods, read books, listen to music, watch movies or tell funny stories together? Who takes part in each tradition? If it’s a national or religious tradition, where does it come from?

What you need:
- family photos
- pen, marker or pencil
- a handmade (see page 40) or purchased scrapbook.

What you do:
1. Have each girl list her family traditions. Include holidays, fun times, trips and yearly events.
2. Tell the girls to write or draw about something that makes them proud of each tradition. They can use happy faces or other symbols to show how they felt.
3. Write the name of one tradition at the top each scrapbook page.
4. Show the tradition, using photographs or your own drawings.
5. Write two or three sentences or key words under each picture. Tell what you are doing and why it is special. Name the people in each picture.

This can be used for a number of activities, for example to keep a diary called, “Proud Moments” or “Brownie Memories.” Have the girls share their diaries with the unit. Discuss differences and similarities.
Handmade Scrapbook

What you need:
- seven business letter sized (8 1/2 x 11) sheets of paper, cut in half
- one sheet of coloured construction paper cut in half
- a two-hole punch
- coloured yarn or ribbon.

What you do:
1. Punch holes in the paper.
2. Place the construction paper on the outsides.
3. Fasten with the yarn or ribbon.

Pet Rock

Friendship is a major part of Guiding. Girls learn why it is important to have friends and what it means to be a friend. They can use this as a gift for a friend.

What you need:
- a smooth flat rock
- paint
- fabric
- wool
- sequins
- other decorations.

What you do:
1. Wash the rock and let it dry.
2. Paint it and decorate with fabric, wool for hair, sequins and other decorations of choice.
3. Name the pet rock and present it to a special friend.

These are the interest badges for the Key to Me, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, Brownies Can Do It!
Key to My Community

Goal
The goal for this Key is to help girls gain an understanding and appreciation of different cultures and to develop a commitment to their community.

Finding a personal connection for the girls can make this Key come alive. Review the nationalities and heritage of the girls in your unit and your community. Ask them to share their families’ culture and heritage. Building communities involves developing rapport and understanding others. Invite guests from the community to share their culture through art, food, dance, music and celebrations. Canada is a vast and diverse country. Help your girls understand that, while lifestyles may differ, many basic values are common to all Canadians.
Key to My Community Program Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book, *Brownies Can Do It!*

1. My Neighbourhood
2. Proud to Be Canadian
3. Our Flag and Our National Anthem
4. Celebrations
5. Jobs in the Community
6. Advertisements All Around Us
7. Art in the Community

The program book offers ideas for completing each of these activities. The following are additional ideas for activities that complement various parts of this Key.

Proud to Be Canadian

Discuss the concept of pride. What do we mean when we say we are proud of Canada? Who are the people who make up Canada? Have the girls list the countries of origin of the people in their community and find these countries on a map. Also, explore the Gross Canada Challenge on the Girl Guides of Canada Web site at [www.girlguides.ca](http://www.girlguides.ca)

Canadian Stories

Read a story or book about Canada and/or an Aboriginal story. Storytelling is an important part of Aboriginal culture. To find information and stories on and from our Aboriginal cultures, visit the Government of Canada Aboriginal Affairs and Northern Affairs Canada Web site at: [www.aandc-aadnc.gc.ca](http://www.aandc-aadnc.gc.ca)

Look under “Arts, Culture and Heritage” and then “Kids’ Stop.”

“I’m Proud to be Canadian”

Have the girls write a poem, Haiku or speech, or make up words to a familiar song about what makes them proud to be Canadian, and share it with the unit.

Our Flag and National Anthem

All countries have national flags and anthems. Ask the girls why they think this is important.

Learn About Our Flag

Explain that the flag is a national symbol that is treated with dignity. Ask how the girls think it should be treated. Name places where a flag is flown, such as schools, government buildings and public parks. Make a puzzle out of pieces of the flag and play a relay game.
Our National Anthem

Review the words to *O Canada*. Tell the girls that it is customary to stand and remove any hats when singing the national anthem. Ask them to name events at which *O Canada* is sung, such as at ballgames, public ceremonies and school assemblies.

Heritage Day or Canada Day Party

Have a party on or close to Heritage Day (the third Monday in February), or if your unit still meets in June, as close as possible to Canada Day (July 1st). Display the flag and sing *O Canada*. Play a cross-Canada relay in which girls put together the pieces of a puzzle map of Canada that shows all the provinces.

Cross Canada Circuit

Travel across a map of Canada. Bring a large map of Canada to your meeting, and let the group choose the route. The girls can “travel” around the room, following the route they choose on the map. Change the method of travel according to the season or the terrain. For example, the group could choose to paddle a canoe around the room and to mark their travel on Canada’s river system, perhaps following the routes of the early explorers.

Canadian Inventions

Girls will be interested to learn that many sports and games they enjoy, such as ice hockey, basketball, Balderdash and Trivial Pursuit were invented in Canada. So were many things that have had a large impact on international science and technology, including the BlackBerry smartphone, the electric range, the electron microscope, the heart pacemaker, the first anti-gravity suit, and the International Space Station’s robotic arm.

Bring in an assortment of recyclable materials such as paper rolls, empty cans, buttons, sticks or dowels, newspapers and fabric pieces. Tell the girls they can use this material to invent something they would like to have or that they think might make an impact on the world. It can be a useful object, toy or game. Supply glue, crayons and paint and let them put their imaginations to work.

Celebrations

Why do people celebrate? Explain that each nation, religion and culture has its own celebrations. Ask each girl to name her favourite celebration. What special foods or customs are attached? For instance, dragons are a symbol of the Chinese New Year. Jewish people eat potato pancakes at Hanukkah. Christians decorate eggs at Easter.

There are many special days, such as birthdays and holidays that we celebrate. Ask the girls what special days their families celebrate.

Special Days Calendar

Make a calendar with the girls, listing celebrations such as the birthdays of each girl as well as other special and significant days for them. Below are some examples to get you started. Be sure to check the national website ([www.girlguides.ca](http://www.girlguides.ca)) in the In The News section for program connections for some special days throughout the year.

January

- New Year’s Day (1st)
- National family Literacy Day (27th)

February

- Groundhog Day (2nd)
- Valentine’s Day (14th)
- February is Black History Month
- World Thinking Day for Girl Guides and Girl Scouts (22nd)
March
• National Youth Science Month
• International Women’s Day (8th)
• St. Patrick’s Day (17th)
• World Water Day (22nd)

April
• April Fool’s Day (1st)
• International Children’s Book Day (2nd)
• World Health Day (7th)
• Earth Day (22nd)

May
• Hunger Awareness Week and National Mental Health Week (1st week)
• May Day (1st)
• Mother’s Day (2nd Sunday)
• Victoria Day (Monday before the 24th)

June
• Canadian Environment Week (1st week)
• Father’s Day (3rd Sunday in May)
• National Aboriginal Day (21st)
• Midsummer Eve (23rd)
• Canadian Multiculturalism Day (27th)

July
• Canada Day (1st)

August
• International Youth Day (6th)

September
• Labour Day (1st Monday)
• International Day of Peace (21st)

September/October
• Fall Harvest Fairs (various dates)

October
• World Space Week and Citizenship Week (2nd week)
• International Day of the Girl Child (11th)
• Persons Day (18th)
• Halloween (31st)

November
• National Media Literacy Awareness Week (1st week)
• World Health Day (7th)
• Remembrance Day (11th)

December
• National Day of Remembrance and Action on Violence Against Women (6th)
• Human Rights Day (10th)

My Special Day
Using a write-on calendar, mark each girl’s special day. Now, as a group, plan a special day celebration that includes family and friends. Help the girls think of their birthdays as more than a day for presents. Say that each of them is a precious gift to their families. How can they make their day special for others as well as themselves? Have them pair off and write a card that celebrates something special about their partner. Ask them what happens when they make other people happy? How does it make them feel?

Within the Circle
For Aboriginal peoples, the circle represents the connection of all Creation. The Earth, Moon and Sun are round. In nature, everything is round, or has a rounded form. Aboriginal peoples believe that when seated in a circle, everyone is equal, because the leaders sit with their followers.

What you need:
• a globe shaped object such as a soccer or basketball.

What you do:
1. Everyone sits in a circle on the ground or floor.
2. Show the globe and stress the fact that it is round, like the Earth.
3. Ask the girls to name other natural objects that are round (the Sun, the Moon, the planets).
4. Explain that the circle symbolizes equality. Ask them why they think this is so. What keeps a circle strong?

5. Say that all pieces of a circle are connected. When one piece is removed, the circle closes and stays strong. Other shapes, like a pyramid, collapse when one piece is removed.

6. Name some things that are important in life that are circle-shaped. For example, most fruit is round. What about vegetables? What else is round?

7. What things, other than a circle, are connected? Roads connect one place to another. What else can they think of?

8. Discuss the family as a circle; friends as circles, and years as circles.

9. Make up words to a familiar song about the Earth as a circle. Sing it together, while sitting in a circle.

My Heroes
There are many ways to do heroic things. Being a hero can mean knowing what to do in an emergency or knowing who to call. Ask the girls if they can think of a situation when someone they know, or have read about, was heroic.

Create a Community
A community has many interesting places, with people working in each of them. As a group, create a miniature neighbourhood with people doing their special jobs.

What you need:
• paper or cardboard
• pictures, small toys like model cars and trees
• pictures of people doing different jobs
• paint
• paste or glue.

What you do:
1. Use the pictures and models to create a town. Include houses, schools, hospitals, stores, parks, office buildings, and so on.

2. Have the girls cut out pictures of people who have different jobs, such as police officer, teacher, business person, doctor, storekeeper and park attendant.

3. Paste the pictures into the places these people would work.

4. Give the town a name.

5. Let each girl put her picture in her own favourite place.

Use the model town for the girls to role-play a day in the community.

Community Scavenger Hunt
Every community has many things to offer. Look at your community and make up a scavenger hunt. When you visit places, bring back a memento in a specially decorated bag or identify them and check them off of the sheet. Include things from nature (but don’t pick any living thing), residences, community services and businesses. For example:

• Go to the community centre and get something from the library, pool, gym, preschool, concession and municipal services. Call ahead to coordinate the activity with the community centre.

• Find interesting things about houses in the neighbourhood. Look for garden gnomes, sun dials, a red roof, a blue fence, oak leaves, maple leaves, a feather, and so on. Look around and use your imagination and have fun.

Jobs in the Community
It is important for girls to understand that people do many different kinds of work and that every job is important. Plan outings to places where the girls can see community members at work. For example, the fire
station, bakery, veterinary clinic, library and other venues that you can fit into the timeframe of your meeting.

Advertisements All Around Us
Discuss different kinds of ads. Some ads entice us to buy things, such as a new pair of jeans, a lipstick, a soft drink or a car. Others dissuade us from doing things, for example “Don’t Smoke” or “Don’t Drink and Drive” public service ads.

“Do” and “Don’t” Ads
Ask the girls to think of one thing, such as reading, that is good to do alone, and one thing, such as swimming, that is bad to do alone. Give them paper and crayons and have them make an ad for each of these.

Commercials
Write and act out a “singing” commercial. As a group, pick a tune the girls like to sing. Ask them to think of new words to turn it into a commercial for Brownies.

Divide the girls into several groups. Ask each group to make up a story for their commercial and act it out for the rest of the girls. Tell them the commercial can be funny or serious and they can sing, dance or act. Encourage them to have fun!

Media Awareness
Media awareness entails understanding what we read, hear and see every day. This includes ads, news, and other information we get through the media.

For more information and activities, such as the Cybercitizen Challenge visit the Member Zone area of the GGC website.

Key to My Community Crafts

Ukrainian Easter Eggs (Pysanky)
Pysanky is the Ukrainian method of decorating Easter Eggs. Before doing this craft, check to see if anyone in your unit is allergic to eggs.

What you need:
• hard-boiled eggs
• coloured food dyes
• vinegar
• non-toxic glue
• sparkles
• a selection of non-toxic markers, paint, glitter, tissue paper, feathers.

What you do:
1. Either beforehand or at the meeting, boil the eggs and then let them cool in cold water.
2. Make dyes by adding the dye to equal parts of vinegar and water.
3. Dip eggs in the dye and let them dry. They will be pastel shades.
4. Decorate the eggs by drawing designs on them with paint or makers; or water down glue and paint it on the eggs then sprinkle with glitter or small pieces of coloured tissue paper.
5. Refrigerate the eggs, if you intend to eat them later.

**Chinese Dragon**
The Chinese Dragon symbolizes power and excellence, valiance, boldness, heroism, perseverance, nobility and divinity. In the Chinese culture, it is often seen as the symbol of divine protection and vigilance, is looked upon as the ultimate symbol of good fortune. Your girls will have fun making their own Chinese Dragons.

**What you need:**
- paper egg carton
- scissors
- hole punch
- yellow and black craft paint
- paint brush
- “googly” eyes or round (eye-shaped) felt cut outs
- scraps of red and green felt
- glue
- two small jingle bells
- ribbon or yarn.

**What you do:**
1. Cut an egg carton into individual cups.
2. Paint one cup black on the inside for the mouth and yellow on the outside.
3. Paint the remaining cups yellow on the outside.
4. Let dry.
5. Punch two holes (across from each other) in each cup.
6. Lace the ribbon/yarn through the holes to tie the dragon together.
7. Tie a bell on each end of the ribbon.
8. Glue the head to the dragon’s body.
9. Cut a tongue from the fabric and glue in the dragon’s mouth.
10. Cut a strip of “spikes” from the green felt. Glue it to the top of the dragon’s head.
11. Glue on the eyes.
12. Weave a yarn or string “leash” through the holes to walk the dragon and make its bells jingle.

**God’s Eyes**
This craft originates from Mexico where one of the WAGGGS World Centres is located. It is an excellent craft for World Thinking Day.

**What you need:**
- several colours of string or yarn
- two popsicle or craft sticks
- glue
- scissors.

**What you do:**
1. Glue the two craft sticks into a cross shape.
2. Wrap one colour yarn over and around one stick, then over and around the next. Continue until you use up that colour.
3. Tie the second colour yarn onto the first with a tight knot.
4. Repeat steps 2 and 3 until all the yarn is used.
5. Cut a piece of string. Tie or glue it to the God’s Eye.
6. Hang it up to enjoy.

**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.

Dream Catcher
Aboriginal dream catchers are hung over a child’s bed to catch bad dreams before they can disturb the child’s sleep. Good dreams are allowed to get through. In the morning, the sun’s rays melt the bad dreams that have been caught in the dream catcher’s web.

What you need:
- bags made of net mesh (such as net shopping bags)
- round plastic rims (tops of margarine or cottage cheese containers)
- brightly coloured yarn
- plastic darning needle
- plastic beads
- feathers.

What you do:
1. Cut out the centre of the lid so you have a plastic rim.
2. Place the netting back over the rim. Pull it tight.
3. Tie the bag at the back to hold it in place.
4. Thread the darning needle with the yarn.
5. Sew the netting to the rim with a hemming stitch.
6. Add a loop of wool to the top to hang the dream catcher.
7. Untie the back and trim the mesh ends.
8. Tie double strands of wool at each side of the rim. Thread beads, and knot the wool.
9. Knot the mesh.
10. Glue feathers on under the beads.

These are the interest badges for the Key to My Community, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, Brownies Can Do It!
Key to I Can

Goal
This Key is designed to instill self-confidence, by teaching girls safety and first aid skills and encouraging them to try new activities that stretch their interests and abilities.
Key to I Can
Program
Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book.

Brownies Can Do It!

1. Staying Safe
2. First Aid
3. Around the House
4. Turn It On Safely
5. Tool Girl
6. Sewing Magic
7. Party Planner
8. Girl Guide Cookies

The program book offers ideas for completing each of these activities. The following are additional ideas for activities that complement various parts of this Key.

Staying Safe

There are many community resource volunteers and professionals who can help you teach girls about preventing injuries and handling emergencies. When working on this Key, contact any of the following to see if someone can offer their expertise and access to up-to-date information.

- Red Cross (first aid, water safety, boating safety, playing safe)
- St. John Ambulance (first aid)
- Lifesaving Society (water safety)
- Search and Rescue (safety outdoors)
- Police (traffic and community safety)
- Firefighters (fire safety at home).

First aid and water safety are two skill areas in which the assistance of an expert is very important. The sooner girls develop the knowledge base and skill set to handle themselves in a first aid or water-related emergency, the better prepared they will be to protect themselves and each other.

In all emergency situations, the girls should be prepared to:

- check for further potential danger and avoid putting themselves at risk
- get an adult or call for emergency services
- once the above is done, care for the person.

Many organizations have Web sites that offer excellent information on teaching young girls to respond in emergencies. Here are some notable ones:

- Children’s Safety Association of Canada: www.safekid.org
- Health Canada: www.hc-sc.gc.ca

Here are some activities you can do with your girls to enhance their first aid and emergency response knowledge and skills.
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 Brownies; alternatively you may lead the audit with your fellow Guiders. Completion of the GFSC program may be used in place of all of the following activities in the Key to I Can badge: 1-Staying Safe, 3-Around the House, 4-Turn It On Safely.

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.

Safety Checks

Do a safety check in your meeting place. Look for smoke detectors, fire exits and other safety features. Make a chart of safety features girls can check at home with their parent/guardian. For more information and activities, such as the Girls for Safer Communities Challenge visit Member Zone.

“What If?” Charades

Make up a set of cards with emergency situations on them. For example:

- You smell smoke in the house.  
  (Yell “Fire,” and go outside immediately.)

- Someone is choking on a piece of food.
  (Get an adult to help.)

- Your clothes catch on fire. (Stop, drop and roll.)

- Someone scrapes or cuts themselves. (Wash the cut under running water; have them press an appropriate material, such as a piece of clean cloth or a clean tissue, on the cut to stop the bleeding; and cover with a bandage, being careful not to touch the gauze.)

Have the girls choose a card and act out the emergency described on it. When the others guess what it is, they talk about what to do in that situation.

Safety Circle

- Bring in pictures of items to represent kitchen safety, playground safety, fire safety, traffic safety and so on.

- Hold up the picture or item and go around the circle, having the girls name the dangers and describe how to avoid them.

- Discuss what hazards are most dangerous for various people such as those in wheelchairs, using walkers, who are blind or very young children.

- What can the girls do to help prevent injuries and be prepared for emergencies?

