LISTEN
LEARN
LEAD
LIVE!

The Pathfinder Program
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Live the Adventure

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Welcome to Pathfinders! You’re setting out on a fun-filled adventure, in which you will explore your interests, learn new skills, and develop relationships that will last a lifetime. Best of all, you’ll have an opportunity to make a difference — in your community and in the world at large.

As a Pathfinder, you are part of a long tradition of girls and women who have participated in Girl Guides of Canada-Guides du Canada (GGC) since 1910. The Guiding program is divided into five branches, with the youngest group being Sparks and the oldest being Rangers. Pathfinders is for girls aged twelve to fourteen. You can join the Guiding adventure at any branch along the way, without completing prior levels, which allows you to move along with your peer group.
**Ages** | **Branches**
--- | ---
5–6 | Sparks
7–8 | Brownies
9–11 | Guides
12–14 | Pathfinders
15–17+ | Rangers

**What’s Pathfinders All About?**

Pathfinders is about adventure, challenges, new experiences, good friendships and good times. Is it right for you? Only you can know for sure. If you enjoy outdoor activities such as backpacking and camping, you’ll enjoy the outings and trips that Pathfinders organize. If you’d like the chance to make your community a better place, Pathfinders can show you how to get involved. If you have specific interests that you’d like to explore — say, photography, interior decorating, music or crafts — Pathfinders can help you do that, too! The program has been set up to give you the chance to have fun and grow through a wide variety of experiences. Get involved and see for yourself!

**Girl Guides of Canada’s Vision, Mission and Values**

The Pathfinder program is based on the Vision, Mission and Values of Girl Guides of Canada:

**Vision**

Girl Guides of Canada-Guides du Canada, the organization of choice for girls and women, makes a positive difference in the life of every girl and woman who experiences Guiding so she can contribute responsibly to her communities.
Mission
Girl Guides of Canada-Guides du Canada enables girls to be confident, resourceful and courageous, and to make a difference in the world.

Values
The stated values for Girl Guides of Canada-Guides du Canada are stipulated in the Promise and Law.

Promise
The Promise is said by all Members of Girl Guides of Canada who are Guide age and older. Together, the Promise and Law guide us in our actions. When you need to make a tough decision or meet a new challenge, reflect on your Promise and Law. Find a part of it that is relevant and has real meaning for you. Use it to determine your next steps.

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.

The Promise is based on the fundamental principles of the World Association of Girl Guides and Girl Scouts (WAGGGS):

- a search for a higher spiritual being
- a commitment to country or community
- the principle of service to others and acceptance of the values in the Guiding Law
Law
The Guiding Law challenges you to:

- be honest and trustworthy
- use your resources wisely
- respect yourself and others
- recognize and use your talents and abilities
- protect our common environment
- live with courage and strength
- share in the sisterhood of Guiding.

In order to be enrolled as a Pathfinder, you must know and understand the Promise and Law. It is important to recognize what these words mean to you in your daily life.

Inclusivity Statement

Girl Guides of Canada — Guides du Canada (GGC) recognizes and values the richness of human diversity in its many forms, and therefore strives to ensure environments where girls and women from all walks of life, identities, and lived experiences feel a sense of belonging and can participate fully. This commitment to inclusion means GGC’s culture, programming, and practices encourage self-awareness and awareness of others; room for difference; and environments where girls and women feel safe, respected, supported, and inspired to reach their potential.

Our Motto

“Be Prepared” . . . an easy-to-remember guide to everyday life.
Our Sign and Handshake

Members of Guiding and Girl Scouting all over the world use a special Sign and Handshake when greeting each other. The sign is made like this: With your thumb on your right hand, hold the little finger down, then raise your three middle fingers. This symbolizes the three fundamental principles of the Promise. In Guiding, we shake hands with the left hand. This left-handed shake comes from the legend that ancient peoples put down their shields, which were held in their left hands, to show their trust and friendship.

Joining Pathfinders

In order to be enrolled as a Pathfinder, you must know and understand the following:

- the Promise
- the Law
- the Motto
- the Sign and Handshake
- the meaning of being a part of, and helping in, a community.

Your Pathfinder unit may set a challenge for its new Members, such as to participate in a community service project, or to attend a certain number of meetings before the enrolment ceremony. At your enrolment, your group may take a moment to reflect on what you have done or will do in Guiding to fulfill our Vision, Mission and Values.

If you came to Pathfinders from Guides, you will reaffirm your Promise at the enrolment ceremony.
**How is Pathfinders Set Up?**

A Pathfinder unit can consist of anywhere from a few girls to usually approximately 15. Your Pathfinder leaders or “Guiders,” as they’re sometimes called, will help you achieve your goals. They are there to listen, to offer support, to make helpful suggestions, to guide you and to act as resources.

Every member of your Pathfinder unit has an equal voice in all decisions, big or small. Everyone discusses and decides on group activities. These include:

✦ planning enrolment ceremonies
✦ evaluating modules
✦ assisting with managing finances
✦ keeping attendance records
✦ planning and participating in the sale of cookies
✦ planning and participating in service projects
✦ maintaining the standard of behaviour set by the unit
✦ ensuring a balanced year-round program, including outings and camping activities.

Your unit might decide to elect a chair to guide discussions and to help the group make decisions. Other responsibilities or duties could be shared and/or be rotated among the Members. For example, your unit might elect a:

✦ secretary
✦ treasurer
✦ telephone coordinator
✦ social convener
✦ photographer
✦ spokesperson
✦ assistant to any of the above.
You may come up with other roles that need to be filled. Every Member of your unit can be given a responsibility or duty. It’s up to you and your unit to decide on how to delegate these positions fairly.

**Making a Difference**

Making a difference is what Guiding is all about. There are many activities in the Pathfinder program that will allow you to help others and get involved. You can volunteer your services, individually or as a unit, within your community. For example, you could help out at blood donor clinics, food banks, hospitals, nursing homes, places of worship or at Guiding events. Even helping at home counts! Pathfinders find ways to fulfill the Promise and Law by enthusiastically giving their time and energy whenever they see an opportunity.

**I’m on the Pathfinder Team**

At Pathfinders, we have our own practical uniform that proudly shows we’re Guiding Members.

Pathfinders wear the following uniform:

- Pathfinder uniform T-shirt
- navy cargo pant
- Pathfinder tie
- pin tab

The Pathfinder uniform is available through the online store at www.thegirlguidestore.ca

You can purchase the pieces individually or together as a Pathfinders Starter Kit.
Girl Guide Cookies

The Girl Guide cookie program is the official fundraiser for Girl Guides of Canada. Cookie sales provide the largest source of funds for supplies, resource materials, weekly activities, special trips and projects. Each year GGC has two cookie campaigns, with chocolatey mint cookies sold in the fall and the Girl Guide classic cookies sold in the spring.

Each unit is provided with a number of sales-related items, which may include cookie dough envelopes, posters, bilingual brochures and “Sorry we missed you” cards.

Your unit may wish to participate in special cookie-selling events that are organized for your area or province/territory.

Cookie campaigns provide you with great opportunities to learn and develop useful skills such as:

- planning and goal setting
- teamwork
- friendly customer service
- communication and sales
- self-confidence
- money management
- problem solving and decision making
- responsibility
- time management
- safety awareness
- ability to face challenges.

There are a few things to keep in mind during each cookie campaign:
Each unit is responsible for keeping track of cookie finances. While your Guider is in charge of the cookie money, you can still help with the finances and learn about managing money.

Safety should always be the number one priority. Review safety rules prior to selling cookies.

When appropriate, give thank you cards to anyone who gave special support to your sales campaign.