Refer to the following websites for further information on safety. Canadian Centre for Child Protection (www.protectchildren.ca) and Kids in the Know (www.kidsintheknow.ca).

Tool-Girl Round Robin

Girls of all ages like to make things. Try a Round Robin with your Brownies, where they can use interesting woodworking tools to make something decorative and useful. This activity requires close adult supervision. Invite parent helpers to bring their expertise to the meeting.

What you need:
- assorted woodworking tools
- safety goggles and work gloves
- a woodworking project suitable for this age group, such as a bird feeder, that the group can work on together
- wood, nails, screws, wood glue, string and other materials needed for the particular project.
What you do:
1. Lay out the tools
2. Explain what each one is and how it is used.
3. Demonstrate how to use it safely.
4. Lay out the parts of your woodworking project.
5. Have each girl take a turn working on each piece of the project.

Pet Zoo
Very few girls don’t love animals, and many girls have or want pets at home. However, selecting and caring for a pet requires knowledge and commitment.

What you need:
• Pictures of animals suitable as house pets
• Stuffed toys of animals suitable as house pets

What you do:
1. Talk about pets. Ask the girls if they could have any animal in the world for a pet, what it would be. Discuss the fact that many exotic pets may, not be great choices. For example, environmentalists and animal rights activists warn that some species of tropical birds and lizards may actually be poached from their natural habitats and bred in captivity for sale as pets.
2. Have the girls bring in pictures and/or stuffed toys of animals they would like for pets.
3. Have each girl introduce her “pet” to the group. Where does it live? What does it eat? How does/would she care for it?
4. Discuss why pets are a big responsibility. Why is it important to choose the right pet for yourself and your family and to take good care of it?

"Brooke is Having a Party" Clapping Game
Brooke is having a party. All her appliances are helping her get ready.

What you do:
1. Have the girls sit in a circle. One girl is Brooke. Tell the other girls they are each going to be a household appliance, such as a vacuum cleaner, blender, stove, refrigerator and so on.
2. Demonstrate a clapping rhythm: hands on knees; together; right hand over left; left over right, and have the girls begin to clap.
3. In time to the clapping rhythm, Brooke says, “I’m having a party. What appliance are you and how will you help me get ready?”
4. Using the same rhythm, each girl, in turn, says what she will do for Brooke.
5. Have the girls clap more and more quickly, as they think of ways to help prepare for the party. Tell them to suggest fun things, such as providing healthy fun snacks and baking funny face cookies.

Vacuum Relay
Turn this necessary household chore into a fun game.

What you need:
• Two vacuum cleaners
• Two containers of dried beans.

What you do:
1. Divide the girls into two teams.
2. Place a container of dried beans by each team.
3. The first girl scoops up a handful of beans, and runs to the far end of the room, where the vacuum is plugged in.
4. She sets down the beans, vacuums them up, then runs back to her team.
5. Repeat until the first team completes the cycle and wins the relay.

Selling Cookies
Twice a year, Girl Guides across the country sell Girl Guide cookies as a fun way to support all the programs and activities they get to do in
Guiding. With the girls, create a pretend cookie-selling booth. Here are some ideas to help your girls develop their cookie-selling skills:

**Cookies! Yum!**
Develop a presentation for potential consumers who want to support Guiding by buying cookies. The girls can practise giving the presentation with other girls or with a parent helper.

Include in the presentation:
- how the cookies taste, the ingredients and how much they cost.
- what your unit and GGC does with the money it raises.

**Safe Cookie Sellers**
Discuss safety tips with the girls before selling cookies. Make the following safe cookie-selling practices into a mix and match game:
- Don’t go into a stranger’s house.
- Don’t go up to a parked car.
- Make sure you always sell cookies with a buddy and an adult, such as a parent, guardian or leader, supervising.

**Cookie All Stars**
Did you know that by selling cookies Brownies can earn some amazing rewards and recognition through Cookie All Stars? All of the details are available at www.girlguides.ca

**Cookie Time is Here!**
Clap out the rhythm as you recite this song. You can divide the girls into groups and recite it responsively.

*Cookie time’s coming and it’s quite a treat.*
*We’re Brownies, Yea! And we’ve got the beat!*

*See us walking on down your street, with our Girl Guide cookies which are really neat!*

*This only happens twice a year*
*So celebrate - Cookie time is here.*

We’re doing it safely, going two by two.
Calling on folks along the avenue.
We’re pretty smart cookies, ’cause we know what to do.
You look out for me and I look out for you.

Cookie time’s coming and it’s quite a treat.
We’re Brownies Yea! And we’ve got the beat!
So celebrate, ’cause the time has come.
For Girl Guide cookies. Yum, yum, yum!

**Cookies Rising**
To complete this interest badge, girls do three activities. If they cannot find an activity they want to do, look at the goals listed under each section and based on these girls can design their own activity.

This badge can be earned every year, so next year, girls do three different activities to earn the second Brownie interest badge!

**Handling money:** learning to properly make change
- Divide your unit into smaller groups of three or four girls. Give each group play money - $5, $10 and $20 bills and a handful of various coins (nickels, dimes, quarters, loonies, and toonies). Choose a dollar amount, for example $8.00, and announce it to each group. The objective of the game is to work as a group to come up with the correct change to equal $8.00. For example, one group may come up with $8.00 using a five dollar bill and three loonies where as another group may use four toonies. Once each group is finished, compare the different ways they came up with that particular amount. Complete the activity a few times, to allow them to understand the concept clearly.

**History of Girl Guide cookies:** understand the history of Girl Guide cookies
- Read the story of Girl Guide cookies to your unit. It is online at www.girlguides.ca under Cookies and then Cookie History. Then, ask girls to pick one part of the Girl Guide cookie history - e.g. Astronaut Roberta Bondar takes
cookies to space; our cookies become nut-free; cookies are sent to soldiers, etc. Then, with the craft supplies, ask the girls to draw that part of the cookie history and put them together in a book etc. Plan a meeting where your unit can visit a Spark unit to share the book with them. If you can't visit, mail it to them along with pictures of all the Brownies.

**Initiative:** brainstorm different ways to sell Girl Guide cookies

- As a unit, brainstorm unique and fun ways to sell cookies. Have the Brownies tell you all the fun things they do in the community – soccer, swimming lessons, art classes, choir, etc. Using these fun community activities, get the Brownies to think up a fun way that they can combine cookie selling with something they are already doing in the community. For example, they could sell cookies at the music recital. Make a list of these ideas and choose two cookie selling ideas your unit can try.

**Teamwork:** introduce the idea of teamwork when selling cookies

- **Equipment:** Three newspapers and a large open space

- **Objective:** Using three pieces of newspaper (aka. cookies) to get the whole team from one side of the room to the other side without falling into the "Milky Lake" (a.k.a. the floor). It is recommended not to use anymore than three or four people per team. Therefore break the unit into smaller groups.

  - Lay newspaper #1 down on the ground. Make sure every team member is standing on the newspaper #1.

  - Next, set newspaper #2 on the ground and move the team from newspaper #1 to newspaper #2 without touching the milky lake. If a team member falls into the Milky Lake, the group will have to start again. Remember this is an activity that focuses on teambuilding and working together!

  - Make sure the last person leaving newspaper #1 takes it with her. You will use this piece of newspaper again.

  - Place newspaper #3 on the ground and move your team from newspaper #2 to newspaper #3 without touching the milky lake. Make sure the last person leaving newspaper #2 takes it with her. You will use this piece of newspaper again.

  - Repeat the above steps until you get to the other end of the room.

  - The main rule of the game is one person must always be on a cookie that touches the ground.

**Goal setting:** understand the importance of setting a goal

- Using a piece of chart paper ask the girls to brainstorm activities they would like to do within the year. As a group, choose two activities to complete. Explain to the girls the importance of goal setting as a unit or individually and the significance of cookie sales. Explain to the girls how many cases of cookies the unit would need to sell in order to reach their goals. As a unit try and work towards that goal when selling cookies. Remind the girls of the importance of selling and what will be achieved if they reach the goal. This activity should only be done if your unit has the option to complete the girls' activity requests.

**GGC Ambassador:** understand what it means to represent Girl Guides of Canada while selling cookies

- Have the girls bring in an object, picture or item that is part of one of their great Guiding moments. For example, they could bring in their camp hat, a picture from a community trip they took, a knot they learned to tie, etc. Allow the girls time to explain why this item is important to them. As a group, talk about why Brownies is important to them and how they can share their love of Brownies and Guiding with others.

- Another option would be to ask the girls to create a list of all the things they have done in Brownies to help the community. For example, picking up litter at the local park, collecting food for the food bank or visiting the senior's residence. Beside this, have the girls develop
a list of things they do to represent GGC positively during these activities. Talk about how to use these skills when selling cookies. Post up the list in your meeting spot to remind the girls of all the wonderful things they do in their Brownie meeting!

**Etiquette:** learning the polite language to use when selling cookies

- Using two large sheets of paper, write the words “polite” on one and “impolite” on the other. Tape each piece of paper to opposite sides of the room. On small pieces of paper jot down polite and impolite phrases, images, and scenarios. Use words and situations familiar to them such as what happens at Brownie meetings, while selling Girl Guide cookies, at home or in the community. For example, one piece of paper could read saying *thank you to the customer* and another piece could read *walking across the grass.* Create at least one scenario or phrase for each girl in your unit. One at a time, ask each girl to read or describe what is happening in the image on one piece of paper. Be sensitive to girls who may be struggling readers or uncomfortable reading aloud. The group must work together to decide which side of the room it should be on. Then, the girl can tape it up on the ‘polite’ or ‘impolite’ sheet of paper. If you have a large group of Brownies you could divide them into two groups. Note: Please encourage the girls to say thank you to the people who may not buy cookies.

**Creativity:** explore arts and crafts through cookie themes

- Contact a local bakery that does cake or cookie decorating. If the bakery owner agrees, take the Brownies to the bakery to learn how to decorate using icing sugar on cookie shapes. They can let their imaginations fly as they create fun designs on the cookies or cakes.

**Flea Market**

Some people think shopping is fun. Others find it a necessary nuisance. Whatever our personal attitudes towards shopping, girls need to develop some basic skills in the buying and selling of merchandise.

**What you need:**
- play money, including bills and coins
- food items and used books, clothes and toys to buy and sell.

**What you do:**
1. Set up tables as market stalls.
2. Price items for sale.
3. Give each girl $20 in play money.
4. Have them look at the merchandise and plan what to buy.
5. “Open” the market for ten minutes.
6. When the girls return to their circles, let them share their purchases. How much did they spend? What do they have left?

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These are the interest badges for the **Key to I Can**, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, *Brownies Can Do It!*
Key to Active Living

Goal

The goal of this Key is to help girls understand the importance of healthy lifestyles and the value of physical activity and balanced nutrition. It will encourage them to develop awareness of their bodies and ways to stay healthy through regular exercise and good eating habits.
Key to Active Living

Program

Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book, *Brownies Can Do It!*

1. Hear the Pulse
2. Outdoor Action
3. Fabulous Food
4. Germ Buster
5. Good Health
6. ZZZ – Good Night
7. Say No

The program book offers ideas for completing each of these activities. The following are additional ideas for activities that complement various parts of this Key.

Check Your Pulse

Our pulse is the “tick tock” in our bodies that makes us run. Show the girls how to feel for their pulse at their wrists and explain that this “tick tock” is actually our hearts working.

Jump For Your Heart

This activity demonstrates the relationship between heartbeat and activity. Introduce it by discussing the following questions:

- *What happens every time our heart beats? (It pumps blood through our bodies.)*
- *Why is activity good for us? (It exercises our muscles, keeps our bones strong and makes us feel good.)*
- *Why do we need to rest? (Our hearts need to rest.)*

**What you need:**

- jump ropes, hula hoops
- a stopwatch or timer
- a chart of the human body showing the heart, veins and arteries (optional).

**What you do:**

1. Have the girls make their hands into fists. Tell them to open and close their fists a few times. Their heart is a fist-sized muscle that expands and contracts to pump blood to all parts of their bodies.
2. Ask them to place their right index and middle fingers on their left wrist and count their pulse beats for 15 seconds.
3. Ask the girls to do an exercise of their choice for one minute. (for example, hula hoop, jump rope or jumping jacks).
4. Have the girls check their pulse. How has it changed? Why?
5. Let them sit quietly for a minute then check their pulse again. Play music or read a poem during the rest time.
6. Explain that, when you exercise, your heart pumps faster to increase the blood flow.
through your body through the arteries. When you rest, your heart rests. We need to do both to stay healthy.

7. Tell the girls to keep a list of all the active things they do for one week. Include playtime, helping with chores and physical education at school.

8. [Optional] Point out the heart on the chart. Ask the girls to find it on the left side of their chests. Have them turn their wrists over and look at their veins. What do the veins do? What do arteries do? Where else in their bodies do they have veins and arteries?

**Bean Bag Catch Circle Game**

Tossing a beanbag around a circle is an activity that works with girls of various skill levels. It can be done while they are seated in chairs or on the floor. To make the game more exciting, use two or three different coloured bean bags and have the girls “zig zag” them across and around the circle.

**Swim, Swim, Swim!**

Swimming is not only fun, it’s one of the best exercises for our bodies. What parts of the body do we use when we swim? What animals, besides humans, swim? Ask the girls to bring in pictures of swimming animals. How is their way of swimming different from or the same as ours.

Before going swimming, be sure to check the Girl Guides of Canada Safe Guide for specific procedures. Find out which girls are swimmers and non-swimmers in your unit. Explain that walking in water is also good exercise. Have the girls draw a picture of their favourite swimming place. If they don’t have one, ask them to make one up. Is it a pool, a lake or the ocean? Why is swimming in the ocean different from a lake? Why is a lake different from a swimming pool? What safety precautions are common to all three?

**Water Relay**

While on a swimming outing, hold a water relay.

**What you need:**

• foam water noodles.

**What you do:**

1. Divide the girls into teams of five or six.
2. Have them stand in rows in the shallow end of the pool.
3. Place a foam noodle at the end of the pool.
4. The first girl in each line walks to get the noodle. Holding on to the noodle, she swims back to her team (by kicking her feet) and hands the noodle to the next girl.
5. The second girl reverses the action by swimming to the end of the pool, depositing the noodle and walking back.
6. She taps the third girl who walks to get the noodle.
7. The first team to complete the relay wins.

**Skating... Skating...**

There are few activities as closely identified with Canadian recreation as skating. We have so many places (not to mention so many wintry months) to skate, it just makes sense to enjoy this fun activity with your girls. Before going skating, be sure to check the Girl Guides of Canada Safe Guide for activity specific procedures.

**Learn to Skate**

At a meeting teach basic skating moves without skates:

• **Marching:** The girls march forward in baby steps, as if they were on skates. Next, show them how to glide forward.

• **Stopping:** The snow plough is the best way to stop. Bend knees, and then slowly turn knees and toes inward into a wedge-shape. This will stop the forward glide and help them come to a smooth, safe stop.
**Skating Party**

Plan an outing to a skating rink, where the girls can practise the skating moves they learned in your “skating” meeting. If you can manage it, make it really magical by taking them to an outdoor rink just after dark.

**Wheels**

Many local police services have a variety of resources available to help with bicycle safety. Contact local detachments for assistance.

Review the rules of bicycle safety. Remind the girls that many of the same rules apply to in-line skates and roller skates. Make up two sets of cards. Have the girls match the rule to the equipment:

- Always wear — a helmet.
- Keep equipment — in good shape.
- Let cars and people — go first.
- Stop at all — stop signs.
- Check traffic before — you cross a street.
- Keep both hands on the handlebars — except when you use turn signals.
- Learn and use turn signals — left hand straight out for a left turn; turned up for a right turn and straight down for stop.
- Walk your bike across — busy streets.
- Don’t bike or skate — on busy streets.
- When biking, never — do stunts or ride double.
- Don’t hitch rides — on someone else’s bike.
- Never weave — in and out of traffic!
- Never ride your bike — between two cars!

**Stroking:** March, then glide on two feet with weight evenly distributed. Shift the centre of weight over the right foot and glide on this skate. The left foot is slightly off the ice. Return to a two-foot glide then glide on the other foot.

**Newspaper Skating:** Spread paper on the floor. Have the girls practice “skating” by sliding their feet on the paper. Caution them to move slowly to avoid slipping.

**Getting Up:** It’s especially important to know how to get up after a fall. Have the girls kneel; put one foot out and shift their weight onto that foot. They should balance themselves with their hands.
**Bicycle Safety Checklist**

Organize a bicycle parade. Before the parade, have the girls complete the following bicycle safety check.

**Wheels**
Are the brakes properly adjusted? Yes ☐ No ☐
Is the chain tight enough? Yes ☐ No ☐
Are your wheels straight? Yes ☐ No ☐
Are all the spokes in good condition? Yes ☐ No ☐
Are your tires in good condition? Yes ☐ No ☐
Do your tires have enough air? Yes ☐ No ☐

**Handlebars, Seat, Frame and Lights**
Are the handlebars tightened? Yes ☐ No ☐
Do you have grips for the right and left hands? Yes ☐ No ☐
Are the pedals in good repair? Yes ☐ No ☐
Is the seat the right height for you? Yes ☐ No ☐
Do you have a working headlight? Yes ☐ No ☐
Do you have tail light reflectors? Yes ☐ No ☐
Do you have a working horn or bell? Yes ☐ No ☐

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**Food, Glorious Food**

**Love Yourself**
Check out the GGC/NEDIC Love Yourself Challenge on the Girl Guides of Canada website: [www.girlguides.ca](http://www.girlguides.ca). The GGC/NEDIC Love Yourself Challenge is designed to build and encourage healthy self-esteem and positive body image. Numerous activities are included which explore aspects of body image, self-esteem and health and nutrition.

**“Healthy Me” Poster**

**What you need:**
- paper
- crayons, markers
- pictures of toothbrushes, soap, milk, fruit and so on from magazines
- glue.

**What you do:**
1. Name good health habits. List them on a flip chart or the blackboard.
2. Give each girl a large sheet of paper.
3. Have her write “Healthy Me” across the top.
4. Illustrate the posters with drawings and/or cut-outs of good health habits.

**Fabulous Food**

Eating five to ten fruits and veggies a day keeps us healthy. And there are so many yummy varieties available that eating a minimum of five a day is fun and easy. Discuss the fruits and vegetables the girls like to eat and how many they eat each day.

**My Favourite Foods**

Ask the girls to talk about their favourite foods. What makes those foods special? What tastes or flavours do they like best? Make a list of foods they would like to eat at camp.
Food Necklace

What you need:
• dental floss
• cereal circles, pretzels, lifesavers, marshmallows or any “stringable” food.

What you do:
1. Thread the dental floss through the food.
2. Tie each girl’s necklace behind her neck.

Yum Yum Garden

What you need:
• stiff paper or cardboard
• magazines or food advertisements
• glue
• markers or crayons
• stick-on dots and stars.

What you do:
1. Tell the girls to bring in magazines that feature pictures of food.
2. Provide additional pictures, so you have a wide variety. Include less familiar varieties, such as mango, bok choy, kiwi, artichoke, and so on.
3. Have the girls “plant” their “gardens” by cutting and gluing pictures to a piece of stiff paper or cardboard. Tell them to “grow” many different fruits and veggies. They can use the markers and crayons to draw leaves, grass, animals and otherwise decorate their gardens.
4. Tell the girls to put a star on the fruit and veggies they have eaten and a dot on the ones they’ve never tried.
5. Have them write down all the fruits and veggies they eat for one week. This can include pure fruit juices, applesauce, canned varieties in natural unsweetened juices or water and pure fruit cups, as well as fresh produce. Tell them to eat a fruit or veggie from their “garden” they’ve never tried before. When they do, they can replace the dot on that picture with a star. When they bring their pictures back, they can show how many dots have become stars.
6. Ask the girls to check each other’s lists. Have they eaten at least five fruits and veggies each day?

Food Group Rainbow

Canada’s Food Guide to Healthy Eating suggests a “rainbow approach” to good food. Girls can draw their own “healthy eating rainbows” using the Food Guide categories. Talk about the different foods that belong in each category. Suggest they include at least two favourite and two new foods in each category.
• grain products (yellow)
• fruits and vegetables (green)
• milk products (blue)
• meat and meat alternatives (red).

For more information of food and nutrition, visit the Canada’s Food Guide Web site at: 

All My Friends Like Chocolate

What you do:
1. Put enough chairs for all but one girl in a circle.
2. Select someone to be “It.”
3. “It” says, “All my friends like…” (a food she likes).
4. Everyone who likes that food runs to find a new chair on the opposite side of the circle.
5. “It” also finds a chair.
6. The girl left without a chair is the new “It.”
7. She repeats, “All my friends like…” and the game continues.
8. When “It” says, “All my friends like chocolate,” every one changes chairs, but may not go to the chair beside her.
Germ Busters

Explain that germs are living organisms. Two types of germs make us sick - viruses and bacteria. It's important to wash hands often to avoid spreading germs. Experts advise washing hands as long as it takes to sing Happy Birthday. Teach the girls the words to the Brownie Clean Hands Song, which can be sung to the tune of Happy Birthday.

Wash your hands every day
When you eat, work or play.
Scrub with soap and hot water
To clean the dirt all away.

Ask the Brownies to name all the things they do with their hands, such as petting their cats, dogs or other pets, clapping, building models, eating, and playing with toys, games and playground equipment.

Tell them to look at their hands. They can't see germs because they're too small. That's why it's important that they wash their hands thoroughly:
• before eating
• before handling food
• when they cough or sneeze
• after handling something that is dirty or dusty
• after going to the bathroom.

Hand Washing Practice

Talk about the proper way to wash hands. Scrub hands for 15 to 30 seconds with regular soap and water. Be sure to scrub the top and bottom of the hands and under the nails. Rinse and dry. Do a pantomime practice while singing the Brownie Hand Washing Song.

Freaky Germs

Ask the girls to describe or draw their idea of a germ or several different germs. Are they yucky? Are they scary? What colours are they? Where do they live? What scares them? Do they scare the girls? Why?

Friendly Germs

Tell the girls that not all germs are bad. Some germs even keep us healthy. For example, probiotics are bacterial organisms that contribute to the health and balance of the intestinal tract. Other bacteria are used in food production, especially in dairy products. Have the girls make a food chart of dairy products, such as sour cream and yogurt that have good bacteria in them.

Smile, Girl

Clean teeth are healthy teeth. Here are two activities to help children understand how teeth decay and what keeps them healthy:

Apple in a Bag

This is a great camping activity.

What you need:
• fresh apples
• paper bags.
**What you do:**
1. Make a small hole in a fresh apple.
2. Put the apple in a paper bag.
3. Have the girls take their bag home.
4. After three days, they should open the bag and look at the apple, and write down what they see.
5. Explain that the brown around the apple’s hole is like what happens to teeth that aren’t brushed every day.

**Flossing is Fun!**

**What you need:**
- empty egg cartons
- coloured yarn.

**What you do:**
1. Have each girl cut the bottom of an empty egg carton into rows.
2. Turn the carton bump side up so there are 12 “teeth.”
3. If they like, the girls can paint their cartons white.
4. Cut a long piece of coloured yarn that will show up against the teeth.
5. Show the girls how to wrap the yarn around their fingers to “floss” their teeth.

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**ZZZZZ – Goodnight**

Children should understand that resting is as important as exercising and eating good food. Talk about the sleeping habits of other animals. Where do their dogs and cats sleep? How does a fish sleep? What do birds use to make a comfortable resting place for their babies?

Have the girls draw a picture of a good sleep environment.

**Do they need:**
- a soft (or firm) pillow
- a cuddly blanket
- a favourite doll or teddy bear
- all the lights off
- a nightlight?

**Could they sleep:**
- with a drum banging in their room
- on a hard floor
- if a dog was barking outside their window
- if their brother or sister was talking loudly inside their room?

What other conditions would make it hard to sleep? How would they handle each situation? Ask if they remember their dreams. What do they do if they have a bad dream?

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These are the interest badges for the **Key to Active Living**, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, **Brownies Can Do It!**
Key to STEM

Goal
The Key to STEM will help girls learn to appreciate and gain knowledge in Science, Technology, Engineering and Math.

Girls and women have traditionally been under-represented in the areas of STEM. As an organization for girls, Guiding is helping set the stage to change this. This Key introduces girls to basic concepts to arouse and stimulate their interest in the “why, how, and what if” of science and technology. They will discover that many enjoyable activities and products used in everyday life are based on STEM.
Key to STEM
(Science, Technology, Engineering and Math)

Program Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book, *Brownies Can Do It!*

1. Keeping in Touch
2. People in Science
3. CABOOSH!
4. The Power of Power
5. Building Up
6. Reach for the Stars!

The program book offers ideas for completing each of these activities. The following are additional ideas for activities that complement various parts of this Key.

Keeping in Touch
There are many ways for us to keep in touch with family, friends and other people. We have telephones, faxes, e-mail, Internet instant messaging, video messaging and chat rooms. The following activities will help your girls understand the impact of modern communications on our daily lives, and learn to use them safely and wisely, especially the Internet.

Speaking of Phones...
Bring in examples of communications tools such as cordless phones, cell phones, walkie talkies, and CB radios. Talk about how and when they are used. As a related project that is really fun, have them make tin can walkie talkies (see Key to STEM Crafts on page 68).

Information Technology is “IT”
Make a mural that shows how information technology touches the lives of girls. Include all the places where computers are used for everyday things, such as:
- homework
- cash registers in stores
- household thermostat
- parking meters
- gas pumps.

Web Awareness
No computers are needed for this activity. Read the following poem out loud, and then discuss the ideas below with the girls.

Cyber-Sense
*I have a special secret,*
*Whenever I'm on-line*
*I do not share with others*
*the things that are just mine.*
*My e-mail and my home address,*
*my phone and fax and name*
These facts are just for me to know on Web sites or in games.
Instead, I use my nonsense name
As my Net identity!
When people ask me who I am,
I say, I'm “cyber-me.”
And when I want to surf the Web,
for places that are cool,
I get some help from Mom or Dad,
or teachers from my school.

• Explain the concept of personal information.
  Have the girls make a list of examples:
  name, school, telephone number, parents’ names, address and so on.

• Discuss the idea of having a secret identity.
  Ask if anyone has ever created one when playing a game.

• Ask the girls when and why they use the internet. Have they been asked to share information about themselves at a Web site, on instant messaging or in a chat room? Do they know they should always ask an adult before giving out personal information on-line?

• Explain that a cyber name should never reveal anything about a person, such as her sex, age, interests, school, family situation, sports teams, phone number, address, or even the city or province she lives in. Have the girls come up with some fun cyber names, using the criteria you’ve discussed.

• Ask the girls to take their Cyber-Sense poem home and discuss it with their parents

**Science Tag**
These active games will help your girls learn the principles of basic chemistry.

**Bio Tag**
This is a fun game that demonstrates how chemicals combine to make different substances. One girl is “it.” She tags another girl and they join hands. Together they tag a third then a fourth who join them. When the group reaches four people, it splits and tags oher girls and so on.

**H2O Tag**
Explain that water is made up of two kinds of atoms - hydrogen and oxygen.

Divide the girls in half. One group is oxygen and the other hydrogen. Use arm bands or pinnies to distinguish teams. Each oxygen must tag two hydrogen atoms. Together they form a drop of water. They then tag another “drop” and so on until the whole group reunites as a “river” that goes snaking through the room.

**Women in Science**
March is Women's History month and March 8th is International Women's Day. Pick a Canadian woman who has excelled in STEM, such as Roberta Bondar (Canada’s first female astronaut) or Emily Stowe (Canada’s first female physician), and present a short skit about her achievement. Include the challenges she faced on her career path and the excitement of her moment of triumph.

**CyberCitizen Challenge**
This challenge is found on the Member Zone area of the Girl Guides of Canada Web site at: [www.girlguides.ca](http://www.girlguides.ca)
Making Things Go

Ask the girls to name all the vehicles they might ride on or in (cars, trains, ships, planes, bicycles, motorcycles). Where do these vehicles travel - on tracks, in the sky, on water? You can also use this as an activity in which you visit various countries in WAGGGS (World Association of Girl Guides and Girl Scouts). Girls can travel in different types of vehicles.

The Mystery of Outer Space

Hooray for outer space! People have always loved to explore, and outer space is our newest frontier. Here are some fun activities the girls can do to explore space from your meeting place.

Astronaut Training School

Astronauts travel into space in rocket-propelled spacecrafts. Tell the girls that they are going to train as astronauts for their own space mission.

What you need:
• a lab coat
• a play stethoscope (or a real one, if available)
• paper tube
• skipping ropes
• steps or boxes.

What you do:
1. A space agency doctor (a leader in the lab coat with the stethoscope) checks the girls.
2. The doctor asks some serious and some nonsense questions:
   • Can you hear me?
   • Can you see me?
   • Can you walk to school and back without getting tired?
   • Can you touch your toes? The tip of your nose?
   • Can you wiggle your toes?
   • What would you do if an alien chased you around the space ship?

3. Once girls pass their medical exams, it’s time for their training. Use activities that raise questions about space travel and stress the need for good physical health. Here are a few suggestions:
   • Hold a fitness relay using rope skipping, hopping, sit ups, climbing up and down two or three stairs (or boxes), and returning to the starting point.
   • Have the girls put on a heavy suit with boots, a motorcycle helmet and a snorkel to simulate spacesuits.
   • Have the girls walk a distance with a rope around their waist to demonstrate that astronauts are tethered when outside the spacecraft.
   • Create a mock sleeping area with a mummy-style sleeping bag inside a long cardboard box or barrel.
   • To give the idea of using tools on a space walk, have the girls put on oven mitts and try to build a Lego or block tower. Then provide barbecue or kitchen tongs and have them manipulate the blocks.

4. Finish the evening with an astronaut snack, which should be transportable, high in energy and (for the girls) fun to eat.

Star Gazing

Use binoculars or a telescope to look at the stars. Bring a star map or chart (available at http://kidsastronomy.com) to show girls some of the most common constellations (e.g.: Big and Little Dipper, Ursa Major and Minor, Orion) and what to look for in the night sky. What constellations can you pick out? Have the girls describe what the stars look like to them. (For example, do they seem like a blanket of diamonds?)
Key to STEM Crafts

Starry Telescope
For this craft, girls will need close supervision in handling a hammer and nail.

What you need:
• template of the stars or a constellation (Sky maps which can be used as templates are available at http://kidsastronomy.com)
• a Pringles container or other tube-shaped container with a metal bottom
• hammer and a nail.

What you do:
1. Place the template over the end of the container.
2. Punch holes for the stars.
3. Hold your “telescope” to the light and look at the stars.

V-V-V-VOOM Volcano!
There’s nothing like an erupting volcano craft to show girls the power of chemical reaction.

What you need:
• a dinner-size paper plate
• a three-ounce disposable cup
• aluminum foil
• scotch tape
• scissors
• water
• baking soda
• vinegar
• tablespoon
• measuring cup
• pan or tray.

What you do:
1. Tape the bottom of the cup to the centre of the plate.
2. Tear a piece of foil large enough to cover the plate with a half-inch (one-centimetre) overlap.
3. Cover the plate, tucking the foil under the edge. Tape it in place.
4. Poke a hole in the foil to the middle of the cup.
5. Slit the foil from the centre to the inside edge of the cup.
6. Fold the foil into the cup and tape it down.
7. Set your volcano on a pan or tray, so the eruption won’t make a mess.
8. Pour two tablespoons of water into the volcano.
10. In a separate cup, measure two tablespoons of vinegar. Pour it into the volcano and stand back for a bubbling eruption.

What caused the eruption?
Explain that the vinegar is an acid. When acid is mixed with a base (baking soda) it produces gas bubbles (carbon dioxide). Think of the bubbles in your bath. That’s pretty much what’s happening in your Volcano.

Science and Ecology Note: Did you know that most of the time you don’t need to use harsh commercial drain cleaners to keep drains clog-free? Have the girls, with a parent’s help, pour several tablespoons of baking soda into a slow drain and follow with a cup or two of vinegar, poured half a cup at a time, until the bubbling reaction stops. If after running hot water for a minute, the drain is still sluggish, they can repeat the process. This is a cheaper and much more environmentally friendly way to keep drains clear.
Widgets

Explain that “widget” is a slang word for a new invention. People are always looking for new ways to do things. Tell the girls that there are thousands of “widgets” invented every year. Some become popular, while others are never used. What makes the difference?

What you need:
• paper
• crayons and/or markers
• recycled materials, such as clean cans, paper tubes, dowels, fabric bits and buttons.

What you do:
1. Ask the girls to think of something they would like to invent. It can be useful, fanciful or silly.
2. Let them use the craft materials to draw or construct their invention.
3. Have them share their inventions with the group, and explain if they think they would be popular or not, and why.

Rubber Ball Racecourse

Let the girls have fun designing and testing their own racecourses.

What you need:
• wrapping paper, paper towel and toilet paper rolls
• duct or masking tape
• small rubber balls.

What you do:
1. Cut some of the paper tubes in half, lengthwise.
2. Connect them to tubes that have been left whole, by cutting the ends on an angle and securing them to one another with the tape.
3. Build your structure over the edge of a chair or table.
4. Race rubber balls through it. Try different kinds of balls to see how quickly or slowly they roll and how they bounce.
5. As an alternative, you can use Lego, Meccano and/or plastic race track pieces to race Tinker Toy or small toy cars.

Newspaper Structures

Build a structure out of newspaper rolls.

What you need:
• newspaper
• tape.

What you do:
1. Roll large single sheets of newspaper into tight tubes. Roll from corner to corner.
2. Tape each rod securely shut.
3. Form each rod into a triangle.
4. Have each girl decide what she wants to construct such as a bridge, building or playground structure.
5. Tape the triangles together to make the structure.
6. To make it more fun, paint or decorate the triangles.

Dried Pea and Toothpick Structures

Let the girls use their imaginations to create structures and describe what their purpose might be.

What you need:
• dried peas
• toothpicks.

What you do:
1. Soak the peas overnight to soften them.
2. Use the toothpicks for the structure and the peas as connection points.
3. Assemble the structure in the shape you choose.
4. Allow to dry overnight. As the peas dry, they will hold the toothpicks firmly in place.
5. For a sweet treat option, substitute marshmallows (right out of the package) for the peas.

Lava Lamp

Make your own version of this novelty lamp that was first marketed in the 1960s.

What you need:
• clear glass pitcher
• carbonated water
• raisins
• food colouring
• flashlight.

What you do:
1. Pour carbonated water into glass pitcher.
2. Add raisins. (They will begin to rise and fall.)
3. Add food colouring.
4. Shine the flashlight up from the bottom of the pitcher.

Food Tin Walkie Talkie

Let the girls discover the magic of making this primitive (but effective!) communications device.

What you need:
• two tin cans
• three to four metres (nine to 12 feet) of string
• a hammer and nail.

What you do:
1. Use the hammer and nail to punch a hole in the base of each food tin.
2. Thread one end of the string through the hole in the base of one food can, from the outside to the inside, tying a knot on the inside end so it doesn’t slip out.
3. Repeat with the second can.
4. Have two girls take one tin each and move apart, so the string is taut, but not taut enough to break.
5. Tell the girls to enjoy their walkie talkie conversations.

Thaumatrope

Ask the girls what they think the word “movies” means. Explain that movies are pictures that move. The movies that we watch today require thousands and thousands of pictures to give the illusion of continuous movement. However, a simple thaumatrope requires only two images to create the effect of movement. Invented in the 1820s, the thaumatrope creates the illusion of movement, because when you spin it, the two images on either side seem to blend together and become one picture. If you spin it very quickly, this illusion is strong. If you spin it more slowly, you may perceive simple movement instead of one single image.

What you need:
• a pen
• coloured paper
• glue
• cardboard
• scissors
- string
- crayons or markers
- a math compass, jar lid or other circle to trace.

What you do:
1. Trace a circle on the cardboard and two circles on paper.
2. Cut them out.
3. Draw a fish on one circle. Colour it in one or more bright colours.
4. Draw a fishbowl on the other. Colour it a shade of blue.
5. Glue one picture on each side of the cardboard.
6. Punch a hole on each side of the cardboard.
7. Thread a piece of string through each hole, and tie a knot in each end.
8. Twirl the string. Now use it to twirl the disk.
9. Watch the fish swim in and out of the fishbowl.

These are the interest badges for the Key to STEM, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, Brownies Can Do It!
Key to the Living World

Goal

The goal of Key to the Living World is to help the girls develop a sense of respect and responsibility for the environment and all living things.