Celebrate the end of your cookie sales with an “end of cookie campaign” party for your unit. Be proud of your accomplishment. Invite parents, guardians and anyone else who helped you reach your goal. Use this as an opportunity to thank people for their support.

Check out the Cookies Rising badges listed in the Creating your Future program area. These badges give you the chance to focus on the skills you want to develop through your Unit’s cookie campaigns.

For cookie-selling resources and ideas, visit the national website’s “cookies” section (www.girlguides.ca). This section provides all kinds of tips, including information on goal setting and safety, as well as ideas about how to thank supporters. It also provides information and support to parents/guardians.

**Set Cookie-Selling Goals**

Goal setting gives you and your unit long-term vision and short-term motivation. By giving yourselves clearly defined goals, you can measure and take pride in your achievements!

The many wonderful things you do in Pathfinders cost money. Cookie funds allow you to make them happen. Put a dollar figure on the activities that are important to your unit and then figure out how many boxes you will need to sell to support that activity. Once you have decided on which activities you’re going ahead with, you can determine your unit goal and the number of cases you will have to sell to reach it. Your unit may end up with both short-term and long-term goals. Set your own personal cookie-selling goal and encourage your Pathfinder friends to do the same.
Track your progress toward unit goals on a chart. You can also make a “goal flower,” to which you add a petal each time a payment is brought in. Watch the flower blossom as you get closer to achieving your goals!

What’s After Pathfinders?

After Pathfinders, it’s time to move on to the next level of the Guiding program, Rangers, whose Members are young women aged 15 and older. By becoming a Member of this branch, you can continue to participate in the following:

- leadership team
- active living activities
- area events
- backpacking
- camping
- career discussions
- co-ed events
- conferences
- Duke of Edinburgh’s Award program
- international events
- inter-provincial events
- service projects
- workshops on women’s issues.

In addition, you can gain practical experience by leading girls in other branches and participating in conferences, training sessions and other activities.

Awards you can earn as a Member of the Rangers include:
Girl Guides of Canada Chief Commissioner’s Gold Award
The Chief Commissioner’s Gold award is the ultimate award you can earn as a youth member of Girl Guides of Canada. You can wear this pin on your adult uniform.

Commonwealth Award
The Commonwealth award strengthens the bonds between girls living in the Commonwealth by allowing them to discover one another’s countries.
The Pathfinder Program: Listen, Learn, Lead, Live!

The Pathfinder program offers you choice and flexibility. Some activities may appeal to you, while others won’t. Choose those you like! After all, this is your program to enjoy your way.

Words to live by in creating your experience:

LISTEN: Listen to yourself and to those around you.
LEARN: Learn through a hands-on approach.
LEAD: Take a strong leadership role in your world and make a difference.
LIVE: Live life to the fullest.

Pathfinder Program Areas and Modules

The Pathfinder program is organized into program areas, each with a number of modules that cover specific topics. The modules will generally take between four and six weeks to complete. Units may choose to work together on activities or to break into groups. Some activities can also be done individually.

You and your group of Pathfinders have a wide range of interests and abilities. This program allows you to expand on these interests and abilities, while building friendships along the way. Members across Canada live in communities that provide a multitude of different opportunities. You can adapt the modules and activities to suit your own community, interests and beliefs.
You choose the modules and activities you want to work on. There are several suggestions in each activity, but you don’t have to follow all of them. For example, if one of the suggestions is to do an activity for a Brownie or Guide group, but there isn’t one in your community, you will still complete the activity if you follow the other suggestions. Or if it suggests that you take photos of your work, but you don’t have a camera, don’t worry about it. Do what you can and are able to do. Your work will be enough to complete the activity. Enjoy the freedom of being creative and coming up with your own ideas for exploring a topic.

Once you have completed a module, you will earn a badge.

**Program Areas**

**Finding the Path**  This program area is where you make your Promise and decide what you want to do with your time in Pathfinders. You’ll also discover all the opportunities that the world of Girl Guides has to offer.

**A World to Discover**  This program area is about travel in Canada and beyond. You’ll learn about people, countries and cultures.

**Creating Your Future**  This program area is about taking the lead in deciding who you want to be and the kind of community you want to live in.

**Let’s Take It Outside!**  This program area is where you can explore the great outdoors and all the fun you can have there.

**Girl Stuff**  This program area will help you navigate through your active and exciting days, as you explore your tastes and forge ties with family and friends.
Exploring a Theme  This program area has a wealth of themes to explore. No matter what you’re interested in, there’s bound to be something here that will capture your imagination.

Living Well  This program area examines how the mind, body and spirit work together. It’s an opportunity to explore what you can do to be active, eat well and relax.

My Music, Movies and More!  This program area gives your creative side a chance to shine. Here you can explore what you really enjoy, whether it’s dancing, singing, acting, painting, crafts or moviemaking — the possibilities are as limitless as your imagination.

On My Own  This program area is about exploring what it means to be independent and learning life skills to help you support yourself as you get older.

Rise to the Challenge

There are a number of additional awards you can earn as a Pathfinder, each of which has specific requirements:

- Community Service award
- Canada Cord
- Citizenship certificate

You can find out more about these awards in the Rise to the Challenge section.
Evaluate Your Activities

A module is a learning experience, not a school test! The most important part is expanding your knowledge through hands-on activities. Take some time to reflect on these activities and what you have learned. Ask yourself the following questions:

- What did I hope to learn?
- Did I learn this? If not, why? If yes, how has it helped me?
- Is there anything I would do differently?

Even if part of your activity did not go as planned, it is important to look at what did happen. Maybe the unexpected was just as exciting or rewarding. So, when you are evaluating, think about those outcomes that took you by surprise!

The Resource section includes some activities and games that can be used for evaluation.

A Guiding Hand

Throughout your time in Pathfinders, you will be working in partnership with Guiders, who can help you get the most out of your experience. The Pathfinder program is all about choices, and Guiders can help you make those choices and take them even further. Work together to create an experience that is memorable for each of you. Remember though, Guiders are your mentors; you can look to them for advice, but it is up to you to take the ropes and create your own program!
In this program area, you will learn more about Pathfinders, enjoy fun activities with other girls in Guiding, and discover what your next options are in the world of Girl Guides, both in Canada and beyond.

To fulfill the requirements of this program area, you will need to complete all modules.

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Finding the Path

In this program area, you will learn more about Pathfinders, enjoy fun activities with other girls in guiding, and discover what your next options are in the world of Girl Guides, both in Canada and beyond.

To fulfill the requirements of this program area, you will need to complete all modules.
Choosing Your Own Direction

In Pathfinders, you decide what you want to do. Some of you may wish to focus on the Canada Cord — the ultimate program award for Pathfinders — while others may prefer to work towards the badges. Fun and friendship is found in all activities, whether you decide to go for these rewards or not. There are lots of great activities to choose from, all of which are based on the fundamental Values of Guiding inspired by the Promise and Law. These Values help you live your life to the fullest through the relationships, skills and knowledge you’ve acquired as a Member of Girl Guides of Canada.

To complete this module, you only need to do the first activity, plus three more of your choice; but why not do them all and get the most out of being a Pathfinder?

1. Over your Guiding years, you have probably heard the phrase “Promise and Law” a million times, but as you get older, have you noticed how its meaning changes for you? Complete two of the suggested activities below (or choose your own similar activities). You will gain a deeper understanding and appreciation of the phrase and will be able to “stand behind” the words!

Here are some ideas:

- Newspapers, magazines and TV shows all have “what’s hot and what’s not” lists of who or what’s trendy. Create your own list, based on the Promise and Law. Be creative and try to give your list an upbeat and trendy feel. After all, it is hot to be kind and respectful.