The living world is our natural environment. The Key to the Living World addresses all aspects of our natural environment, including plants, animals, natural resources and the seasons, and how we interact with them. In this Key, the girls will explore the beauty and bounty of nature and the concept of our responsibility to protect nature and conserve resources to help keep the world's ecosystem healthy.
Key to the Living World

Program Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book, *Brownies Can Do It!*

1. Wondrous Walks
2. Plant Life
3. Water All Around
4. Celebrate Earth Day
5. Reduce! Recycle! Reuse!
6. Weather Watch
7. Seasons Come and Go

The program book offers ideas for completing each of these activities. The following are additional ideas for activities that complement various parts of this Key.

What is Wildlife?

Ask the girls to bring pictures of as many animals as they can find in magazines or newspapers at home. Together, organize the pictures and talk about the difference between wild animals and domesticated animals (pets and farm animals). Have a sorting relay in which each team member chooses a picture and runs to put it in the wild or domestic pile. Make two collages: one of wildlife and one of domesticated animals.

Tips and Hints

The Canadian Wildlife Federation has developed a number of initiatives that use activities to teach children about wildlife and habitats. Each province has people trained in delivering the program. For more information see their Web site: http://www.cwf-fcf.org/en/index.html

Endangered Species

Bald eagles, elephants, gorillas, giant pandas, polar bears, whales, dolphins, marine turtles, rhinos, whooping cranes, peregrine falcons, swift foxes, eastern prairie ringed orchids, northeastern bulrushes, western lilies, are just a few of the tens of thousands of species of animals and plants that are threatened or endangered today. There are endangered species all over the world, including Canada. Have the girls research some of these.

What you need:
- a large flat surface, such as a wall or tabletop
- a map of the world
- sticky tack putty.

What you do:
1. Have the girls research endangered plants and animals at the library or on the Internet. Some websites to try include: the

2. Ask them to bring in pictures of endangered plants and animals. They can cut them out of magazines or print them from the Internet.

3. Put the map onto the wall or surface.

4. Now look at your endangered species. Where do they come from?

5. Use the putty to stick the plant and animal pictures onto the appropriate continents.

6. Where do most of the endangered species live? What can we do to help them?

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**Tips and Hints**

The World Wildlife Fund has many excellent resources on threatened and endangered species. Check out the WWF Global Web site at [www.wwf.org](http://www.wwf.org) or the WWF Canada Web site at [www.wwf.ca](http://www.wwf.ca)

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**For the Birds**

Hold a meeting that’s “for the birds.”

**What you do:**

1. Ask the girls what birds they see in their yards. Have a bird watching resource to help with identification. Which of those birds stay through the winter? What do they eat? Why do the others leave? Where do they go?

2. Have each circle choose a bird. Tell the girls to read about their bird and learn its habits.

3. At your meeting, each girl brings a picture or comes “dressed” as her bird. (i.e. blue jays can wear a blue t-shirt; robins a red one).

4. Have each circle perform a song, dance or skit about their bird. For example, the Canada Geese can form a vee and talk about flying south.

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**Tips and Hints**

Watching newly-hatched baby geese learn to swim and fly is a special springtime treat. If you are near a lake, river or pond where geese congregate, organize a walk to see the new goose families. Caution the girls not to touch or otherwise frighten them. Explain that the geese stay together and help each other. Isn’t that a good lesson for all of us?

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**Compost It!**

You can do this project in your meeting and have the girls take their jars home. Ask them to track the progress of the beans in each jar. What difference do they see between the composted beans and those planted in ordinary soil?

**What you need:**

- eight beans for each girl
- two wide mouth jars for each girl (The girls can bring these from home.)
- ordinary garden soil
- compost or composted manure (from a garden centre).

**What you do:**

1. Soak the beans in water overnight. Pass them out to the girls.

2. Have the girls fill one jar with ordinary soil and the second with a mix of half soil and half compost.

3. Label the jars “soil only” and “soil and compost.”

4. Plant four beans in each jar.

5. Have the girls take their jars home and place them where they will be warm and in the sun.

6. Tell the girls to keep the soil moist (but not soaking wet), and check daily to see what happens to the beans in each jar.

Explain that all living things break down. By
turning organic garbage into compost, the girls are recycling to create a substance that makes gardens grow even better than if they just use ordinary soil.

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 to celebrate water as a vital resource to life on our planet. The initiative has no specific program but its concepts can be integrated into many activities.

Holly Heron

Holly is an icon that Girl Guides of Canada developed to promote it’s Water For Tomorrow initiative. Check out the following link from our Web site to the Explore Water With Holly Heron booklet, which is a great resource for fun and educational activities. Visit the Environment Canada website at www.ec.gc.ca, select Publications, Water Education and then “Explore Water with Holly Heron”.

“Water and No Water” Skit

Why is water important? Have the girls list all the ways we use water. What would happen if the water in your community was turned off for several days?

What you do:
1. Divide the girls into three groups. Tell them the first group has all the water it needs; the second group has very little water; and the third group has no water.
2. Have each group do a skit in which they go through a normal day: getting up, going to school, eating, washing dishes, and so on.
3. Discuss what each group did, with or without water, why we depend on water and why it is important to save water, wherever we can.

Is Your Home Water-Efficient?

Photocopy the following chart. Enlarge a copy to discuss it with the girls. Have them take a copy home and share it with their families.

<table>
<thead>
<tr>
<th>Efficient</th>
<th>Inefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taps</td>
<td></td>
</tr>
<tr>
<td>Shower heads</td>
<td></td>
</tr>
<tr>
<td>Outdoor taps</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
</tr>
<tr>
<td>Recycled water</td>
<td></td>
</tr>
<tr>
<td>Personal habits, such as brushing teeth and taking showers</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

How can I help conserve water at home?

Water Conservation

Here is list of water conservation tips you can discuss with the girls. Ask them to discuss it with their families at home, too.

• Check all the taps in your house for leaks.
• Fix leaky faucets.
• Take shorter showers.
• Catch extra shower and dish water in a bucket and use it for something else, such as watering gardens or house plants.
• Turn the water off when you lather, then back on to rinse.
• Brush your teeth with the faucet off and run the water to rinse.
• Don’t throw anything except toilet paper in the toilet.
• Check your toilet for leaks. Put food colouring in the tank. If it is leaking, the water in the bowl will turn that colour in approximately 30 minutes.
• Put a brick in your toilet tank to lessen the amount of water needed to fill it up again.

Earth Day Eco Festival
April 22nd is Earth Day, when we celebrate all the things we like about our planet. People celebrate by looking for ways to keep the Earth safe, clean and beautiful. Hold an Earth Day Eco Festival on or near April 22nd, inviting the girls’ parents/guardians, relatives and friends or another Brownie unit to join you.

To plan your festival, write the following eco-topics on pieces of paper and have each Brownie circle draw one from a hat. They can plan and organize a way to share about their topic using posters, photos, skits, activities and objects, such as plants, recycle boxes, composters or composting literature, water-saver shower and faucet heads and so on.

• composting
• conserving water
• recycling paper
• planting
• outdoor clean-up.

Terrific Trash
Don’t toss your trash. Recycle it! This activity is good to do at camp with garbage, cans, bottles, paper, packaging and compostable vegetable matter. Many of the things we use, such as newspapers, cans and bottles, can be recycled rather than thrown in the trash. Have the girls investigate the recycling program in their area and bring a recycling container from home. If they don’t have one, they can make one from a plastic laundry basket or other container. Have them think about what trash should be thrown out and what can be recycled. Have them use their recycling containers in their homes and report back at your next meeting on how much recyclable material they collected in a week.

Wrap it Up!
This is a good activity for gift giving. Ask the girls to think about how they can wrap gifts without using new wrapping paper. Ideas include using paper grocery bags, magazines, old calendars, second-hand wrapping paper and odds and ends of fabric, yarn, string and other previously used and scrap materials.

What you need:
• markers
• crayons
• paints and brushes
• glue.

What you do:
1. Have the girls draw names, and bring in an unwanted toy or book in good condition for the person whose name she drew.
2. Ask the girls to bring in used and scrap wrapping materials from home, as discussed above.
3. Each girl wraps her gift and makes a card to go with it. Tell them to use their imaginations to make the gift look pretty.
4. Serve refreshments and let the girls exchange their gifts. Tell them to open their gifts carefully so they can reuse the wrappings again.
Weather Watching

Snow/Rain Gauge and Journal

The girls can have fun studying the weather and measuring the amount of water their area receives by making a snow/rain gauge and keeping a snow/rain journal.

What you need:
- a clean empty jar
- a waterproof black marker or waterproof paint
- a ruler.

What you do:
1. Draw a scale in centimetres on the outside of the jar.
2. Before it snows or rains, place the gauge in a yard or on a balcony.
3. Check it in the morning to see how much snow or rain has fallen.
4. Keep a journal to record the snowfall and/or rainfall for a week or a month.
5. Fill a second jar with snow and bring it in the house. How much water is in the jar after the snow melts?

World Centre Seasons

Use a world map to show where the four World Centres are located.
- England (Pax Lodge)
- India (Sangam)
- Mexico (Our Cabaña)
- Switzerland (Our Chalet)

How do the climates differ? For example India and Mexico don’t have snowy winters. Why not? What is a typical December like in Switzerland and England?

Divide the girls into pairs. Each one will pretend she is from a different World Centre country. Tell them to talk about how the seasons affect their lives:
- How hot or cold does it get where they live?
- What do they wear?
- What outdoor activities do they do?
- How do they dress for each season?
- What kind of fruits and vegetables grow at different times of the year?

Snowflake Catch

Snowflakes are fascinating. Tell the girls that each flake is unique, but all snowflakes have six points, because they are crystals that form that way.

What you need:
- black construction paper or a piece of black velvet
- a magnifying glass
- snow
- a camera and film
- white play dough mixed with glitter.

What you do:
1. Keep the cloth or paper in the freezer so it will be ready for the next snowfall.
2. Take it outside while it’s snowing. Catch snowflakes. They will show up on the dark surface.
3. Examine them with the magnifying glass. How many points do they have? Are any two snowflakes exactly the same?
4. Take a picture with your camera. You’ll have to be fast to get the image before the snowflakes melt. Print the pictures and enjoy beautiful snowflakes all year long!
5. Use the pictures to design cut paper or play dough snowflakes.
Winter Outside

Winter is one season that is definitely associated with Canada. It’s cold; it’s often dark and it can seem like it’s never going to end. But it’s also fun! Catch a snowflake! Watch the birds! As a group, build a snowperson or a snow fort; plan a skating, sledding or snowshoe outing; or take a winter wonderland hike. Take advantage of the snow (in place of crushed ice) to make Coffee Can Ice Cream (see recipe on page 112).

Key to the Living World Crafts

Barometer

Make a barometer to measure air pressure as you track the weather.

What you need:
- small coffee cans
- plastic wrap
- scissors
- straws
- index cards
- rubber bands.

What you do:
1. Cover the top of the coffee can with plastic wrap. Use a rubber band to secure it so it’s airtight.
2. Set the straw so that two-thirds of it is across the top of the can.
3. Tape the straw to the plastic wrap.
4. Tape the index card to the side of the can.
5. Record the exact location of the straw on the card.
6. Periodically check and record the straw’s location.
7. Keep the barometer away from windows as it is sensitive to temperature and air pressure.

Explain that the barometer measures air pressure. High pressure makes the plastic wrap cave in so the end of the straw rises. Low pressure makes the wrap puff up so the straw drops down. Tell the girls to watch their barometer when the weather is stormy. Can they use it to predict a storm?

Water Filter

Because we need clean water to survive, our household water is filtered and purified. To show how filtration works, make a simple water filter.

What you need:
- empty coffee cans
- sand
- muddy water.

What you do:
1. With adult supervision, punch five to 10 holes in the bottom of the can.
2. Put approximately three inches (eight centimetres) of sand in the can.
3. Place the can over a clean container.
4. Pour two cups (500 millilitres) of muddy water over the sand.
5. Collect the water that comes out of the container.
6. Have the girls observe what happens to the water once it’s been filtered? How does the filter process work?

Terrarium

Ask the girls why plants will grow in a terrarium. What happens when you put the seed in an enclosed environment with soil and water?

What you need:
- plastic two-litre pop bottles with caps
- scissors or a craft knife (used with adult supervision)
- potting soil
• seeds 
• water 
• waterproof black marker.

**What you do:**
1. Remove the label from the bottle and keep the cap.
2. Rinse out the bottle and the cap.
3. Cut the bottle near the bottom leaving enough room for the soil. This forms the base.
4. Fill the base with potting soil.
5. Plant a few seeds. You may want to plant two or three different seeds.
6. Sprinkle water over the soil.
7. Re-cap the bottle.
8. Fit the base back on the bottle.
9. Place the terrarium in a sunny spot. Watch the seeds grow.
10. When the plants are too large for the terrarium, re-pot them or plant them in the garden.

**Mini Recycling Container**
Make sample recycling bins by cutting a plastic ice cube tray into individual pieces. Fill each with a different recyclable material, such as a piece of newspaper, a small bottle (do not use pieces of broken glass), plastic and so on.

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**Hanging Bird Biscuit**
Use woodworking skills to create this special bird feeder. The woodworking should be done with adult supervision.

**What you need**
- plain or heart-shaped pieces of wood
- vegetable shortening (do not use margarine as it is too soft)
- birdseed
- a drill
- two two-foot (60-centimetre) lengths of narrow ribbon or string for each feeder
- bowls.

**What you do:**
1. Drill a small hole on each side of a piece of wood. They should be the same distance from the top.
2. Cover the heart in shortening. Place it in a bowl of birdseed, and move it around to coat it with the seed. Don’t leave any bald spots.
3. Run one length of ribbon through each hole.
4. Tie the ends together in a knot or a bow.
5. Hang the bird biscuit in a tree and watch for birds!

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These are the interest badges for the Key to the Living World, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, Brownies Can Do It!
Key to Camping

Goal

In Key to Camping your girls will learn and practise basic camping skills.

Girls tell us over and over, that camping is one of the things in Guiding they like to do best. The Outdoor Activity Leadership program (OAL), Guide to Camping and other camping resources provide leaders with training, direction and support for these activities. All of these items and others can be found on the Member Zone area of the Girl Guides of Canada website. Start with shorter afternoon outings and work up to longer trips that go farther afield. The Girl Guides of Canada Safe Guide is designed to be your planning tool for such excursions.
Key to Camping
Program Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book, Brownies Can Do It!

1. Safety First
2. Camping Know How
3. Dress Right
4. Lost and Found Outdoors!
5. Sing and Shout

The program book offers ideas for completing each of these activities. The following are additional ideas for activities that complement various parts of this Key.

Safety

For camp safety procedures, refer to the Girl Guides of Canada publications Safe Guide for a list of camp safety procedures. Use these as the basis for programs on camp safety. For example, have a “Safety First” night where you talk about fire safety and hold a fire drill. Other topics could include:

• having a camp buddy
• setting up a tent or keeping your sleeping bag dry
• using good manners at a public park or campsite
• looking out for dangers like broken glass, holes in the ground, poisonous plants and water safety.

“Be Prepared” Kit

Each girl and Guider in your unit should carry her own “Be Prepared” kit, for nature walks, hikes, picnics and other outdoor activities.

What you need:

• bags that can be sealed and resealed (cosmetics bags that are given away by cosmetics companies or zipper lock bags)
• whistles
• large yellow or orange garbage bags (tightly rolled)
• water in a leak-proof container
• dried fruit snack for energy
• cleaning wipes
• band-aids
• paper and pencil
• safety pins
• tissues
• coins for the phone
• phone numbers for emergencies.
What you do:

1. Ask each girl to bring in a whistle, band-aids and a paper with her contact information.

2. 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, and use the large garbage bag for a rain cape or emergency shelter. (The bright yellow or orange colour will make it easier for searchers to find her.) Discuss the difference between helping searchers find them, and staying away from a stranger.

3. Have each girl place the items in her resealable bag and write her name with a marker on a label and stick it on the outside of her bag.

Wondrous Walks

Here are some tips for leading wondrous nature walks:

- To prepare for your walk have the girls discuss what they think they will see (for example, a newly seeded tree, an animal hole, an interestingly shaped rock, a bird nest, a bird or bird family, a dead tree, wild flowers, and so on).
- Dress for the weather. Bring layered clothing and cover arms and legs to protect against insect bites.
- Use sunscreen and insect repellent.
- Wear comfortable shoes and a sun hat.
- Carry extra water.
- Stop to rest along the way.
- Have each girl take a notebook and pencil to record what she sees.
- If possible, bring a camera and take pictures of exciting “finds.”
- After the walk, have the girls share their discoveries.

Hikes

Hikes combine fun, fitness and adventure. They can also serve to introduce many useful outdoor experiences that will form the basis for girls’ camping skills. Introduce girls to hiking by beginning with walks around your neighbourhood. Then plan a hike in an outdoor place that is new to most girls. For Brownies, hikes do not have to be major excursions. Rather, they provide a chance to walk in the outdoors, admire nature and enjoy a change of scenery. As you prepare for a hike, consider the following:

- where you will go
- how you will get to your starting point (if it is other than your regular meeting place)
- activities you will combine with your hike
- appropriate dress (considering weather conditions and planned activities)
- how girls with special needs can participate
- snacks you make or buy for the hike
- safety rules that should be reinforced with the girls
- who can help you
- what permission you need to seek
- information you will leave with an adult who is not accompanying you, about where you are going and when you plan to return

Cookouts

Cookouts are an important part of being outdoors. They provide girls with opportunities to practise their camping skills and enjoy the sense of togetherness that makes camping special. For some great campout recipes, see Fun Food for All Keys on page 111.

Teamwork Outings

Use this exercise to demonstrate the importance of teamwork in camping.
What you do:
- Divide the girls into their circles or groups of three or four. Give each circle or group an outing to prepare for (for example, camping, bus trip, nature hike, snow day, and so on).
- Discuss what each circle will need for the outings.
- Have the girls, with adult help if they need it, make lists of food, equipment, clothing and personal items, marking each item “must have” or “can do with or without.”
- Return to the full group and let each circle report on their trip preparation.

To play, each girl picks one weather condition.

On your signal, each girl finds the right clothing for her weather condition and puts it on. When she is dressed, she returns to her group’s spot and sits down.

The first group to have all members sitting wins.