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<th>The Action</th>
<th>So Hot</th>
<th>So Not</th>
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<tr>
<td>Your friends trust you to keep their secrets.</td>
<td></td>
<td>x</td>
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<tr>
<td>You dish dirt about people you don’t like</td>
<td></td>
<td>x</td>
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</table>
Make a top-ten list of things you could do as a group to follow the Promise and Law better.

Choose someone you have met in Guiding and interview her about how she lives the Promise and Law. Write a short article and submit it to a Girl Guide newsletter.

Put on your creative hat and develop a game, story or skit about the Promise and Law and take your show on the road to your closest Spark, Brownie, or Guide unit.

2. Ceremonies and celebrations mark important events and recognize special occasions. The Promise and Law is an important part of Guiding. Its values and ideals help shape our lives. Stating a commitment to something helps to motivate and inspire a group. Create an occasion for your group to make its statement. You could have a campfire on a theme such as “doing your best,” where you welcome and recognize new girls to your unit as they make their Promise as a Pathfinder. Together, you can make your commitment to the spirit of Guiding.

To set the mood, add some inspirational music or songs to your ceremony. Use props or symbolic gestures to help create a sense of belonging to the unit.

3. Pathfinders is a place where you can have all the fun you can imagine while learning important skills such as leadership, camping and simply taking care of yourself! Do you want to travel, go wall climbing, have sleepovers, learn about fashion, become more artistic or go out with the girls to a movie? Have planning sessions three or four times a year to set the unit’s agenda. Here’s a format to help get you started:

In small groups, list activities you would like to do and describe why they appeal to you. Determine your top three or four activities. Each group then “sells” its activities to the rest of the group as a TV commercial. Next, use the Six Thinking Hats activity in the Find Your
4. Selling Girl Guide cookies is a major source of income for your unit. The proceeds allow you to participate in all kinds of fun challenges and activities, including camping, exploring your community and taking trips. Review all the things you would like to do in Pathfinders and estimate the cost. Then work out how many boxes of cookies have to be sold to help cover the expenses. Can individuals take on a personal cookie-selling goal?

5. Plan and participate in a community service project that reflects the values expressed in the Promise and Law. To do this, you need to determine what issues are important to you and the other girls in your unit. Once you have an issue you would like to focus on, you can then plan your project. Use the following steps to make your project a reality:

- Set a goal: Figure out what you want to accomplish before you get going. Make sure your goal is SMART (Specific, Measurable, Attainable, Realistic, and Timely.)
- Map it out: Write down the steps you need to take to get the desired results. You will need to assign specific people to tasks and set deadlines.
- Do it: Put your plan into action and keep in mind that you will have to be flexible and change things if you need to.
- Evaluate it: When your project is over, it will be helpful to talk about what went well, what did not go well, and what suggestions you might have to improve the project next time.

6. Pathfinders is a great place to meet new people and make friends for a lifetime. However, do you remember what it was like to be new in a group? Compare notes with others about what this felt like. Use this information
to see how you can welcome new girls to your group and help them to feel included during their first weeks or months in the unit.

7. As a Pathfinder, you have a huge number of activities and ideas to choose from. To get the most out of your experience, think about what you would like to do or achieve and set some goals. Here are two suggestions for ways you can find out what’s in the program and what you want to do:

- Spend time going through the Pathfinder program areas. Look at the modules and make a list of those that you’d really like to work on. Find other girls in your unit with similar interests.
- Have a brainstorming session, in which you think about all the things you like to do and list them on chart paper. In groups or individually, look through the program and see where your interests fit into the modules.

Use a calendar to map out a schedule for the modules and activities.

8. The Canada Cord is the highest award you earn as a Pathfinder. It allows you to meet new people, to learn great things about yourself and your capabilities, to put your leadership skills into action and, best of all, to make your mark on your community.

If you’d like to take this challenge, you will have to work on components of it throughout your three years in Pathfinders. Three years seems like a long time, but you’ve got a lot on the go. The trick to achieving a goal is to work backwards from the deadline to see what you need to do right now in order to achieve it.

In deciding what to do in Pathfinders or other parts of your life, check to see what you need to do to complete the Canada Cord. Review the Rise to the Challenge section and use the planning worksheets to help you
map out your activities over time so you can enjoy yourself and not worry about getting everything done at the last minute.

Bridging the Gap

So, how did you find out about Pathfinders? Remember in Guides when those cool, older kids came to your meetings? Remember how much fun you had with them? Now it’s your turn to shine for the younger girls.

To complete this module, do four activities or more.

1. Write, create and direct your own promotional skit that portrays how you want other girls to envision the fantastic fun you’re having in Pathfinders. As a group, write a script and decide what costumes, props and settings you would like to use. If someone has a video camera, film it! Show it off to Guides, your friends or your families.

2. Games are a great way to learn and review what you know about Guiding. From Sparks to Rangers, you are all part of one great family. Families are made unique by their history and special events. Create a game that will help younger girls know more about who’s who in Guiding - Lord Baden-Powell meeting his wife, Olave, for example, or the jamboree that the girls crashed because they wanted to do the same stuff as boys. Review the information on Guiding History in the Resource section for ideas. After determining the objective and rules of the game, get creative and design the board and cards!

3. It’s party time! A haunted house? An ice palace? A survivor game? There are so many ideas out there. Create a party that helps girls in other branches
complete some of their program. Include some of the challenges, crafts, games and songs that you loved when you were younger, or create new ones.

4. Play a “getting to know you” game with the younger girls. For example, have the group divide into two circles, with the younger girls in the inner circle and the older girls in the outer one. Ideally, each Pathfinder should be paired with one of the younger girls from the inner circle. If the number of girls is uneven, you could have more than one of the younger girls with a Pathfinder. Ask each other questions about yourselves or what you think about a topic. Sample questions are:

- What is the most interesting thing you did this week?
- What is your favourite subject in school? Why do you like it?
- What is your favourite food? Why do you like it?

5. Organize and play outdoor games such as capture the flag, a scavenger hunt, or any other game that takes place over a wide area. How could you adapt the game to suit different age groups and people with special needs, as well as the different seasons and times of day?

6. Give the younger girls some cookie-selling tips! Help them to set up role-plays and practise making change. Remember to teach them the safe-selling techniques:

- Never sell alone. Bring a parent/guardian along whenever you can. Always use the buddy system.
- Always tell an adult where you’re going and when you expect to return.
- When selling door-to-door, never enter anyone’s house or apartment.
- Don’t crisscross the road. Sell on one side of the street, cross where it is safe, and then sell on the other.
- Look both ways when crossing the street.
Never sell to people in cars. If someone wants you to come close to the car, say “NO!” and run home or to a block parent house.

Never carry large amounts of money. Return to your supervisor frequently to drop off money collected.

Carry money in cookie dough envelopes, not in your pockets.

Only give your first name, never your address or phone number when selling.

Sell only in neighbourhoods and areas familiar to you.

If selling in malls, don’t wander off. Let the customers come to you.

Make sure you know the name and phone number of someone to call in case of an emergency.

If you must sell when it is dark, wear bright colours and carry a flashlight. If you can, sell door-to-door during daylight hours only.
7. Guide-Scout Week happens annually during the week in which February 22 falls. February 22 is Thinking Day, the shared birthday of Lord and Lady Baden-Powell. Guide-Scout week is a time to celebrate Guiding with others in the Movement. It’s also a time to promote the fabulous fun of Guiding and let the public know how proud we are of belonging to the world’s largest organization for girls and women.