After the game, the girls can parade in their outfits, singing songs about the weather, such as It's Raining; It's Pouring or Frosty the Snowman.

Camping Know How

Introduce the girls to camping by holding a meeting to which they bring sleeping bags and clothes. Have the girls practise packing for camp. If you’re tenting, set up the tent in the meeting place and arrange the bedding in the tent. Girls may have ideas for meals, or you may need to provide some suggestions or options from which they can choose. Have the group list the chores that will need to be done and organize teams to do them.

Best Dressed

Being the “best dressed” for camp isn’t about fashion. It’s a matter of using common sense and choosing clothing that will keep you protected, comfortable, dry and warm enough in cold or cool enough in hot conditions. Try this exercise to help the girls become the “best dressed” for their outdoor adventures:

What you need:
- a variety of outerwear articles, such as hats, gloves, sweaters, earmuffs, raincoats and boots. (Make sure the girls have labelled their garments or can otherwise identify them easily at the end of this exercise.)
- pieces of paper
- pens or pencils
- hat or basket.

What you do:
- Pile the outerwear articles on a table.
- Divide the girls into four groups. Assign each group a spot in the room.
- Write the names of different weather conditions, such as rain, snow, wind, cold or heat on pieces of paper. You can have several papers with the same condition. Put them in a hat or basket.

Compass Points

Write each of the eight compass points on a piece of paper (N, S, E, W, NE, NW, SE and SW). Using a compass, find North and tape the ‘N’ paper to the wall (or a post or chair). Similarly find and tape the other points around the play area. The leader calls out a direction and all of the Brownies run to it. As the girls begin to learn where the points are, remove the papers identifying the secondary points (NE, NW, SE, SW).

Variation: Scatter the girls around the play area at the various compass points. When you name two points, the girls at these points exchange places by running in a clockwise direction. If you call “all change” everyone must move to a new compass point.

Note: Once the girls are familiar with the
points of the compass, you can label North only, and have the girls move to other points by remembering their relationship to North.

**Compass Walk**

Give the girls a small compass, such as the ones on a ring for a zipper pull. Lay out a simple course, through which the girls can navigate by setting a compass direction from the start to a landmark. At that landmark, provide them with a new compass direction to another landmark, and so on.

**Lost and Found**

Talk about ways to avoid getting lost outdoors, including noticing landmarks, using a compass and, most important of all, staying with the group. Talk about what the girls should do if they become lost.

- Tuck clothes in at the waist to keep warm.
- "Hug" a tree to stay dry.
- Stay in one place.
- Carry a yellow or orange garbage bag to keep dry and to alert searchers.
- Don’t panic. Stay calm.
- Stay alert and blow your whistle often.
- Answer searchers’ calls.
- Don’t eat anything from the woods.
- Carry a water bottle and don’t drink anything else.
- Think happy thoughts.

**Survival Hike**

Take a survival hike. Discuss the three elements essential for survival:

- shelter
- food
- water.

Point out places to take shelter, such as fallen trees that can be turned into a lean- to. Remind the girls never to stand under a tree or near a metal pole or fence during a thunderstorm. They should not take shelter in a stand-alone shed. Discuss what they can do instead: If there is no safe shelter available, they should crouch down, feet close together with their heads tucked down. They should not lie flat. If they are in a group, they should spread out, so that individuals are several metres apart.

**Maps**

This activity will help girls learn to read a map.

**What you need:**
- paper
- pens, pencils
- tape.

**What you do:**

1. Make a map of your meeting room or an outside playing area. Use symbols to indicate various features. For example, on the meeting room map, you can indicate:
   - window _
   - tables l-l
   - chairs X
   - door / \n   - clock O
   - waste paper basket \-/  
   - doorknob o

   Include ten features, on seven of which you also put a circle or other specific mark to identify a “control.”

2. Write each letter of the word Brownie on a small piece of paper and stick it to the feature you've marked as a control. For example, put it on a chair leg, doorknob, corner of a window or other somewhat obscure place, but not hidden.
3. Divide the girls into groups of three or four and give each a pen/pencil and map. Explain the symbols on the map and that they need to find each of the controls. Show them a sample control so they know what to look for.

4. Orient the maps in relation to the features in the room and set them on the floor for girls to refer to. When they find a control, they write the letter on their map in that spot.

5. After the girls find all the controls, they can unscramble the letters to get the word, Brownie.

6. To make this activity harder, have the group orient the map. Ask them how they managed to decide which way it went.

**Camp Songs**

For several meetings before a camp, spend some time learning and singing camping songs. Have the girls accompany the songs with their Brownie Band instruments (see Music and Songs on page 95). You can do some in rounds, others with dancing. Look for campfire song and other camping resources on Member Zone.

**Key to Camping Crafts**

**Camp Buckets**

Camp buckets are great for keeping track of personal supplies.

**What you need:**
- large (empty) plastic buckets with lids (these can be purchased at a hardware, paint or ice cream store).
- permanent markers
- paint and sponges

**What you do:**
1. Have the girls decorate the buckets, using markers or paint. Tell them to use their circle emblems and an outdoor theme, such as trees, birds and other natural objects.
2. Give the girls a list of supplies they will need for camp.
3. Have them use their buckets to keep their supplies together and dry at camp.

**Sit-Upons**

There are many ways to make sit-upons. Here are three easy options:

**Option 1:**
Fold newspaper inside plastic cut to the appropriate size, and stitch or glue the edges together.

**Option 2**
Place folded newspaper in a plastic grocery bag. Place this bag in another, with the handles facing the opposite direction, to ensure the newspaper won’t fall out.
Option 3
Cut thinsulate (closed cell foam padding) into squares. Punch a large tarp grommet through one end to attach it to a backpack. Decorate with permanent markers.

Dish Bags
Have the girls make simple bags to hold their camp dishes.

What you need:
- dishcloths
- needle and thread
- safety pin
- scissors
- ribbon or string.

What you do:
1. Sew two dishcloths together on three sides.
2. Turn down and sew a hem on the opening, large enough to fit the ribbon or string.
3. Attach the safety pin to one end of a length of ribbon or string and work it through the hemmed casing. Tie a knot at both ends.
4. To personalize their bags, the girls can draw pictures of themselves and sew on braided wool for hair.

These are the interest badges for the Key to Camping, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, Brownies Can Do It!
Key to The Arts

Goal
This Key will introduce girls to the arts and help them develop an appreciation for the various art forms. They will become aware of acting, writing, painting, crafts and music as exciting and important parts of their lives.

The arts are a wonderful way to engage girls’ imaginations and creativity. Use music, drama, crafts and story telling in all the Keys to bring program activities ranging from international art to first aid role-play scenarios alive.
Key to the Arts
Program Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book, *Brownies Can Do It!*

1. Act It Out
2. Best of Brownies
3. Art By Hand
4. Crafts From Afar
5. Around the World in Song and Dance
6. Canada Sings
7. No Talking
8. Marvellous Masks

Be Dramatic!

You can use these drama ideas in all the Keys, to illustrate points, explain discoveries, resolve problems or just have a great time!

Act it Out

Have the girls write and perform a play or skit on any subject, including the Key themes in the Brownie programs, or other themes that interest them. They can work in circles, larger groups or as a whole unit, using props, costumes and music, or just speaking the words if they prefer that.

Creating Skits

At this level, the girls will perform simple skits with simple themes. You can help girls organize them by following these basic steps. It’s easier if you base your skits on a book or story. However, the girls can also make up their own stories to act out. Give them basic guidelines and set a time limit.

Skits Based on a Book

Here are some steps to follow when basing a skit on a book:

1. Write out all the themes.
2. Choose how many people you need in the story.
3. Have the girls make up the dialogue.
4. Use dialogue from the book or make up similar dialogue.
5. Act out a couple of scenes from the book.
6. Give the girls scenes to act out.

Original Skits

Planning an original skit is much the same as doing one based on a book. Children love to make up stories. With a few guidelines, they can become budding dramatists. Here are some questions they should ask themselves as they create their skits:
1. Who is my main character?
2. What does she want?
3. Who will help her get it?
4. Who are my supporting characters? 
   (Keep this to two or three)
5. How will they accomplish their goal?
6. What problems will pop up along the way?
7. How will they be solved?
8. What will happen at the end?

Wherever possible, have the girls use masks, costumes and props in their skits. They can also combine skits with singing, dance and musical instruments.

**Stage Fright**

Stage fright is a very common fear. As a matter of fact, one of the most famous statesmen and orators of the 20th Century, Winston Churchill, suffered from stage fright himself! It’s been said his solution was to imagine the audience dressed only in their underwear! That’s a novel way to help yourself feel more at home in front of an audience. If it worked for Winston Churchill, it could work for your girls, or at least it will give them a giggle, while they prepare for their own presentations and performances.

Here are a few things you can tell your girls to help them overcome their own stage fright:

- Don’t think of the audience as an “audience.” Think of them as friends.
- Take deep breaths to relax.
- If you forget your lines, make something up, and try to get back to the cue that will let the other performers pick up the thread.
- Remember, everyone is here to have fun. Do your best and enjoy!

**“Mask” it Out**

The girls can also have a great time acting out a play or skit using masks, which they can make themselves. They can use masks based on festival or holiday themes or just make masks that appeal to them or work for their play.

**Making a Mask**

Show the girls pictures of traditional masks. Use a book or look them up on the Internet. For example for Mexican masks, point out that Mexico is a hot country and the masks use hot colours, such as red, orange and yellow. Ask why people use masks. Talk about other cultures, such as Canada’s First Nations and African tribal communities, which use masks for ceremonies and rituals.

**What you need:**

- felt or heavy paper
- fabric scraps, feathers, sequins, glitter, yarn, coloured paper and other decorative items
- white glue
- extra coffee cans
- plastic wrap
- paintbrushes.
What you do:
1. Cut a circle from the felt or heavy paper large enough to cover a girl’s face. Cut holes for her mouth and eyes.
2. Cover the coffee can with plastic wrap.
3. Lay the felt circle over the can.
4. Brush on approximately 1/2 cup (125 ml) of glue.
5. Have each girl decorate her mask to look like her character in the play or skit. For example, if she is playing a man, she might choose dark yarn for a moustache. If she is portraying a cat, she can use string or yarn for whiskers.
6. Let the masks dry for 48 hours. If you have room, store them at your meeting place. Otherwise have the girls take them home. Warn them to be careful.
7. When the mask is dry, remove it from the can.
8. Punch a hole in the centre of each side.
9. Tie string or yarn through the holes.
10. Let the girls practise with their masks before they perform their play.

Charades
Charades is a fun activity, that can also help reinforce thoughts, ideas and themes the girls have already learned and need to remember.

What you do:
1. Divide the girls into groups.
2. Give one girl (the actor) in each group, a phrase to act out (such as part of the Brownie Promise and Law, weather sayings or something from the Story of the Brownie Toadstool).
3. Using only actions and agreed-upon symbols, the actor acts out each word of the phrase. The girls in her group guess what the phrase is.

Silent Stories
Charades is also a fun way to get the girls to act out stories without words.

What you need:
- copies of a story or picture book for each circle.

What you do:
1. Ask the girls to name activities they do without talking. Answers may include watching movies, reading and listening to music.
2. Tell them they are going to tell silent stories.
3. Give a picture book or short story for each circle. Have several copies so the girls can read it for themselves, or together. Be ready to provide support for struggling readers and with understanding if needed.
4. Have each circle play charades so the rest of the girls can guess the plot, theme or title of their story or book.

Challenge Envelopes
Challenge envelopes are usually very educational. They’re also fun, especially if they involve drama.

What you do:
1. Give each circle or group of girls an envelope that contains a challenge written on a sheet of paper. The girls make up a skit that addresses the challenge (for example, fire safety, water safety, first aid, outdoor etiquette or winter emergencies). Remember, girls of this age need some background information on the topic to make their skits more realistic.
2. Once each circle has prepared their skit, they present it to the rest of the group and both the presenters and audience discuss the material covered.
3. Challenge Envelopes can also be used to have the girls list information to bring to the Brownie Ring (for example, four
provinces and their provincial flower or
bird, seven items in a first aid kit, three
countries in WAGGGS).

**Imagine the Space**

Your meeting space can become an airport
terminal, a swamp, a bank, a store, a forest, a
park, an entire community, a WAGGGS World
Centre (see page 100) or anywhere else you
want it to be. Girls of Brownie age still like
to pretend. Provide some props (for example,
play money, dress-up clothes, pictures of
plants and tape on the floor for roads) and
life-like materials (for example, an ATM
machine made from a cardboard box, tea cups
and tea pot, and boxes representing buildings
in your community) and your unit can travel
anywhere your imaginations take you!

**Listen to This**

Good listening skills are important in so many
aspects of our lives. Use this activity to help
the girls develop and improve theirs.

**What you need:**

• a story you can read or a recording of a
  story.

**What you do:**

1. Have the girls sit in a circle.
2. Tell them to put on pretend listening caps
   and close their eyes.
3. Now tell them to listen carefully and
   imagine what the characters look like, what
   they are wearing and where they are.
4. Play the recording. If it’s long, play a
   segment.
5. Have the children open their eyes. Ask
   what they “saw.” There will be many
differences. Ask what they heard that
   made them see things in a certain way.
6. As a follow-up activity, they can draw
   pictures of the characters or settings of the
   story.

**Broken Telephone**

This is a fun game that also demonstrates
the importance of listening attentively and
passing on reliable information.

**What you do:**

1. Have the girls sit in a circle.
2. Give one girl a card with a message
   on it, or whisper a message to the girl
   who will begin the activity. Ensure she
can repeat it back to you correctly before
moving on. She whispers it to the next girl,
who repeats it to her neighbour and so on.
3. The last girl repeats the message out loud.
4. Discuss how the message has changed from
   the original. Ask the girls what happens
   when people repeat something without
   making sure it’s correct.

**Circle Story**

1. Ask each girl to write a topic for a story
   on a piece of paper (for example, camping
   in the rain, a first aid emergency, helping
   an ill neighbour, making a discovery on a
   hike, or finding treasure in an attic).
2. Put all the topics in a hat.
3. Have the girls sit in a circle. One girl
draws out a topic and begins a story based
   on it. When she stops, the girl next to her
takes it up.
4. The story goes around the circle until it
   reaches the last girl, who must end the story.
5. Repeat the process with a different girl
   beginning and ending the story each
time. Encourage the girls to use their
   imaginations and really have fun.

**Reading Pals**

Have the girls connect with reading pals.
These are pen pals who exchange books. The
girls (with parents or guardians) can select a
book each for a book swap. Suggest they write
a note saying why they like the book they are
contributing. Is it the story and illustrations? If it is an activity book, which activities have they tried and enjoyed? Before the book swap, clip each note to the corresponding book. Remember, no personal information should be included. (See Web Awareness on page 65 for more information.)

This activity could also be used with the Reading Box under Service for All Keys (see page 115). Once again, be sure girls do not include personal information when exchanging or donating books.

**Talent Night**

Everyone has a talent. Ask the girls what their talents are. Do they play an instrument, sing, tell stories or dance? Can they draw, make cool models or bake yummy cookies?

Designate one meeting as a talent night, explaining to the girls that it will be about doing their best and having fun with their individual talents. They can perform for each other, display art or crafts and share foods they’ve made. (Make sure you have extra treats for the evening, as well.) Encourage the girls to explain to the group what their talent is and why they want to share it, and to use props and helpers, if they need them.

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**Key to the Arts Crafts**

**Art by Hand**

Ask the girls to look at their clothes. What are they made of? How are they made? Tell them to think of all the ways to make clothing, quilts, potholders and other useful items.

**Glow-in-the-Dark Caps**

The sewing part of this activity will require adult help.

**What you need:**

- a baseball cap for each girl
- glow-in-the-dark paint
- glitter
- black permanent marker
- a glow-in-the dark badge or decoration
- needle
- thread
- scissors.

**What you do:**

1. Write each girl’s name on her cap.
2. Write the name of her circle underneath her name.
3. Sew the glow-in-the-dark item on the front of the cap.
4. Decorate the hat with glow-in-the-dark paint. The girls can paint flowers, stars, their circle symbols or any other meaningful design.
5. Sprinkle glitter on the wet paint.
6. Dry overnight. The girls can wear their glow-in-the-dark hats for outings, events and camping activities.
**Colour Wheels**
This project teaches children to use primary colours to make other colours.

**What you need:**
- card stock
- patterns for the windows and handle
- red, yellow and blue cellophane
- glue
- scissors
- crayons/markers
- hole punch
- butterfly clip paper fasteners.

**What you do:**
1. Trace the patterns in pairs onto the card stock and cut out.
2. Cut a window in the centre of each.
3. Cut the cellophane to slightly overlap the window.
4. Glue cellophane on one window piece. Glue a second matching window piece over it to seal the cellophane between the two.
5. Repeat for each colour.
6. When the windows are dry, stack them.
7. Cut out the handle. Decorate with crayons or markers.
8. Place the handle on top of the stack.
9. Punch a hole in the centre of the bottom.
10. Fasten with a butterfly clip paper fastener.
11. Overlap the different windows to make other colours.

**Felt Hand and Finger Puppets**
The girls can use hand puppets for a variation on skits and plays, or to have fun conversations with each other.

**What you need:**
- felt squares in various colours
- glue
- scissors
- sparkles, yarn, fabric bits or other decorations
- fabric paint and paintbrush
- permanent markers.

**What you do:**
1. For hand puppets, draw a round outline of each girl's hand. Make the outline approximately two inches (five centimetres) larger than her hand.
2. For finger puppets, draw an outline of each girl's index finger.
3. Using the outline as a pattern, cut out two pieces of felt.
4. With markers or paint, draw a face on the front piece.
5. Add yarn for hair on the front and back.
7. Glue the pieces together.
8. Let the puppets dry thoroughly.

**Stained Glass**
Make stained glass window ornaments. Using Girl Guides of Canada, WAGGGS or other symbols or images from nature. You will need adult helpers for this craft.