Check with your leader or on the national website to find out the official annual theme for Guide-Scout Week. Early in the new year, look for the Guide-Scout Week kit and see how you could use it to help your Girl Guide public relations adviser to develop messages about Guiding that would appeal to girls of your age. Brainstorm different messages and say why you think girls would or would not like them. Participate in promotional events through which you can connect with the public and encourage girls and women to join the organization.
Beyond Pathfinders

Is there life beyond Pathfinders? This is your opportunity to invite others to join you in the fun and friendship in Pathfinders and to check out Rangers to see what fun, enriching, and exciting experiences await you there!

To complete this module, do four activities or more.

1. The more the merrier is an old proverb. For Pathfinders to be even better, what could you do to bring others into the group? Make a collage of images from your meeting. Talk to girls who could be potential Members. Have a membership drive, meeting or open house to attract new Members. Ask them what they think Guiding is about. Find out what they would like to do if they participated. What could you offer them? What would they like to contribute? Show them what Pathfinders is really about and how much they can enjoy doing what they like to do as a Member.

2. In many communities, Guiding holds special events to introduce the Movement to girls and their families. These are opportunities for people to see what Guiding is about and to consider the possibility of becoming a Member. Take part in one of these events. Beforehand, do some role-playing with your unit so that you can practise what you would say to a potential newcomer, whether she is the mother of a Spark, a Guide-aged girl or someone your own age. Think about some of the amazing times you’ve had as a Member and practise relaying your experiences and all you’ve learned with poise and enthusiasm.

3. Have a joint activity with Rangers. It could be a weekend camp, games night, sleepover or simply a general meeting.

4. Plan an active living event with a Rangers unit. Exchange ideas about what you could do together for a fun evening of activities, such as line dancing,
bucket ball (basketball in a bucket), curling, wall climbing or scavenger hunts. If you want to get out of your meeting place, perhaps by combining the two units, you could get a group price for a facility or a complimentary lesson from an instructor. Figure out the costs and your options for funding the event. Then go out and have fun! Your event could include a theme with dress-up, wacky awards, videos and/or food.

5. Your commitment to service will continue in Rangers. Work with a Rangers unit to see how their community service projects differ from the ones you do in Pathfinders. Find a local organization or service group for which both groups would be interested in volunteering. This could be helping out at a walk-a-thon, distributing Christmas hampers or helping in children’s corners at local events.

6. If there isn’t a Rangers unit near you, investigate the possibility of creating one. Brainstorm ideas of places in your community where you could find people to lead your group. Contact others in your unit and in other Pathfinder units. Encourage them to join your new Rangers group. Talk to your Guider’s Commissioner and find out what support is available to help you set up a unit.

7. As a group, brainstorm what you think the Rangers program is about. Talk about what kinds of activities would motivate you and others in your unit to continue on to Rangers. Also, what would attract other girls who are not in Guiding to join you? Check out your ideas with Rangers Members.
Broaden Your Horizons

You may think of Girl Guiding as a home-based activity, but think again! Girls across the country and around the globe share the same Guiding experiences. This module will help you to learn about the many dimensions of Girl Guiding — in your community, across Canada and around the world!

To complete this module, do four activities or more.

1. Girl Guides are found across Canada. Check out the websites for other provinces/territories to find out what’s going on in Guiding across Canada. Consider linking with another unit through the Internet or planning a trip to a camp in another province/territory.

2. Girl Guides is about more than you and your community. Its global connections are available for you to expand your horizons. As a Member of Girl Guides of Canada, you are also a member of the World Association of Girl Guides and Girl Scouts (WAGGGS). This is a worldwide Movement that provides informal education to enable girls and young women to develop leadership and life skills through self-development, challenge and adventure. Debate the pros and cons of having an all-girls setting for Pathfinders. Talk with your leader about Girl Guides of Canada’s decision to remain an all-female organization.

3. The World Association of Girl Guides and Girl Scouts (WAGGGS) is committed to being the global voice of girls and young women and advocating on their behalf. Advocacy is all about taking a stand and putting pressure on those who can bring about change to help build a better world.
WAGGGS works with non-governmental organizations and United Nations agencies on decisions affecting girls and young women. It provides opportunities for Member Organizations to reach out across the world in an exchange of skills and resources. Check out the WAGGGS website at www.wagggsworld.org or ask your international adviser for information on the issues important to girls worldwide as well as for resources that will help you learn how to be an advocate.

Help raise awareness about these important issues. Take proactive steps, not just for yourself but also for others. Write a press release and send it to your local media. Have a mock press conference where some girls act as reporters and others act as spokeswomen for your issue. Create posters for school to inform students about the issue or send a letter to your member of Parliament.

4. Have a WAGGGS trivia contest. Turn this into a relay game or another type of game in which girls have to make a “detour” or forfeit their turn when they give wrong answers. Here are some facts to get you started:

- **WAGGGS** = World Association of Girl Guides and Girls Scouts
- How many regions does WAGGGS have? = five
- What are the regions of WAGGGS? = Africa, Arab, Asia Pacific, Europe and Western Hemisphere
- Which region does Girl Guides of Canada belong to? = Western Hemisphere
- How often does WAGGGS hold a world conference? = every three years
- What is the World Bureau? = the head office for WAGGGS
- Where is the World Bureau? = London, England
- How many World Centres are there? = four
- Where is Our Chalet? = Adelboden, Switzerland
- Where is Our Cabaña? = Cuernavaca, Mexico
- Where is Sangam? = Pune, India
- Where is Pax Lodge? = London, England

For a successful game, add about 12 more questions to your trivia contest.
5. Look at the websites of the four World Centres. Chat rooms are available to allow you to talk to members from around the world. What kinds of programs do the centres offer? You can get more information from the WAGGGS website at www.wagggsworld.org/en/world. Which programs inspire you the most? Take a look at the photos of each of the World Centres. In each case, how does the building design reflect the country’s culture?

6. Learn one or two of the World Centre songs. Do the lyrics give you an idea of what it would be like to visit a World Centre?

- “Sangam Song” (in *Songs for Canadian Girl Guides*)
- “Come into Sangam” (in the *Pax Lodge Songbook*)
- “Our Chalet Song” (in *Songs for Canadian Girl Guides*)
- “Our Cabaña Song” (in the *Jubilee Songbook*)
- “Pax Lodge Song” (in *Our Chalet Songbook II*)
- “The World Song” (lyrics only are found in *Songs for Canadian Girl Guides*)

Find out how and why the Girl Guides of Canada supports the World Centres. If you’ve checked out the Canadian World Friendship Fund (CWFF), you know the answer to this question!
7. Discover Girl Guiding/Girl Scouting around the world on the Internet. Tell your unit about what you find. Investigate the websites of other WAGGGS countries. Find out what types of programs other girls your age participate in and present your findings to your unit.

8. What does Canada do to support global Guiding? Check out the purpose of the Canadian World Friendship Fund (CWFF). How can you support their work? Develop a plan and raise money for the CWFF.

9. Using the Internet or the book *Trefoil Round the World*, compare your Promise, Law, and Motto with those of Member Organizations from six other countries. Discuss the similarities and the differences. What do you think Girl Guides/Girl Scouts throughout the world have in common?
# Creating Your Future

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Creating your Future

Creating your future is about being a leader in deciding who you want to be and what kind of community you want to live in. Some people seem like natural leaders. They have a great presence, they’re good public speakers and they always seem to know what to do in an emergency. If you’re like most of us, you may not feel all that confident when you have to stand up and make a speech or when someone asks for your opinion in a public place. The good news is that you can do something about it. Leadership is something you can learn. Young people who started out just like you have gone on to become great leaders — even prime ministers — through a combination of education, dedication and training.
We’re a Team!