**What you need:**
- white construction paper
- waxed paper
- crayons

**Key to the Arts**
• scissors
• iron (adult supervision required)
• scrap fabric, old tea towels, or heavy paper
• glue

What you do:
1. Cut construction paper into five-inch (13-centimetre) squares.
2. Place two pieces together. Trace the symbol on the top square.
3. Cut out the symbol with the two pieces together. You will have a solid square with a leaf pattern in the centre.
4. Shave a coloured crayon of your choice and place the shavings between two pieces of waxed paper.
5. Place the waxed paper between two tea towels, pieces of scrap fabric or heavy paper.
6. With an adult helper, press the waxed paper with a warm iron, to melt the crayon shavings using a warm iron.
7. Cut the waxed paper to fit between the construction paper squares.
8. To assemble: glue the waxed paper to one paper square. Cover with the second square.
9. Make sure the symbol pattern matches. Glue the two squares together.
10. Use a suction cup to hang the ornament on a window.

Mock Tie-Dye T-Shirts

What you need:
• coloured t-shirts
• t-shirt transfers (optional)
• fabric paint or a template (optional)
• a mixture of equal parts water and bleach (use care and supervise girls when using bleach)

What you do:
1. Iron on the transfer or use fabric paint and a template, if desired.
2. Create the tie-dye effect by spraying the shirt randomly with the bleach mixture and allowing it to sit until dry.
3. Wash the shirt in cold water before wearing it.

Apple-Print T-Shirts

Use this technique to make t-shirts for camp and special outings or to use as gifts. Girls will need close supervision when using knives.

What you need:
• apples
• fabric paint in several colours
• plain white t-shirts
• plastic serrated knives
• paint brushes
• aluminium pie plates for the paint
• newspapers to cover the table.
Key to the Arts
Music and Songs

The music and songs in this section can be used with any Key.

Brownie Band Instruments
Create your own Brownie Band. The following musical instruments are fun and easy to make with recycled materials:

Bottle Maracas
What you need:
• small (dry) water or pop bottle
• small noodles and rice
• glitter
• tape
• coloured tissue paper
• glue.

What you do:
1. Fill the bottle half full with the noodle, glitter and rice mixture.
2. Tape up the opening.
3. Decorate the outside of the bottle by gluing different coloured paper in a collage effect.
4. Shake your Maraca in time to the music.

Singing Cymbals
The girls will need adult supervision when punching the holes.

What you need:
• small jar lids
• quarter- to half-inch (half- to one-centimetre) wide elastic
• hammers
• nails.

What you do:
1. Staple the plates together, face-to-face, with the lentils or beans inside.
2. Punch holes approximately one inch (2.5 centimetres) apart around the edges.
3. Weave coloured yarn through the holes to decorate.
4. Shake, shake, shake your tambourine.

Recycled Recorder
What you need:
• cardboard roll from paper towels, toilet paper or wrapping paper
• waxed paper
• tape
• coloured tissue paper
• glue
• crayons or markers
• pencil or nail to punch holes.

What you do:
1. Punch four holes in the cardboard roll. Space them one inch (2 1/2 centimetres) apart.
2. Decorate the tube.
3. Tape the waxed paper over one end.
4. Toot your flute with the band.
Sing and Shout
Girl Guides of Canada songbooks provide a wealth of music and action songs. They include some of the favorite songs from the early days of Guiding in Canada as well as lively and modern songs written by Canadian Guiders. Use it to teach the girls to “sing and shout.”

Write a Song
Write new words to a tune that everyone knows. The words can relate to your activity, a holiday or a special theme. Use the Brownie Clean Hands song on page 62 as an example.

Music from Around the World

What you need:
• A cassette tape, CD player or MP3 player
• music from each country you choose
• refreshments from each country you choose.
• travel posters or magazine pictures (hopefully from those countries).

What you do:
1. Have each circle choose a country they’d like to research.
2. Tell the girls to find information in books or on the Internet about their chosen country, and to bring in a recording of the music from that country.
3. Place the posters/pictures around the room.
4. Let each circle perform a song and/or dance from the country they’ve researched. Have one person introduce it and tell the name of the country, where it is and what the song or dance is about.
5. Serve refreshments from each of the countries.
6. Have the girls invite their families to share in the fun!

These are the interest badges for the Key to the Arts, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, Brownies Can Do It!
Key to Girl Guides

Goal

This Key is designed to encourage girls to continue in Guiding and to understand that, as members of Girl Guides of Canada, they are part of a dynamic and unique worldwide organization that has been a source of fun, friendship and learning for girls and women for almost 100 years.

Key to Girl Guides provides an opportunity for girls to begin to feel a connection to past Guiding members, and to present-day members in other countries and expand their understanding of world geography and social customs.
Key to Girl Guides
Program
Activities

To earn their Key badge, the girls will complete the following activities, which are described in further detail in the Brownie program book, Brownies Can Do It!

1. Girl Guides Through Time
2. Thinking Day and Guide-Scout Week
3. Brownie Memories
4. Being a Guide
5. Moving Up
6. Staying Friends

The program book offers ideas for completing each of these activities. The following are additional ideas for activities that complement various parts of this Key.

Guiding Through Time

Being part of an organization with a history gives girls a valuable sense of continuity. By knowing Brownie traditions and background, they will appreciate their own involvement in the organization. Go over the following Girl Guides of Canada historical notes and ask the girls to think about what it would have been like for them to be a Brownie in the early years. How has Guiding changed over the last century? If they could travel back in time to attend a Brownie meeting with their mothers, grandmothers or great-grandmothers, how would the activities they did then compare with what Brownies do today?

When Great-Grandma was a Brownie: 1915 to 1920s

• Brownies were called Rosebuds in England but, as the girls thought this name too babyish, they changed it to Brownies. Brownies are mischievous elves that live in the forest and, with the help of Wise Old Owl, perform good deeds.

• Great-grandma joined Brownies when she was 11 years old because her neighbour had seen them in England and said it was a lot of fun.

• Her first uniform was a white skirt and blouse with a sailor collar and a bright blue scarf. It soon changed to a brown dress, tie and cap.

• At meetings, Brownies sang songs and played games. During the years of World War I they served tea and washed dishes for people helping the war effort.

• After a while, great-grandma became a Sixer of Six, a small working group of Brownies. She earned her First Class and Second Class awards and collector, observer and signaller badges.
**When Grandma was a Brownie: 1930s to mid 1950s**

- During the depression years of the 1930s, Brownies was an affordable place for eight-year-old girls to learn new things and have adventures.
- Grandma earned badges, such as cook, toy maker and signaler, which she sewed on the brown dress she wore with a brown tie and a beret.
- She played games, sang songs and collected toys for less fortunate children. During World War II, she helped by collecting clothing and food for the war effort.
- She joined a “Six with a Brownie” and became a Sixer (with a Brownie name, such as Elf or Fairy).
- She sold cookies that were produced locally and used the money for Guiding in her third year.
- She earned her Golden Bar and Golden Hand and “flew” up to Guides when she got her Brownie wings.

**When Mother was a Brownie: mid 1950s to mid 1970s**

- Her friends all went to Brownies after school, so she joined too.
- She was eight years old. Her younger sister joined when she was seven years old.
- Mother wore a brown dress with a brown tie and a beret. Her sister wore a brown blouse, brown culottes, a white and orange scarf and a beret.
- She played games, sang and helped out in her community.
- Her mother helped her sew her badges, such as cook and toy maker, on her uniform sleeve. Her sister sewed her badges on a badge sash.
- She sold round cookies embossed with a trefoil for 25 cents a box. In 1953 she sold the first vanilla and chocolate sandwich cookies for 35 cents a box.
- She joined a “Six with a Brownie” (with names such as Elf or Fairy) and became a Sixer in her third year.
- She earned her Golden Bar and Golden Hand and “flew” up to Guides with her Brownie Wings.

**When Aunt Sarah was a Brownie: mid 1970s to mid 1990s**

- Her friends were all going to Brownies after supper, so she went along. She joined when she was six because she hadn’t been a Spark.
- Her younger sister had been a Spark, so she joined Brownies at seven.
- Aunt Sarah wore a brown blouse, brown culottes, a white and orange scarf and a beret. Her sister wore brown pants, a brown and white striped t-shirt or brown sweatshirt, an orange tie and no hat.
- She earned the same badges as her mother and grandmother earned and sewed them on her badge sash.
- She stayed in Brownies for three years and became a Sixer, but her sister only stayed in for two years.
- She made projects in arts and crafts and sang songs, including the Guiders’ Cookie Song.
- Her Brownie adventures included outdoor activities, and she may have spent a night in a tent.

**When Big Sister was a Brownie: mid to late 1990s**

- She joined Brownies when she was seven years-old because she had finished Sparks and all her friends were in Brownies.
- She wore brown pants, a brown and white striped t-shirt or brown sweatshirt, an orange tie and no hat.
- She played games, did arts and crafts, enjoyed outdoor activities and helped in the community.
• She earned Windows and Outlooks, such as Food Fun and Science, which her mother sewed on her brown badge sash.

• She joined a circle with a Brownie name like Elf, Fairy or Dryad and was a Circle Leader during her second year in Brownies.

• She went to Brownie Camp where she enjoyed water sports, campfires and other great activities.

**Guiding Through Time Dress-Up**

Have a “dress-up” day when girls dress in clothing their grandmothers might have worn. Encourage them to use their imaginations as they design their costumes. In what countries were their grandmothers born? If they have clothing from that country, such as a sari or peasant blouse, ask them to wear it. Hold a fashion parade so the girls can show their costumes to each other.

**Brownies Back in Time**

This activity will show girls where Guiding started and how people from all over the world have come to join it.

**What you need:**

• pictures of early Girl Guides in their uniforms from resource section

• a world map

• coloured pushpins

• different coloured yarn or string

• interactive story about the Baden-Powells from *Campfire Activities*; Available on Member Zone.

**What you do:**

1. Ask girls to find out what country their parents/grandparents/great-grandparents came from.

2. Look up Guiding on the Internet and find out when and where it was started and by whom, at: www.girlguides.ca (optional).

3. Read the interactive story about the Baden-Powell and the beginning of Guiding.

4. Tack a map on the wall or spread it on the floor. Have the girls find England. Now ask them to find the countries their great-grandparents and grandparents came from. Mark each with a pushpin.

5. Using a different colour string for each, connect the countries to Canada.

**Guiding Throughout the World**

The following is background information about world Guiding:

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

WAGGGS, which is headquartered in London, England, links 145 national Girl Guide and Girl Scout Associations, representing a total membership of more than 10 million individual members throughout the world.

**World Centres**

The WAGGGS World Centres are meeting places with eating and sleeping accommodation for the use of Girl Guides and Girl Scouts from all over the world. There are four World Centres:

• Our Chalet, Switzerland

• Our Cabaña, Mexico

• Pax Lodge, England

• Sangam, India.

**CWFF (Canadian World Friendship Fund)**

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

Thinking Day and Guide-Scout Week

Thinking Day

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 Thinking Day, holding special events and activities that celebrate the international scope of this Movement. Guide-Scout Week is celebrated during the week in which Thinking Day falls.

Thinking Day provides a great opportunity to have parties with an international flavour. Girls think about their sister Brownies and Guides all over the world. It is also a time when many contributions are made to the Canadian World Friendship Fund (CWFF) to help Guiding countries and support the four World Centres.

Guide-Scout Week

Girl Guides of Canada and Scouts Canada have designated the week that includes February 22nd (Thinking Day) to celebrate the shared heritage of our two organizations. Find out about special community celebrations for Guide-Scout Week by checking with your District Commissioner or on the Girl Guides of Canada Web site at: www.girlguides.ca

The Story of the Baden-Powells

Introduce your girls to the story of Lord and Lady Baden-Powell and the idea of Thinking Day with this interactive story, followed by the Baden-Powell Game.

What you need:
- The story of the Baden-Powells

What you do:
Before you read the story, have the girls stand with 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>Curtsey.</td>
</tr>
<tr>
<td>Olave Baden-Powell</td>
<td>Curtsey.</td>
</tr>
<tr>
<td>world</td>
<td>Spin around like a globe</td>
</tr>
<tr>
<td>Thinking Day</td>
<td>Tap the side of your head and lock like you’re thinking hard.</td>
</tr>
</tbody>
</table>
friends  Shake hands with your partner and smile.

birthday  Say, "Happy Birthday" and blow out imaginary candles.

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 Brownie friends all over the world celebrate Thinking Day with a very special party!

Happy Thinking Day everyone! Hooray for girls!

Baden-Powell Game

Chant the following words, with hand motions.

Brownies like to learn around the world I am one of them, and so are you. Let me tell you what to do. (swing right arm)

Brownies like to play around the world I am one of them, and so are you. Let me tell you what to do. (swing right arm and left arm)

Continue, substituting camp, sing, work and so on for learn and play. For each verse add:
- step right leg,
- step left leg,
- nod your head,
- stick out your tongue,
- turn around, sit down.

World Centres Tour

The four World Centres represent the international nature of Guiding. Take the girls on an imaginary tour of them.

What you need:
- a world map
- coloured push pins
- coloured yarn or string.

What you do:
1. Pin the map on the wall or chalkboard.
2. Have the girls locate where they are in Canada and the four World Centres on the map.
3. Mark each with a different coloured pushpin.
4. With the string, mark a route from Canada to the nearest World Centre, then to the next World Centre and so on.
5. Ask which countries they would pass through to get to each World Centre.
6. Have each girl choose one World Centre to "visit." Tell her to find pictures or travel brochures of that country and share them with the unit. Depending on the time of year, what clothes will she need? What kind of food will she eat while she's there?
Memories Meeting
Moving from Brownies to Guides is an important step in growing up. Hold a Brownie Memories Meeting, during which the girls can enjoy looking back on their Brownie years and reviewing what they’ve learned and the activities they’ve enjoyed.

What you do:
1. Ask the girls to bring in projects, pictures and mementos from their time in Brownies.
2. Plan and serve a menu of favourite Brownie snacks.
3. Make a time capsule.

The Guide Look
Print off images of the various Guiding uniforms from the online store (www.thegirlguidestore.ca). As a group, look at the uniforms. How are the Guide uniforms different from the Brownie uniforms? What do the girls like about them? What do they need to know about wearing their new uniforms?

Cut out the pictures of the Guide uniforms printed from the online store website, to use for several activities:
- Have a uniform relay, in which the girls pick the pieces to form a whole uniform.
- Make up a complete uniform from parts of each.
- Make a “modge podge” using favourite parts of all the uniforms.

Moving Up
Plan or participate in an advancement ceremony for the girls moving up to Guides. The advancement ceremony should be short, simple and imaginative. Leave lots of time for fun activities at this gathering. Include a Grand Howl for everyone who is moving up.

Big Sisters
Have each of your Brownies become a Spark’s “Big Sister.”

What you do:
- Hold a meeting or outing with a Spark unit.
- Plan an activity, such as a craft or skating, where the Brownies can teach the Sparks a new skill.
- Put the names of the Sparks into a hat or basket. Have each Brownie pick one to be her Little Sister. If you have an uneven number, make one group of three.
- During the meeting, have each Brownie work with her Spark Little Sister.
- Encourage the girls to communicate by phone or e-mail with their Little Sisters.
You might want to plan a follow-up meeting later in the year to continue the relationship.
(Instructions for the Grand Howl are in the Brownie program book.)

The one thing that is always included in a Brownie Advancement, is the presentation of a Brownie Fun and Adventure pin to each girl who is advancing. The leader should say something special to each girl in farewell. You can work with your Brownies to plan and create all other aspects of the advancement celebration as you wish. Here are some things you should consider:

- Plan a menu. Ask everyone to bring a snack or dessert.
- Make invitations.
- Invite family, friends and your District Commissioner to attend.
- Fill the room with the girls' Brownie artwork, balloons and other decorations.
- Wish the departing girls good luck and encourage them to stay in touch.

Once you have made the presentation and said good-bye, the Guides in the unit welcoming the new girls will greet each Brownie in her turn. The Guides will have ideas of their own to contribute to the ceremony. For example:

- having the Brownies open a door with a magic key and step onto Guide Pathways
- having them move from the magic Brownie Ring to the Guide Horseshoe
- selecting a particular theme that lends itself to props and decorations (for example, birds and flight).

After the formalities, concentrate on fun and friendship!

**Staying Friends**

Add a page for e-mail addresses and phone numbers to the girls' Brownie scrapbooks. Encourage them to include notes and messages with their numbers in each other's books. This traditional song talks about friendship. Sing it with your unit before the advancing girls leave.

*Make new friends
but keep the old.
One is silver and
the other gold.*

Ask what the words mean and why they are important to remember as they move on to Guides.

These are the interest badges for the *Key to Girl Guides*, all of which are optional. Girls who wish to earn one or more of these badges will find information and activity ideas for each of them in the Brownie program book, *Brownies Can Do It!*
Crafts, Games and Activities, Fun Food, Service for All Keys
Crafts for All Keys

One of the most satisfying things a Brownie-age girl can do is to bring home something she has made herself. Crafts provide a creative way for girls to express ideas and emotions and to develop an appreciation for art. Most of the crafts in this book can be used interchangeably, even though they are presented as part of specific Keys, subjects and ages.

The following is a list of general craft ideas that you can use throughout the Guiding program:

Crumpled Paper
Make a print by crumpling up a small piece of paper, dipping it into paint and pressing it against a piece of paper. This is a fun way to make abstract designs or it can be combined with collage or other paper crafts.

Vegetable Prints
Some vegetables have interesting shapes while others, such as potatoes, can be cut into shapes. Dip them in paint and use them to print patterns on paper.

Wax and Paint
You can get some interesting effects by having the girls colour with crayons, then paint over it with thin, runny paint. The paint won’t stick to the waxy surface and the result will create delightful patterns and textures.

Stencilling
You can buy standard stencils or make them with the girls. Cut shapes into a piece of card stock or colored craft paper. Place the stencil over a sheet of paper. Use a sponge or brush to paint over the stencilled pattern to decorate the paper. Use more than one shape for an interesting picture.

Notebooks
Notebooks are a great way to create keepsakes or preserve memories. You can use commercial scrapbooks or have the girls make their own. By varying the subjects, you can relate them to any Key.

Posters and Brochures
Like notebooks, these projects can be used for any Key. Create them by using some of the arts and crafts methods listed above.
Games and Activities for all Keys

All the activities listed here can be made into interactive learning games for girls. These are what keep the active in activity!

Round Robins
Round Robins are great when an activity has several distinct groupings.

Set up a station for each activity. Divide the girls according to the number of stations. Each group starts at a different station. Rotate everyone around the stations every 10 or 20 minutes (depending on the activity).

The round robin is finished when everyone has been at every station. Examples of activities where you can use Round Robins are: physical activity stations, experiments, sharing ideas, crafts, and international themes.