Working as a team member is the first step in learning leadership. Have you ever noticed how much easier it is to get something done if lots of people work on it together? Everyone has to be well organized, though, for the work to get done efficiently. They also have to be willing to co-operate with one another. This module will give you and your unit an opportunity to have some fun, as well as a chance to practise being part of a leadership team.

To complete this module, do four activities or more.

1. Icebreaker activities are a great way for participants in a group to get to know each other. At the beginning of the year, when new girls are joining your unit, be sure to include this type of activity. Here’s an idea: make up a list of skills or activities. These skills can be anything — singing, public speaking, playing hockey, building a skateboard, putting up a tent, being friendly with others, and so on. You will need a list of approximately 12 skills. Put them on bingo-style cards with one activity on each of the nine squares. Each card will be different and will list nine of the 12 activities (e.g., card one has skills 1-9, card two has skills 2-10, card three has skills 3-11, card four has skills 4-12).

   The cards are shuffled. Each girl picks one from the pile then goes around and “interviews” other girls to find out what skills they have. You can only put one name on each skill square and each square must have a different girl’s name. The game is over when someone fills in their entire card. Follow this game up with some friendly discussion about each person’s skill and how valuable it is to the unit.

2. Building a camp gadget as a team provides an opportunity to build upon your knowledge of group dynamics and to further develop your leadership skills. Divide your unit into teams. One person will have a picture of a gadget.
Examples of gadgets are in Outdoor Skills in the Resource section. This person will give verbal instructions for her team members to follow. The workers are not allowed to say anything or to ask any questions (or, if that’s too challenging, they can ask questions that only have a “yes” or “no” answer). Follow-up with an evaluation. Ask questions such as: Were the instructions clear? Was it hard to communicate with each other? Did the gadget work?

3. Team up to serve others! Divide yourselves into teams and brainstorm some ways you could use your skills to be of service, and some places where you could volunteer. Then go out and do it! You might offer to rake leaves or wash windows for seniors, clean the local park or plant flowers for a Communities in Bloom program.

4. Get active! Have a gym night. If a gym is not available at your meeting place, get access to one at your school or community centre. Play team games like volleyball, basketball or capture the flag. Try playing modified versions of these games with smaller teams, or by lowering nets, changing the size of the court or using a different kind of ball. How did this change the game? Did the modifications make the game more enjoyable or build a greater sense of team spirit?

5. Using rope, cord or twine, create a web obstacle course between two trees or posts. The team’s challenge is for its players to weave through the holes in the web from one end to the other without touching any of the ropes. If one player touches the web, everyone starts over. When you’re finished, talk about what happened. What were some of the challenges of this activity? How did the group overcome them? Are there ways you could adapt this activity to include people with special needs or disabilities?
6. Find a thin, lightweight, straight rod or stick. Have your team divide itself into two lines facing each other and holding out their index fingers, palms facing down. Lay the rod on your fingers so it is horizontal. Now the team’s challenge is to slowly lower the stick to the ground. Holding the stick is not allowed, and everyone’s finger must touch the stick during the challenge. How did the group communicate during this challenge? If several teams did the activity, have them share their strategies.
I Have to Give a Speech!

Being asked to make a speech can be intimidating. It’s often said that most people would rather do almost anything else. But giving a speech is a skill you can learn, just like skating or riding a bike. Almost everyone has to practise first; very few people are naturals. Chances are you will have to speak to a large group at some point in your life, so why not take the opportunity now to learn how to do it comfortably?

To complete this module, do four activities or more.

1. Attend a local chamber of commerce or government (e.g., city hall) meeting or watch one on TV if you can. Try to choose a day when an issue you are interested in is being debated. What kind of people spoke at the meeting? Were some speakers better than others? If so, why do you think that was? Discuss the speakers with the other girls in your unit.

2. Investigate Toastmasters or International Training in Communications — two organizations dedicated to training people in public speaking. If possible, attend one of their meetings or arrange for one of their members to visit your Pathfinder unit to describe how their organization works.

3. As you’ve heard before, practice makes perfect. This also applies to speaking comfortably in front of others. Play “table topics.” Have each Member of your unit write a topic on a slip of paper. Then mix the slips together in a hat or a bowl. Have one Member act as moderator. She will use a timer and allow each speaker exactly one minute to speak on the topic drawn from the hat. Each speaker is given one minute to prepare. Afterwards, the audience is given an opportunity to offer the speaker some suggestions. Remember to keep your
comments friendly and constructive. Play this game for two or three weeks and watch your public speaking skills improve!

4. When preparing a presentation, knowing your topic really well will give you the confidence you need to look poised and comfortable in front of your audience. Choose a topic (e.g., a sport or physical activity, music, art, a film, etc.) you are familiar with or a brand new one to learn about. Use this as an opportunity to improve your skill level and/or knowledge of your topic. Do a presentation to share what you have learned from your research. Afterwards, do a self-assessment on how it went. For example, on a scale of one to four, rate the following:

- My knowledge of the subject increased.
- My skills increased.
- I worked well with the group.
- I was clear in my communication.
- At the end, I felt I had inspired others and created interest in the topic.
- My confidence in doing presentations increased.

5. Debates can be a good source of learning and a lot of fun. They can also bring out fiery, aggressive behaviour. The goal in leading a debate is to ensure that both sides are heard, fairly and calmly. Find out what is involved in organizing and moderating a debate. What does the moderator do? Who asks the questions? What types of questions are asked? Act as the moderator for your unit as Members choose a topic and have a debate.

6. Sometimes it’s easier to practise public speaking with other people’s words. Find a short speech from a play or a book that inspires you or has an emotional appeal. Present it to your group. Alternatively, find a short play and have a reading in which you and the other girls read with the voice and emotion of the characters.
Lending a Hand

Many organizations wouldn’t exist if people didn’t volunteer their time and services. Whether you know it or not, you have valuable enthusiasm, energy and skills that you can put to work to help others, either at home or abroad. Whether you’d like to volunteer to work with animals at a humane society, to read to the elderly at a seniors’ home or to do support work at a bike-a-thon for a worthy cause, your contribution can make a difference.

To complete this module, do four activities or more.

1. Organizations like charities, arts groups, sports groups, religions, or those that promote as special interest like the environment, are usually run on a not-for-profit basis. You’re probably more familiar with the names of many nonprofit organizations than you realize. (Hint: one of them has two Gs in its name.) See if you can come up with the names of three other nonprofits that operate in your community. Then choose one of them to investigate more thoroughly. Find out more about who works for this group and what it does. Share what you’ve learned with your unit. Is there a way your group could support their work? Discuss your idea with the organization’s volunteer coordinator and get involved.

2. Large corporations support communities through donations to charities and nonprofit organizations. Some have even started their own nonprofit foundations or charities. See if you can come up with the names of three corporately sponsored nonprofit organizations; then choose one to investigate more thoroughly. Is there a way you or your group could support their work as a service project? Discuss your idea with the appropriate staff person in the corporation (e.g., the community relations coordinator) and get involved.
3. Have you ever thought you’d like to help other kids your age? Did you know that kids like you have actually started nonprofit organizations geared towards helping others? Participate in a kids-helping-kids project in your area.

4. Support a charity walk-a-thon, run-a-thon, marathon or bike-a-thon by helping out with things like taking a shift at the registration desk, the water station or the baggage storage area. Another option would be to create your own walk-a-thon in support of a Girl Guides of Canada event like an international trip or in support of the Canadian World Friendship Fund. As a group, set some training goals so that you have a good fitness level for the event. You could incorporate your training into your meeting schedule.

5. Volunteer for a food bank. You can set up a stand at a grocery store or assist at a food bank depot. See if you can meet the manager and learn more about how a food bank operates.