Tag
Tag can be modified to incorporate a variety of themes. For example: Blob Tag can become Come Together Tag or Sangam Tag; and regular Tag can become Octopus or Shark Tag for a water adventure theme, or you can turn it into a woodland survival game to help illustrate the importance of providing safe homes, food and water to birds and other small animals during the colder winter months or to augment program work about endangered species.

Relays
- Divide the girls into as many teams as you have materials. Everyone starts from the same place, a set distance from the activity.
- The girls run up to the activity, complete it and then run back to the rest of their team. The next person in line runs up to the activity and continues to finish it or repeat the activity.
- Examples of challenges where you can use relays are: assembling parts of a picture (Canadian flag, a map of Canada); sorting objects into the appropriate recycle bin; arranging food in the appropriate food group, packing for camp, or setting a place at a table.

American Sign Charades
Using hand gestures from American Sign Language, each girl signs a message to the group. The others must read her message. Play in teams as you would charades.

Bingo
- Choose a topic, such as endangered animals or water conservation.
- Prepare several different Bingo cards with the answers and facts in the squares that you want the girls to remember.
- Give each girl her own card.
- The first time you play, the girls will reach Bingo with a completed card or a filled straight line. Later, you can use more complex patterns.
- Ask the questions. Girls with the correct answers cover them with an X.
- The first girl to complete the pattern yells, “Bingo.”
- Review the material by reading the questions aloud. Have the girls answer them.
Tips and Hints

Use the following games for activities such as Staying Safe, First Aid (Key to I Can), Plant Life (Key to the Living World), People in Science (Key to STEM), Dress Right (Key to Camping) or Girl Guides Through Time (Key to Girl Guides) to share useful and interesting information.

Jeopardy
- Make up a list of questions with answers.
- Organize the questions into categories.
- Divide the girls into teams.
- Have each team pick a category and try to answer the questions. They consult with each other on the answer.
- The team scores for each correct answer.
- Using a scale of 1 - 5, make the more difficult questions worth more points.
- Score their points to see which team wins.

Board Games
- Make up a list of facts on a particular topic. Examples include conservation principles, community places, recycling or first aid routines.
- Make up boards with a segmented path.
- Put one fact in each segment. Include instructions on what to do next (move two spaces forward for a positive fact or move two backwards for a negative fact).
- Divide the girls into groups of four.
- Each girl places her marker on the Start spot.
- The girls move around the board by throwing dice or spinning a number wheel.

Crossword Puzzles
- Make up crosswords for any topic.
- Pick several long words to start and build your puzzle around them.

- List clues on the side. For example, ___Baden-Powell started Girl Guides.
- Number the boxes.
- The website www.puzzle-maker.com allows you to make crossword puzzles quickly and easily.

Word Scramble
Put letters or words on cards and have the girls unscramble them. You can use this for any of the Keys by scrambling words that apply to that Key. Here are some examples:

Key to STEM
- bew (web)
- eapcs (space)
- rta (star)

Key to the Living World
- clcerey (recycle)
- tawre (water)
-conaolv (volcano)

The Key to Me
- mlises (smiles)
- srneamn (manners)
- yas on (say no)

Dominoes
Make cards from thin cardboard or use standard file cards. Write one part of a fact on one card and the second half on another. In small groups, the girls shuffle the dominoes and then take turns matching the two pieces of the facts. For a variation, use pictures of plants and animals on one card and their names on another.

Matching Game
This is a variation on a card game the goes by the names of Memory or Concentration. Make up cards with only half a fact or question or
half a picture. Turn the cards upside down on a table or on the floor. In turn, each girl flips over two cards. If they match, they keep both pieces. If there is no match, they turn the cards face down and the next girl gets a turn. This is especially useful for learning and retaining visual images, such as safety symbols and directional signs.

**Action Stories**

An action game adds movement to a story. Make up or modify a story using repetition of keywords. Before you read the story, divide the girls into groups and assign a keyword to that group. Then assign actions to the keywords.

As you read the story and say a keyword, the group stands and repeats their action. The girls must listen very attentively, so as not to miss their keyword word. An example is *The Baden Powells story* (see page 102), which has actions assigned to keyword words, such as *Lord Baden-Powell* (bow), *Lady Baden-Powell* and *Agnes Baden-Powell* (curtsy), *world* (spin around), *Thinking Day* (tap the side of your head), *friends* (shake hands with a partner and smile) and *Happy Birthday* (say, “Happy Birthday” and blow out imaginary candles).

You can assign keywords to any story, such as a Canadian legend or an account of a trip to a World Centre. If you include Brownies as a keyword, have the girls stand and say, “Lend a Hand.” Likewise, if you include *Guides*, have them stand and say, “Be Prepared.”

**Indoor Active Games**

Activities that let the girls move about the meeting place help them stay alert and happy. For example, frozen tag can be modified so that a girl is freed if she knows the answer to a question.

**World Centres Fruit Salad**

This action game introduces or reinforces keywords. Seat all players in chairs arranged in a circle, having enough chairs for all but one girl. Assign each girl one of the names of the World Centres.

The leader of the game stands in the middle of the circle and calls out one of the World Centres, for example, “Pax Lodge.” Everyone who has been assigned that name must find a new chair, while the person standing tries to get one of the empty chairs, leaving someone new in the middle. When the game leader calls “World Centres” all of the players change positions. She repeats all the names of the World Centres, inserting “World Centres” occasionally.

Fruit Salad is appropriate for learning any keywords you wish to reinforce, such as the names of trees, plants, birds or places in your community.

**Scavenger Hunt**

Create a scavenger hunt for objects connected to a symbol (for example the Trefoil or the maple leaf) to heighten the girls’ observation skills and focus their attention. Place the objects around your meeting area and see how many the girls can find. The hunt can be used as either an indoor or outdoor action game.

**Who Started the Motion?**

The girls sit in a circle. One girl leaves the area. She is the Guesser. Another stands at the door. She is the Guard. The girls in the circle select a leader, in secret, so the Guesser doesn’t know who she is. The Guard brings the Guesser back in. The leader leads the girls in motions such as clapping, singing, jumping or touching their heads, but they can’t look at her or give away her identity. When the Guesser guesses the leader’s identity, she rejoins the circle and the leader becomes the new Guesser.
Ocean of Motion Derby

What you need:
• cardboard signs with place names on them
• music that evokes traveling, for example Gordon Lightfoot’s Canadian Railroad Trilogy
• props (a chair for a mountain, a blue blanket for a lake and so on).

What you do:
1. Talk about all the ways we travel - by car, bus, train, ship, airplanes.
2. Divide the room so that one end is Newfoundland, the other British Columbia. In between show lakes, mountains, prairies and so forth.
3. Ask the girls how they would get from one place to another for:
   • short trips
   • across an ocean
   • over the mountains
   • on a lake.
4. Have each girl choose one type of vehicle that she would like to be.
5. To the music, take turns “travelling” across Canada. The girls can zoom, chug, fly or sail. What makes them (as a vehicle) move? Why do they like being that particular vehicle?

Dragon Game

Have the girls stand in a long line holding the waist of the girl in front. The girl at the head of the line tries to catch the dragon’s tail (the girl at the end of the line). The line runs around until the first girl catches the “tail” end. Then she goes to the end and the game starts over.

Up and Over

Tie a line between two trees (poles or chairs) so they are at least five feet apart. The line should be hip-high on the tallest girl in the group so that no one can step over it.

Organize the girls into teams. The girls must get their entire team over the line. If they touch the line, they start-over with everyone back on the same side.

Lily Pad Swamp

The object of this game is for the frogs to jump across the “swamp” without being eaten by the pike.

What you do:
1. Divide into groups of approximately eight players.
2. Within each group assign one or two girls to be a pike. Each team has one less “lily pad” than the number of players (excluding the pike).
3. Make the lily pads out of newspaper, place mats or carpet pieces. Make them big enough for a girl to stand on.
4. If a girl touches the “swamp” by stepping off a lily pad, the pike will eat her.
5. The pike can try to get the frogs off the lily pads but may not touch them. They can try to distract the frogs and move among the lily pads.
6. If a frog steps off the lily pad she becomes a pike.
7. The team must figure out how to get from one side of the swamp to the other. Together they can figure out how to do this by distracting the pike.

Tips and Hints

Have a few activities on hand such as skipping ropes, bean bags, foam balls or easy games for girls who finish their activities before the others.
Ants on a Log

What you need:
- celery sticks
- cream cheese, Cheese Whiz or hummus
- raisins
- a knife.

What you do:
1. Wash the celery and cut into sections.
2. Spread cheese along the inside of the celery.
3. Press the raisins on top of the spread.
4. Eat and enjoy the Ants on a Log!

Bannock (Cree Recipe)

What you need:
- ½ cup/ 125 ml shortening
- 8 cups/2000 ml flour
- 5 heaping tbsp/75 ml baking powder
- 1 tsp/5 ml salt
- 5 cups/1250 ml lukewarm water
- 1 tsp/10 ml sugar (optional).

What you do:
1. Preheat oven to 350-400 °F (175-200 °C)
2. Melt the shortening on low heat. Cool to lukewarm.
3. Sift the dry ingredients in a large mixing bowl and add the water and shortening, testing first to see that they are lukewarm.
4. Divide the dough into manageable balls. Spread flour on the counter and lightly knead each ball until it does not stick to your hands. If it appears too thin, add more flour. Do not over knead the dough.
5. Roll the dough with a rolling pin until it is approximately 1 1/2-inches (3 centimetres) thick. Punch holes around the dough with a fork or knife handle.
6. Place dough on a cookie sheet. Put it in the oven and bake to a light to medium brown.

Note: If the bannock is hard and thin, you may need to add more baking powder.

Campfire Bannock

This is fun to make on a camping trip. Prepare an open fire using well seasoned wood to prevent a smoky fire. Prepare the bannock recipe as above. Roll small portions of dough between your hands until it isn’t sticky. There are a number of ways you can prepare and eat your campfire bannock, but whichever way you choose, you hold it over the coals until it is browned:

- Wrap the dough around a peeled stick so it resembles a hotdog bun. Split the cooked bannock and spread with butter and jam and eat.
- Roll the dough into a long strip and wind or coil around the end of the stick. When it is done, slide if off the stick and stuff jam in the centre. It’s hot!
- Put a wiener on the stick and wrap the dough around it to make a yummy bannock hotdog. Cook slowly to make sure the wiener is properly cooked. Alternatively, use a pre-cooked wiener.

Tacos in a Bag

What you need:
- ground beef cooked with taco seasonings. Cool quickly and carry in a soft sided cooler if it will be out of the fridge for more than 2 hours before being re-heated.
• individual FOIL bags of corn chips
• cheese
• salsa
• ranch dressing.

What you do:
1. When you get to your cookout spot, heat the ground beef on a small cook stove.
2. Open the bag and crush the chips.
3. Add the rest of the ingredients, mix and enjoy.

Pizza Buns
You need to soak large squares of burlap in melted paraffin wax and let them dry to prepare for this recipe.

What you need:
• buns
• tomato sauce
• cheese
• pepperoni.

What you do:
1. Make up a pizza bun (tomato sauce, cheese, pepperoni)
2. Wrap in foil.
3. Wrap again in wet newspaper.
4. Wrap again in foil and then in the burlap.
5. In a fire pit, light the burlap. When the burlap is burned and the foil cooled, enjoy your pizza bun.

Brownie Mix Jar
This recipe project makes a great gift.

What you need:
• a wide-mouth canning jar
• 1/2 tsp/2 ml salt
• 1 1/2 cups/375 ml flour
• 1/4 cup/75 ml baking cocoa
• 1/2 cup/125 ml flour
• 2/3 cup/150 ml brown sugar
• 2/3 cup/150 ml white sugar
• 1/2 cup/125 ml chocolate chips
• 1/2 cup/125 ml white chocolate chips
• 1/2 chopped walnuts or pecans.

What you do:
In the order given, layer the ingredients in the jar. Decorate the jar with coloured ribbons or stickers. Include a card with the following baking instructions.
1. Combine the contents with 1 tsp/5 ml vanilla, 2/3 cup/150 ml vegetable oil and three eggs.
2. Mix well.
3. Bake 30 minutes at 350 °F (175 °C).

Coffee Can Ice Cream
Ice cream is a treat at all kinds of celebrations. It’s even more of a treat when you have fun making it!

What you need:
• 2 clean metal cans, both with lids. One should be larger than the other.
• 1 cup/125 ml sugar
• 1 cup/125 ml very cold milk
• 1 tsp/5 ml vanilla
• 1 tbsp/15 ml chocolate syrup (or substitute maple syrup for Canada Day celebration)
• crushed ice (in winter, use snow)
• salt.

What you do:
1. Mix the ingredients together except the ice (snow) and salt.
2. Pour mixture into smaller can. Seal tightly with lid.
3. Centre the small can in the larger one.
4. Layer the ice and salt around the small can.
5. Seal the large can.
6. Have the children sit in a circle. Roll the can around for about half an hour. You can make this into a game.

7. Open the cans and enjoy the ice cream treat!

Coffee Can Ice Cream Games

Work off some calories in advance by playing a game that makes the ice cream you're about to eat.

**ICE CREAM SOCCER**

Use the can for a game of soccer to make the ice cream.

**ICE CREAM RELAY**

Divide the girls into three teams. The first in line kicks the coffee can to the finish line and back. Continue until one team completes the relay.

Chocolate Fondue

**What you need:**
- 6 oz/170 g of unsweetened baking chocolate
- 1 1/2 cups/375 ml sugar
- 1 cup/250 ml light cream
- 1/2 cup/125 ml butter
- 1/8 tsp/0.6 ml salt.

**What you do:**
1. Place chocolate in a saucepan. Melt slowly over low heat.
2. When chocolate is melted, stir in sugar, cream, butter and salt.
3. Cook on high, stirring constantly until all the ingredients are blended.
4. Pour into a small enamel fondue pot or heat-proof ceramic bowl.
5. Serve with fruit, such as strawberries, pineapple chunks or grapes.

6. Spear the fruit with a fondue fork and dip into the fondue. You can substitute wooden skewers for the forks.

Guacamole

This is a great party dip.

**What you need:**
- 2 ripe avocados
- 1 small onion
- 1 clove garlic
- 1 small tomato
- 1 1/2 tbsp/22 ml lime juice
- salt and pepper to taste.

**What you do:**
1. Scoop out the inside of the avocado and mash it.
2. Mince the onion and garlic and mix them into the avocado.
3. Chop the tomato into small pieces and add to the mixture.
4. Add the lime juice, salt and pepper.
5. Serve with tortilla chips and/or carrot and celery sticks.

Shepherd’s Pie

**What you need:**
- 1 1/2 lb/700 g lean ground beef, chicken or turkey
- 1 cup/250 ml chopped onions
- 1 garlic clove, minced
- 1/4 cup/50 ml flour
- 1/4 tsp/1 ml each salt, pepper, dried thyme
- 2 tps/10 ml Worcestershire sauce
- 1 bay leaf
- 1 can beef or chicken broth plus 1/2 can water
- 1/2 cup/125 ml each finely diced carrots and canned corn
- 1/4 cup/75 ml frozen peas
• 5 to 6 medium potatoes peeled and cubed
• ¾ cup/175 ml buttermilk or 2% milk
• 1 egg, lightly beaten.

What you do:
1. Cook ground meat over medium heat in
   large non-stick skillet. Break it up as it
   cooks.
2. Add onions and garlic. Cook until
   softened.
3. Stir in flour, pepper, salt and thyme.
4. Add Worcestershire sauce, bay leaf, broth,
   water and carrots.
5. Cover loosely and simmer, stirring
   occasionally for about 20 minutes or until
   thick.
7. Remove bay leaf.
8. Spread mixture in a rectangular baking
   dish.
9. In boiling salted water, cook potatoes
   until tender.
10. Drain and mash.
11. Beat in milk, salt and pepper.
12. Beat egg and reserve one tablespoon
    (15 ml), mixing the rest into the potatoes.
13. Spread potatoes over the meat mixture.
    Brush the top with egg.
14. Bake at 400°F (200°C) for 20 minutes, or
    until golden.

coriander (cilantro)
• 3 tbsp/45 ml water
• 1 ½ tsp/7 ml salt
• ½ tsp/2 ml ground cumin
• 2 tbsp/30 ml lemon juice.

What you do:
1. Defrost the puff pastry.
2. Peel potatoes and cut into small cubes.
3. Heat oil in large frying pan over medium
   head. Brown onion.
4. Add peas, ginger and water. Cover, lower
   heat and simmer until peas are cooked.
   Stir while cooking.
5. Add potatoes, salt, coriander and lemon
   juice.
6. Turn off heat and cool the mixture.
7. Cut the pastry dough into eight balls.
8. Have each girl roll out a ball into a round.
9. Cut the rounds in half.
10. Form a cone from one half. Make an
    overlapping seam.
11. Glue the seam together with some water.
    Fill the cone with approximately 2 ½
    tablespoons (45 millilitres) of filling.
12. Close the top of the cone with water by
    sticking edges together.
13. Repeat with other half rounds.
15. Bake for 30 minutes or until brown at
    350°F (175°C).

Samosas

What you need:
• frozen puff pastry
• 4-5 medium potatoes, boiled in their skins
• 4 tbsp/60 ml oil
• 1 medium onion, peeled and finely chopped
• 1 cup/250 ml shelled or frozen peas
• 1 tbsp/15 ml finely grated peeled fresh ginger
• 3 tbsp/45 ml very finely chopped fresh green
Service for All Keys

Reading Box
This service project fits in well with the Hurrah for Reading interest badge in Key to the Arts.

What you do:
1. Talk about why reading is important. We read to learn new things, enjoy great stories and have fun. Have the girls imagine life without books. What would they miss most?
2. Ask them to bring in books they have read and/or outgrown. The books should be in good condition.
3. Help them understand that reading is fun and sharing their favourite stories is even more fun.
4. Have the girls decorate a box to hold the books. They can use pictures, paint, crayons or markers.
5. Use the box as a lending library during the Guiding year.
6. Research a local charity that collects children’s books for literacy programs or women’s shelters.
7. At your closing meeting, donate the box to your chosen charity.

Note: International Children’s Book Day is April 2nd.