How do you think it might feel to have to rely on a food bank? What if you saw someone you knew come to the food bank while you were helping out? How
do you think they might feel? Is it appropriate to share with others who
and what you saw there?

6. Discuss ideas for a service project with other Members of your unit or group. Once you’ve agreed on something, plan the event and then participate in it. Afterwards, do a short evaluation. Describe how easy or difficult it was to organize and how you felt during the event and afterwards. How would you change your event if you were to do it again?

Find Your Inner Leader

To complete this module, do four activities or more.

While working on this module, keep in mind that others in your unit might also be working on their leadership skills. Take turns practising these skills with them.

Have you always wanted to be a leader, but you’re just not sure how? Anyone can be a leader if they learn some skills and try them out. Each activity in this introductory module focuses on a skill that you will practise while completing the other modules in this and other program areas.

1. There are many different styles of leadership. No single style is perfect for every situation. Here is one way to describe the four basic styles of leadership:

- The authoritative approach: You tell everyone what you expect and when you expect it.
- The democratic approach: Group members share information and ideas that can contribute to the leader’s decision making.
- The bureaucratic style: Everything is done according to previously established rules or procedures.
The delegated approach: Individuals are given the information they need to make their own decisions. This style would be used for planning activities.

Sometimes a blend of all four styles can be used in leading a group. Discuss what kinds of situations need different types of leadership. What you do depends on how much information, skill or training the group members have to contribute to the decision-making process.

Divide into four smaller groups or into pairs and choose a different leadership style for each group. Groups can then decide on a situation or a particular decision to be made and role-play how a leader with that style would work with the team to come to a decision. After each role-play, discuss the situation as a large group. Was this the best leadership style for the group and the decision that had to be made? Decide which style(s) would work the best in each situation.

2. Leadership skills can be learned. Here are areas where leaders are often skilled:

- problem solving
- communicating
- motivating a team or group
- delegating work to others
- giving directions and sharing information
- taking responsibility when they’ve made a mistake and correcting it
- supporting others in their work
- helping to reduce a problem to a manageable size
- acknowledging others’ feelings and concerns when dealing with problems or misunderstandings
- identifying the resources available
- being aware of the needs and abilities of those in the group.

Are you more comfortable with some parts of this list than with others? Leaders are still effective even if they do not have all of these abilities. Skilled leaders know their weaknesses and can work with others who have complementary strengths to build a really dynamic team. Think back to
occasions when you were working in a group and felt things went well, then think back to other times when things didn’t go so well. Look at the list above and see if you can identify why things went the way they did.

3. When people work in groups, they work to get a job done or to solve a problem. They build relationships as they work together. By paying attention to the interaction of group members, you enhance a group’s ability to do its work. To work effectively, group members need to:

- be comfortable with each other
- listen to what others are saying
- encourage everyone to participate
- ask for clarification to seek understanding
- be positive about finding solutions
- work on understanding the cause of a breakdown rather than assigning blame.

What else is important to keep in mind to make a group effective? The next time your group is planning something, review how the members of the group work together. For every criticism, try making a positive suggestion for a solution.

4. When the going gets tough, humour can help crack through a problem or lighten the atmosphere. Laughter makes us feel good and is a great way to refresh a discussion and get a new perspective on a situation. Have a basket of toys on hand (e.g., a rubber chicken, nerf ball or rubber ducky) that can be tossed into the air to create a little humour. Give each toy a characteristic or role and have it participate in the discussion. Or make a list of funny quotes to have on hand. Google “humor+quote” on the Internet and choose a quotation to illustrate as a cartoon strip. Here are some examples:

- I believe that if anything is worth doing, it would have been done already.
- I shall never move quickly, except to avoid more work or find excuses.
5. Edward de Bono invented the Six Thinking Hats method for helping groups look at planning and problem solving. This is how it works:

- White hat thinking covers the facts and information available.
- Red hat thinking states any emotions that may need to be considered.
- Black hat thinking notes any cautions or problems.
- Yellow hat thinking shows the positive and logical aspects of a situation.
- Green hat thinking looks at creative alternatives or new ways of looking at a problem.
- Blue hat thinking looks at the overview to sum up the process or suggests that a different hat should be used to look at the problem.

When you’re working on a problem or making plans, put six sheets of paper on a wall, and mark them with a hat colour. As you talk about your problem or plan, write the comments or concerns on the appropriate sheet. As you work through, notice if there is a predominance of one type of thinking and see if you can switch to another.

6. Robert’s Rules of Order is a widely-used guide that explains how to run discussions at meetings and keep track of decisions. For a formal meeting, someone acts as the chair and makes sure everyone has a chance to speak, handles interruptions and keeps everyone focused on the discussion.

In a formal meeting, a motion is put forward for discussion. For example, someone might say, “I move that the unit use $200 of the cookie money to subsidize the spring camp.” Someone else seconds the motion to indicate that more than one person thinks this is a good idea. The group then debates the pros and cons of the motion. When discussion seems to have ended, the chair puts the motion to a vote by saying, “Are you ready for the questions?” She restates the motion; then asks, “All in favour?” and counts the votes. Then she
asks, “All against?” and counts the votes again. Finally, she asks, “Are there any abstentions?” and counts those who chose not to vote. The chair announces the results, which are noted in writing along with the motion. These are kept as a record of the decision, along with any special points raised during the discussion.

This system can be used for important decisions, such as how money is to be spent, or for other decisions that may have a big impact on your group. With your group, determine what kinds of decisions should be debated formally, what decision-making process you’ll use, and how that debate, and any motions made, can be noted.

Other types of discussion strategies and decision-making processes you might want to consider are the use of a talking stick/symbol, a circle discussion or a similar method for coming to an agreement and making sure everyone has a chance to give their opinion.

7. **Show your leadership with Guide-aged girls.** Lead them through fun activities that help them stay positive and focused on a bright future. For example:

- **Have the girls make a mural or collage of what they enjoy in life.** Cut it into squares. On the back of each square, help the girls write a positive statement (e.g., “getting a good education,” “developing work skills,” “having fun with my family,” “eating right,” “sharing,” and so on). Turn the pieces face down. Girls select a puzzle piece and discuss the ideas in the statement. The pieces are then put together to recreate the mural or collage.

- **We have all experienced situations where we were unprepared (e.g., a test, a meeting, a piano recital).** Have the girls brainstorm to collect their memories of situations for which they found themselves unprepared. How did they feel? What were the consequences? How could they have been more prepared? What would they do differently next time?
8. To help run your Pathfinder unit, there are various tasks that Members can take responsibility for. Examples are:
- record keeping
- finances
- communications
- social events
- photography.

Develop a list of jobs for your unit. For some, there may need to be an assistant. Make a list of the responsibilities for each position. As a group, decide who will take on each role. After a period of time, discuss the benefits and the challenges of being in that role. Consider changing roles to see things from another’s perspective or to enhance your skills in another area.

9. Whether you’re planning a group outing to a store, a show, a camp or an out-of-town trip, use the techniques and information in this section to help you work on your leadership techniques. Take turns being the leader who is organizing the activity. Set yourself a personal goal where you use the kind of skill or technique you want to try when it’s your turn to be the leader. For example:

- Take the lead and run one of your Pathfinder meetings. Several weeks before, determine what the theme of your meeting will be. Organize your group so that you have all the supplies you need. Delegate responsibility to others for some aspects of the meeting. Lead the discussion or planning process. Bring out your inner leader and try to keep everyone interested. Use your observation skills to make sure that everyone gets an opportunity to participate.
- Invite a resource person to work with your unit on a challenge. Introduce and thank your guest. The invitation should be extended to the resource person at least a month in advance.

Event Planning
Put your leadership skills to the test and plan a special event. Consider:

- selling cookies at a mall
- offering a first aid or babysitting course
- holding a dance
- setting up a community event to promote Earth Day or World Food Day
- hosting a book sale or toy exchange
- organizing an awards banquet
- holding a logo or poster contest or a fundraiser
- creating a community awareness campaign
- hosting an event to help others
- organizing a fun day.

You choose what appeals to you. Whatever it is, be committed, inspire others with the possibility, and make it happen!

To complete this module, do four activities or more. Share the responsibilities with your group.

If you’re doing a Leadership Event to earn your Canada Cord, you will need to do all of these activities and must take on a leadership role (e.g., active committee member, chair, team leader).

1. Brainstorm events you could do with your group. Is it a one time only, “just for fun” event or is there a trip you’re just itching to go on and need to raise money to support? Perhaps there’s a course that your group wants to take. When there are many choices or complicated decisions to be made, try this voting method:
List all the suggestions.
As you go through the list one by one, ask participants to raise their hand if they like the idea. Write the total number of votes beside each idea. Everyone can vote on every suggestion.
Strike off the items with the least number of votes. (This part is flexible depending on the number of suggestions.)
Continue voting on the remaining ideas until a consensus is reached.

Set the date for the activity. Usually, larger events take about three months to a year to organize. Make sure you have left enough time to organize the event, including time for any publicity you want to do and fundraising you’ll need for covering costs.

2. Think about all the jobs that need to be taken care of in order to make the event happen. Do you need to rent a hall or audiovisual (AV) equipment, create posters, find people to help you, get special supplies or organize food? Consider any special logistics, such as the size of space for the number of people, set-up (tables and chairs), public toilets, accessibility for people with disabilities, signs and clean-up.

3. Use this list to create a budget and assign responsibilities. Check with all participants to ensure they are clear about what their role is. The budget should include revenue opportunities, such as ticket sales or funds raised from a concession stand, a coat-check or donations. Your expenses could include speakers or instructors, food, permits and supplies. Investigate your costs. If you’re renting equipment, call around and get two or three quotes.

4. Develop a detailed timeline. Try a “work back” schedule. Start at the date of the event and work backwards to figure out when tasks need to be started and when they need to be finished by.
For example, if you’re having a dance on November 24, it would end with the clean-up crew scheduled for later in the evening. This crew would need to be booked two or three weeks beforehand. The food needs to be planned out several weeks in advance to give you enough time to do the shopping and make last-minute preparations. You need to know if you have enough people to do the coat check about two weeks beforehand in case you need to make last-minute calls for volunteers. The hall and DJ need to be booked in time to include this information on your advertising. If the hall and DJ have a lot going on, then you will need to find out their availability and book them several months ahead of time.

5. Your next step is to publicize your event. Think about who your audience will be and how you will reach them. To help you focus on this, it is sometimes helpful to create an objective or a theme for your event. Work on what this could be and use it in your publicity materials.

Will you use e-mail, flyers or free ad space in the media to publicize your event? If you contact the media, be sure to mention you are with Girl Guides of Canada. Often the smaller papers love to promote special community-based initiatives.

Be sure to build your publicity plans into your timeline.

Review responsibilities with your helpers. Together, create a checklist with completion dates so all participants are in agreement about what they are doing and when they need to have it done.

After the event, take the time to evaluate it. Do this while the details are still fresh in your mind. Look back at your objectives. Did you meet them? Was something missed on the checklists? Did you have too much of something or did something take longer than expected? Finally, celebrate your successes and thank all those who contributed.
Your Dream Career

Actor, firefighter, teacher, doctor… What would you like to be when you finish school? There are so many options that it can sometimes be confusing. Here is an opportunity to explore your talents and skills, as well as some different careers to see what interests you.

To complete this module, do four activities or more.

1. When you were about seven, what did you think you wanted to be when you grew up? Have those goals changed? Why? Invite a young woman who is attending college or university, or who is just starting to work, to attend a meeting. Ask her to share with you how she decided what to do after high school. Ask her if she has advice on setting goals or things to consider when making decisions about your future.

2. What job do you think you will be doing fifteen years from now? What do you think your life will be like? Where will you be living? Will you be married? Will you have children? If you work, who will care for your children while you work? Discuss this with your family, friends and other Pathfinders. Write a journal entry or letter to yourself to express what you are thinking. Keep it in a safe place. It will be interesting to read it 15 years from now to see how things have changed.

3. Invite several older women (e.g., your mother, aunt, grandmother) to your meeting to talk about the career options that were available for women when they were your age. How have the available options changed?

4. What does the term “nontraditional occupation” mean? What professions or jobs do you think are considered nontraditional for women today? Do different cultures or religions have different views on what is appropriate work for
women? Invite a woman in a nontraditional profession to come and talk to your group, or ask if you can go to her workplace and have her show you around. What does she think the advantages and disadvantages are of having a nontraditional job? Ask your guest if she’s encountered difficulties in her profession just because she’s a woman.

5. Compare thoughts about your future with others in a small group, and examine the similarities and differences between your plans by creating a skit or presentation.

6. Make one list of all the things you like doing and a second list of all the things you’re good at. (These two lists might not be the same!) If you’re comfortable, share your list with others. They may have things to add that you didn’t think of. Then explore different careers that are related to your interests and your talents. What would you have to do to be successful in one of your dream careers?
Follow That Woman

Did you know there was a time when women in Canada weren’t considered to be persons? Did you know that women were once considered too feeble-minded to go to university? It’s hard to believe, but it’s true. Thank goodness we had some strong women who decided to put their foot down — and not lift it up — until things changed. So… who were these women and how did they become leaders?

To find out, read on.

To complete this module, do four activities or more.

1. Throughout history there have been women in leadership roles. Discover some of the amazing accomplishments of women over the years. Search for “famous women+Canada” on the Internet, or go to the library, to identify women who have won acclaim as leaders. How many fields or professions can you find female leaders in (e.g., sports, music, art, literature, politics, religion, business or culture)? Does one inspire you? Find out how she became successful. What were her accomplishments? What do you have in common with her? What do you think you can learn from her? Share why she inspires you by writing her a letter, creating a display or acting out the story of her life.

2. Collect newspaper or magazine articles on topics pertaining to girls or women today and discuss one topic with your unit.

3. The “Persons” Case refers to a historic challenge to the laws of Canada. Canada was governed by the British North America (BNA) Act, an act of the British Parliament. It held that “qualified persons” could be appointed to the Senate. However, whenever the Act referred to an individual person, it used the word “he” Many politicians and judges felt that this must mean that the words “qualified persons” referred only to men, and that therefore only men could be
senators. (Women did have the right, at that time, to vote in federal elections and to vote in some provincial and municipal elections.) Emily Murphy decided to take on the government and get equality for women!

Emily Murphy became the first female judge in the Commonwealth in 1916. On her first day on the bench, a lawyer, who was proceeding with a case in front of her, questioned her right to hear the case because, as a woman, she was not considered a “person” under the law. She asked the province of Alberta for a ruling on this matter and, in 1917, Alberta declared that both men and women were considered equal under the law. Because this ruling did not apply to federally-appointed positions, she decided to try to change the federal laws contained in the BNA act that applied to “persons.”

The first step was to launch a series of petitions, which contained thousands of signatures supporting the inclusion of women as “persons” and asking politicians to change the law. These all failed and so, after 10 years, Emily Murphy decided to approach the situation by petitioning the Supreme Court of Canada in 1927. She petitioned to have women declared as legal “persons” and, therefore, eligible for consideration for appointed positions, including positions on the Senate. In order to bring a petition in front of the Supreme Court of Canada, five people were required to “stand together” to launch the petition. So she asked four of her friends – Nellie McClung, Henrietta Muir Edwards, Irene Parlby and Louise McKinney – to join her in this fight.