Spring Cleanup
Arrange for your unit to volunteer at a local school, community centre or seniors’ residence, raking leaves in fall and/or helping clean up the grounds in spring. Discuss necessary safety precautions (for example, the need to wear strong rubber gloves and appropriate footwear, and to alert an adult to glass or needles, leaving them untouched.) If you can arrange it, invite someone from your municipal sanitation or parks and recreation department to talk to the girls about handling litter safely and responsibly.

Have the girls work in circles or teams. Give each team a bag for leaves and another for non-organic debris (orange bags with happy faces are fun). If you want to make it a game, tell them the first team to fill its bags wins. (Depending on your municipal regulations, you may have to transfer the leaves to a non-plastic container for disposal later. Alternatively, the facility you are assisting may have green boxes you can use for leaves already on the premises. Either way, use this as an opportunity to teach girls about composting alternatives for natural waste.)

For fall cleanup, have each girl select a few brightly coloured leaves to decorate her home or use in a craft project. Finish your cleanup with a drink of hot chocolate or apple cider.

Spring or Fall Planting
Plant flowers in spring or bulbs in fall in community gardens or near community buildings.

Valentines
Make Valentine’s Day cards and take them to a local seniors’ residence.

Community Event Helpers
Volunteer your unit’s services at community events. Working at fall fairs, winter carnivals and spring celebrations is a great way to help girls develop a sense of community. Find out what events are scheduled in your area and how your girls can get involved.
Entertain young children; sell refreshments; usher people to seats; or participate in the entertainment. To give public profile to Guiding, have the girls wear their Brownie uniforms.

**Pass-It-On Swap**

This activity can be combined with the Flea Market in Key to I Can.

Ask the girls to go through their books, toys and clothes, with their parents'/guardians' permission, to select things they no longer need. What have they outgrown? What do they want to give away?

Hold a meeting where the girls bring in clothing, toys and books that are in good condition and that they no longer want. Emphasize that they must check with their parents/guardians first. Display the items on tables, grouping clothing, books and toys together. Each girl can pick out something she doesn't already have that she would like for herself.

After your pass-it-on swap, pack up the remaining items and donate them to a women's shelter or other charity.

**Bath Bags**

These bags are great for fun in the tub. The girls can use them as personal gifts and for donations to a women's shelter or children's charity.

**What you need:**

- brightly coloured washcloths
- ribbon or lace
- thread
- scissors
- needle.

**What you do:**

1. Fold the washcloth in half.

2. Cut a length of ribbon or lace. Fold it in half.

3. Place the ribbon (folded edge in) inside the open edge, near the top of the cloth.

4. Pin the sides and ribbon together.

5. Sew up the side and around the end opposite the ribbon.

6. Turn the bag inside out.

7. Fill with soap or bath beads. Tie closed with the ribbon.

8. Use it in the tub; give it as a gift, or donate it to a women's shelter or children's charity.

**International Service**

Help Brownies understand that they are part of an international organization. Girl Guides of Canada supports many projects through our Canadian World Friendship Fund (CWFF). For information about Canada's involvement in international Guiding, go to our Web site at [www.girlguides.ca](http://www.girlguides.ca) and look under Who We Are.

**CWFF Fundraiser**

Have an international party and ask guests to make a donation of a loonie. Make a Good Wishes tree from a branch supported in a pot of soil, or tape a poster of a tree to a wall. For a loonie (or other amount), people can tie a message of good wishes to Brownies in other countries to the branch with a ribbon, or paste them on the poster. Serve international foods, such as tacos and salsa from Mexico, tea from China, scones from England, or chocolate from Switzerland.
**Active Living Fundraiser**

Do an active living challenge for which girls need to earn 20 points, and invite people to sponsor them for the achievement of their goal. The funds raised can be contributed to the charity of your choice or to the CWFF.

For example girls could:
- skip rope for five minutes (five points)
- toss and catch a ball five times without dropping it (five points)
- with five other girls, keep a balloon in the air for one minute (five points)
- participate in a team game (five points).

**Thinking Day Fundraisers**

Fundraisers for CWFF are often associated with Thinking Day. Here are some Thinking Day fundraising ideas:

- Hold a Silent Meeting, for which Brownies obtain sponsors to keep silent for a set period of time.
- Plant a Thinking Day Garden and collect donations.
- Offer Seeds of Thought (packages of seeds) for sale in your community.
- Name a Thinking Day teddy bear by selling names to friends. Sell tickets, on which people fill in their contact info and the name they would like to give the bear. As part of your Thinking Day celebration, draw the winning ticket. The winner gets the bear and CWFF gets the proceeds from ticket sales.

Contributions to the CWFF are sent to your provincial office who forward the funds to the National Office. The addresses are on the GGC Web site: [www.girlguides.ca](http://www.girlguides.ca)
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 Brownies to the worldwide sisterhood of Guiding.

- **Membership or Public Relations Adviser**: These Advisers can help you find posters, movies, or slides about Guiding and put together an information sheet for 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

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. Encourage each parent to take one volunteer role and then support and encourage their efforts. Many hands do make light and merry work! Their small volunteer effort, if a positive experience, may grow into a desire to join Guiding. Plan a surprise thank you to all of the parents who help and thank them for their contributions in your communications. For example, “Special thanks to Sarah’s mom, Pascale, for.....”

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 122.
# BROWNIE PARENT/GUARDIAN HELPER

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Brownie’s Name:</td>
<td></td>
</tr>
<tr>
<td>I would like to assist with the following activities or events. (Tick as many as interest you!)</td>
<td></td>
</tr>
<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 (1 or more)</td>
<td>Participating in the selection and preparation of craft activities relating to our program.</td>
</tr>
<tr>
<td>☐ Outing Planning (1 or more)</td>
<td>Participating in coordinating planned outings.</td>
</tr>
<tr>
<td>☐ Outing Assistant</td>
<td>Assisting with outings.</td>
</tr>
</tbody>
</table>
Brownie 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 Brownies 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 Brownie to be. As a parent or guardian, you can contribute to the success of our Brownie 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 Brownie Fun!

| April 8     | Join us as we participate in the Cybercitizen Challenge |
| April 15   | Pyjama Party |
| April 15   | Travel to Central Canada as we continue with the Cross Canada Challenge |
| April 22   | Create your own Mini Garden |
| April 29   | Fitness |

You and your family are invited to our year-end picnic on May 5th at Centre Island! Meet at the ferry docks at 12:03 p.m. Please remember to sign up for the your food contribution.

Things to Remember

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

Yours in Guiding,
(Be sure to include your name and contact information.)
Planning

Having a successful meeting means being prepared. Being prepared involves planning. For Brownies, 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 Brownies' interests alive.

**Long-range planning helps you balance your year.**

Because Brownies 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 badges, 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 132.

**Two Stars and a Wish**

You'll find a Two Stars and a Wish planning sheet in the Brownie activity books, and on page 131 of this manual. Gathering the Brownies' 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 stimulate your own creativity. By tying your activities to themes, you can incorporate ideas from several badges. Likewise, themes will inspire ideas that you can use to plan creative and fulfilling activities. 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!

**Tips and Hints**

Ideas for themes are everywhere. For example: a "Medieval Times" theme could have hamlets of four or five girls, each with its own banner. Activities could include jousting with pool noodles, making castle towers from paper towel tubes and paper cups, and playing London Bridge.
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
  - 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 Guides.
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 Planner on page 134 will give you an idea of how to run 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 Brownie Guiders to decide what badges 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.

At the beginning of a meeting plan self-directed games or activities done in twos or threes to give you time to greet girls and parents as they arrive.

Set out:
• balls or skipping ropes for catch or skipping games;
• paper and markers to make name tags or draw pictures of how their day went;
• any activity that will help prepare the girls for the program activities set for that meeting.

Openings and Closings
See pages 26 and 27 for information on opening and closing Brownie meetings.

Sharing Time in the Brownie Ring
By giving girls the opportunity to articulate what is important to them, you are helping them develop their sense of self and learn about sharing. 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.
• Divide duties between Guiders. Know who is doing what and when they are doing it.
• Create a timeframe for each meeting. Know when everything should occur and be ready to adjust your schedule, when necessary, during the meeting.

Suggestions for Your First Meeting
1. Start-up Activity: As girls arrive, have craft materials ready for them to make themselves name tags as a self-directed activity, while you greet family members. (10 minutes)
2. Welcome into the Brownie Ring: Invite everyone into the Brownie Ring. Sing the Brownie Song for new girls. Introduce and welcome new girls. (5 minutes)
3. Getting to know you start-up activity: Girls roll a large ball saying their name as they roll it, then switch to saying the name of the person they’re rolling it to. (10 minutes)
4. Active game: Talk about the Promise and Law. Play the Promise and Law relay. (15 minutes)
5. Program Activity: Read The Brownie Story. Talk about Lend a Hand then play Lend a Hand in Action. (20 minutes)
6. Friendship Bracelets: Swap beads with others to make a friendship bracelet. (15 minutes)
7. Song and Closing: Sing Brownie closing song and talk about plans for the future to prepare for doing the Two Stars and a Wish. (10 minutes)
# Sample Meeting Formats

## EXAMPLE 1 - Our Flag and "O Canada"

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td>10 min</td>
<td>Have skipping ropes and balls for girls to use as everyone arrives.</td>
</tr>
<tr>
<td>Opening</td>
<td>10 min</td>
<td>Gather in circles; collect dues; Brownie Ring; look at map of Canada.</td>
</tr>
<tr>
<td>Group Game</td>
<td>15 min</td>
<td>Cross Canada Circuit</td>
</tr>
<tr>
<td>Program Activity</td>
<td>30 min</td>
<td>Canada theme: make flags, practice anthem, listen to a story about Canada.</td>
</tr>
<tr>
<td>Music/Story</td>
<td>15 min</td>
<td>Learn a Canadian folk song or listen to a folk story.</td>
</tr>
<tr>
<td>Closing</td>
<td>5 min</td>
<td>Sing Brownies closing song.</td>
</tr>
</tbody>
</table>

## EXAMPLE 2 - Wondrous Walks

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and introduction</td>
<td>10 min</td>
<td>Gather into Brownie ring. Welcome everyone; introduce program leader; remind everyone of safety rules.</td>
</tr>
<tr>
<td>Outdoor program activity</td>
<td>45 min</td>
<td>Hike/walk through park with high school science teacher as program &quot;expert.&quot;</td>
</tr>
<tr>
<td>Game</td>
<td>10 min</td>
<td>Play an active game on animal habitat (Lily Pad Swamp).</td>
</tr>
<tr>
<td>Closing</td>
<td>20 min</td>
<td>Have a snack and sing campfire songs.</td>
</tr>
</tbody>
</table>

## EXAMPLE 3 - Weather Watch

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and singing</td>
<td>10 min</td>
<td>Learn new song about weather.</td>
</tr>
<tr>
<td>Circle Time</td>
<td>10 min</td>
<td>Collect dues. Together, make up a weather report.</td>
</tr>
<tr>
<td>Brownie Ring</td>
<td>20 min</td>
<td>Share weather reports. Tell stories about exciting weather, and where to get weather reports. Look at newspaper weather map.</td>
</tr>
<tr>
<td>Program</td>
<td>30 min</td>
<td>Dress for weather relay. Look at thermometer. Make a barometer.</td>
</tr>
<tr>
<td>Closing</td>
<td>10 min</td>
<td>Review new song.</td>
</tr>
</tbody>
</table>

## EXAMPLE 4 - Women and Girls in Sport

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering</td>
<td>10 min</td>
<td>As girls arrive, have them make medals using lids of jars or juice cans, coloured paper, glue, markers, sparkles, ribbons. Ask girls to think of categories for earning medals for 'fair play' qualities (team that helps its members the most; cheers its members the most, improves its skills; has the most fun, etc.).</td>
</tr>
<tr>
<td>Opening and Introduction</td>
<td>10 min</td>
<td>In the Brownie ring talk about famous women in sports, for example Canadian women Olympic athletes or local athletes (possibly invite one as a guest).</td>
</tr>
<tr>
<td>Women and Girls in Sports</td>
<td>40 min</td>
<td>Divide into teams and play several sports or team relay games.</td>
</tr>
<tr>
<td>Game</td>
<td>15 min</td>
<td>Finish with medal presentation ceremony. Every team gets a medal.</td>
</tr>
<tr>
<td>Closing</td>
<td>5 min</td>
<td>Brownie closing song.</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:

Some interesting places to try are:

- **hospital/nursing station** – A general tour of a large facility is interesting, and gives the girls a chance to learn about careers in the Health Care profession.

- **commercial kitchen** – The amount of food it takes to feed 100 people or the size of the equipment required is especially interesting to younger girls. Most hotels and restaurants will arrange tours during slow periods if you call well in advance.

- **police station** – This is a classic kids’ tour; and with good reason! The cells, fingerprinting, handcuffs, cars with sirens are all just “so cool” to kids! In the meantime, the police also have a number of children’s street safety programs and bicycle safety that can be tied in to a tour.

- **community radio station** – This is an interesting tour for older girls. Find out how programming is selected. Ask if the girls can speak on the air, or learn how to use the equipment and record their own commercial for Guiding.

- **airport** – Visit the control tower to learn how planes communicate with each other and the airport. Larger airports may have their own fire hall and special trucks and equipment.

- **offices** – Find out if any offices in your town do unusual work such as map making or publishing.

- **weather station** – Most communities have a weather observation station near the airport. Visit the site with a technician to learn about the equipment and measurements that are taken.

- **grocery store** – Ask the store manager to help you organize this. Choose a night that’s typically not busy with shoppers. Have girls do a tour, and then a scavenger hunt for a list of items. Divide girls into smaller groups and enlist volunteers to help.

- **library** – Ask the girls to find books on a specific subject relating to a badge. 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** – As with a police station, this is
  another classic kids’ tour; and again, with
  reason! The big shiny red or yellow fire
  trucks, with their hoses, ladders and sirens
  are also, just “so cool”! 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 to 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 educational
  experiences combined with the sheer fun of
  being outside in beautiful surroundings.

- **swimming pool** – Brownie-aged girls will
  have varied swimming skills, depending on
  the opportunities they’ve had for swimming
  with their families or in lessons. Regardless
  of ability, 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 in
  the water, 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, takes 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 stimulate 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 Brownies. 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. Take a tent and practise setting it up for sleeping.

**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 Brownie sleepovers are held as adult/daughter 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 Brownies 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 needs to 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 Brownie-aged girls.

- If your overnight is taking place at a 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.
- 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.
- 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

Two Stars and a Wish is a format for gathering input and ideas from girls. The form on page 131 is also in the girls’ program book. You can photocopy it, and have the girls complete it with two things they like about Brownies and one thing they would like to change or add that would make it more fun for them. They can do this by printing, drawing or discussing their thoughts and ideas. Affirm their input and incorporate it into their program. This is a great way to develop leadership, self-determination and ownership of their program.

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 121.

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 a ‘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.
Two Stars and a Wish

Brownies enjoy doing Two Stars and a Wish. This is when each Brownie says two of the things she likes best about Brownies (stars), and one thing she would wish for to make Brownies even better.

What are two things you like about Brownies?

________________________________________

________________________________________

What is one wish you have that would make Brownies 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>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Holiday Break</td>
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<tr>
<td>Holiday Break</td>
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</tr>
</tbody>
</table>
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
<td>Getting to know you games</td>
<td>Barbara</td>
<td>Handout newsletter for season</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall Fair theme</td>
<td>Anya</td>
<td>Check on use of kitchen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Park party</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td>Thanksgiving</td>
<td>Mary</td>
<td>Send enrolment invitations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrolment</td>
<td>Anya</td>
<td>Food bank donation</td>
</tr>
<tr>
<td>November</td>
<td></td>
<td>Camp planning</td>
<td>Barbara</td>
<td>Pre-camp meeting with parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Camp</td>
<td>All</td>
<td>Barbara will book camp</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week off</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Arts and Crafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td>Christmas and Other</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Seasonal Celebrations</td>
<td></td>
<td></td>
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<tr>
<td>Holiday Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
<td>Planning Meeting for Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skating Party</td>
<td>Mary</td>
<td>Check rink schedule</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td>Fun Olympics theme</td>
<td>Barbara</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thinking Day - Area Guide</td>
<td>All</td>
<td>Watch for notice in area newsletter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scout Week celebration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celebrate heritage theme</td>
<td>Anya</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td>Community walk</td>
<td>Mary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting with Guides</td>
<td>Barb</td>
<td>Call Guides in January</td>
</tr>
</tbody>
</table>

### Holiday Break

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Activity</th>
<th>Responsible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td></td>
<td>Saturday hike/outing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td>Park picnic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td>Advancement</td>
<td></td>
<td>Invitations sent in April</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Camp practice</td>
<td>Anya</td>
<td>Set up tents, waterproofing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Division Camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEETING PLANNER</td>
<td></td>
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</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td><strong>Person Assigned</strong></td>
<td><strong>Completion Date</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crafts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Resources Needed:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
REVIEWING YOUR ACTIVITIES

Date: ____________________________________________

Theme: ____________________________________________

Number of Brownies Present: ____________________________________________

# of Leaders Present: ____________________________________________

☐ Yes  ☐ No  Did the girls have fun?

☐ Yes  ☐ No  Did the leaders have fun?

☐ Yes  ☐ No  Were the girls able to express their opinions, likes and dislikes?

☐ Yes  ☐ No  Did you follow the Safe Guide guidelines for all your activities?

☐ Yes  ☐ No  Did all the girls have an opportunity to participate?

☐ Yes  ☐ No  Did the girls listen to each other and respect each other’s differences?

☐ Yes  ☐ No  Were the activities stimulating?

☐ Yes  ☐ No  Were the activities age appropriate?

☐ Yes  ☐ No  Were the activities easy to set up?

Additional Comments

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Resources 135
Group Management and Behaviour Strategies

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 Brownies.

**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.
- 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.
### Brownie Program Record

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date Joined:</th>
<th>Enrolment Pin:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Pin:</td>
<td>Circle:</td>
<td>Religion in Life:</td>
</tr>
<tr>
<td>Fun &amp; Adventure Pin:</td>
<td>1st Year:</td>
<td>2nd Year:</td>
</tr>
<tr>
<td>Circle Second:</td>
<td>Circle Leader:</td>
<td></td>
</tr>
<tr>
<td>Camps/Outings/Sleepovers:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Key to Brownies

<table>
<thead>
<tr>
<th>Key Program</th>
<th>Date</th>
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