In 1928, the Supreme Court turned down the case and upheld the law that “persons” did not include women. So, the Famous Five (as they were called by the newspapers at the time) carried their case to the Judicial Committee of the Privy Council of the British House of Lords. As Canada was governed by the BNA Act, the House of Lords was the highest court of appeal for Canadian law. The House agreed that women were “persons” under the law and therefore eligible for appointed positions. The ruling was made on October 18, 1929. The ruling in favour of the case meant that women could be considered for appointment
to federal positions such as positions on the Senate of Canada. This meant that
now women could participate in every facet of political life in Canada.

Using role-play, present the case of the Famous Five as if you were in front
of the Privy Council. Deliver a speech pertaining to an issue affecting girls or
women in the past, or present a current issue that affects women today in a
trial court format.

4. Invite a local female leader to come and speak to your unit. You might consider
a local politician, a leader of a women’s sports team, a businesswoman, a
health professional, a representative from a women’s group, such as the
Kinettes, or or an educator. Ask this person to share a bit about her background
and career with the group. What qualities and circumstances contributed to
her success? What personality characteristics make her a leader?

5. Plan a camp for another branch of Guiding using a women’s history theme.
Here are some ideas:
- Choose a theme such as: women in sports, women leaders, women
  in entertainment, women in science and technology or women
  entrepreneurs.
- Decide on activities that go along with your theme.
- Develop a schedule for your camp and be sure to include the
  following types of activities: crafts, songs and games.
- Plan food or mealtimes around your theme.
- Create some women’s history reflections by gathering quotes from
  famous women.

6. Think about the kind of person you want to be by considering who your
personal role models are. Do they include your mother, your aunt, a favourite
teacher or your Pathfinder leader? What makes someone a good role model?
What makes someone a bad role model? Explore the influences that good and
bad role models can have on your life. How can you make yourself a good role
model for your peers, family members, younger girls and younger Members of
Girl Guides of Canada?
Be a Model Citizen module and Pathfinder Citizenship Certificate

You have the opportunity to shape the future of the community in which you live. This is one of the fundamental rights of being a Canadian set out in the Chart of Rights and Freedoms. This module will give you an opportunity to discover more about the idea of citizenship with your Unit and to explore what it means to you.

Requirements for the Be a Model Citizen module:

Complete any four activities from any of the sections. If you cannot find an activity you want to do, look at the goals listed under each section. Do you have an idea for an activity that fits this goal? Talk to your Guider about developing this idea into an activity.

Requirements for the Citizenship certificate:

Complete two activities from each section OR one activity from each section plus a service project. If you want, you can do an activity of your own as long as it meets the goal of the section.

Government

Goal: Understand the process of elections in Canada; how it works; what the government does for the community and society as a whole.

- Imagine you are shipwrecked on a deserted island. There’s lots of rainwater, which you can drink. Food is more of a problem because it is not always easy to get – you have to either gather fruit or go fishing. It is obtained from fishing and by gathering fruit. The materials for making shelters are scarce. Everything must be shared. How can you create a just society that provides equal opportunity to all? What would be the rights and responsibilities of the citizens
on this island? How would you govern yourselves? Would you hold elections? How would disputes be settled? Create a system of government. Drawing a map showing where your resources are may help you to visualize how things would work.

Do an election dissection. Is there an election happening? It could be national, provincial/territorial or local. Find out who the key players are and visit their websites or pick up their information pamphlets. Have the Unit divide up based on the key players or political parties to research the current politicians and their platforms and to then present the platforms to the rest of the Unit, explaining what this party or politician represents. Next, facilitate a lively discussion about the parties and about the election. Who would you vote for based on this information? What about the other Pathfinders? If you are not part of Unit, or your Unit is too small for this large activity, research the party platforms and share your information with someone important in your life. If there is no election happening in your community, hold election for “Prime Minister” of Pathfinders! Find out what it takes to campaign for office. Are there any volunteers to run for Prime Minister of Pathfinders? Have the Unit split into teams and create their own election platforms. Give them the opportunity to present these platforms to the Unit and hold a debate. Hold a mock election to see who will lead your Unit into the future!

Get the 411 on a local politician. Find the name and contact info of a local politician, either online or in the phonebook. This politician could be a member of municipal, provincial, territorial or federal politics. Do some research and learn about him or her personally and politically. Find out how they have influenced the community — what they have done as a politician. Write them a letter to let them know what you think of them and possible issues that are going on in the country.

Discover what it’s like for women in politics. Invite a female politician to visit your Unit (MP; MPP/MLA; councilor) or visit a legislature, parliament or local council to see how it works. To invite a politician to your Unit, take a look at the Equal Voice Experiences program website. Politicians from across the country have signed up to participate in speaking engagements, and can be
accessed by visiting www.equalvoice.ca/experiences/book_speaker.htm. Take some time to understand and study women in office. What challenges do women in politics face? Discuss with female politicians and your Unit why it is important to be democratically engaged as young women.

Be a news gawker. For one week, do your best to watch a news broadcast or read the newspaper or online news once per day. If you see news regarding immigration, politics, youth, the environment or women’s rights, quickly write down the main points of the piece. Are some issues more common on the news? Do some interest you more than others? Present the news you have collected from the week to your Unit at a meeting.

Ceremonies

Goal: Understand why ceremonies are important and why they are celebrated.

Wave your own flag. What do flags mean to you? What if you made your own? Buy a flat sheet (preferably white) from a second-hand store or see if someone in your Unit has one they can donate/wants to recycle. Cut up the sheet into enough squares for each girl in your Unit. Ask the question, “What things do you like most about Canada?” and facilitate a discussion. Provide coloured Sharpies and challenge everyone to create artwork that represents what they...
love most about Canada. When the squares are done, see if you have anyone in the Unit (or a parent) who can sew them together into a rectangle that would become a flag. The back of the flag can also be lined and a sleeve sewn down one side so that you can insert a rope into it and use it at camp ceremonies. If you need extra squares in order to create a proper rectangle, you can add some that have extra things like your Unit’s name, or even the names of the girls. Make sure to have a discussion allowing each girl to explain what she chose to put into her square and why. Some topics to explore around flags include other flags like the WAGGGS and Girl Guides of Canada flags, the various ceremonies we have surrounding flags, and the other symbols we choose to represent our patriotism.

✧ Join in the celebration! Participate in two different celebrations or ceremonies. Some options include a citizenship ceremony, a unique cultural ceremony (such as Chinese New Year), Canada Day or Remembrance Day, but there are many others that you might choose from. Before the ceremony, do some research and learn about its significance and why it is celebrated. Share with someone what it means to you. After the celebration reflect upon it. What was the ceremony for? What is the significance of this ceremony? What was the ceremony like? What did you learn about the people there, your community and yourself? How is it celebrated in different communities, provinces or territories?

✧ Create your own ceremony. What are ceremonies? What are the ceremonies you participate in? What other ceremonies can you think of? What do you think is important in a ceremony? What role do ceremonies play in your life and the life of your communities?
Invent your own ceremony for your own purpose and invite other Units, friends or family members to participate in it.

- Find a way to make a difference where you live. Get involved in life in your community by volunteering to help at a community event for a local women’s organization or other community organization of your choice. (This is separate from the service project, but could be counted towards your Community Service Award.)

What being Canadian means to me

Goal: To develop your identity as a Canadian; find out the rights, responsibilities, and privileges you have living in Canada.

- Show your true patriot love. Organize a night for all the Pathfinders to bring in something that represents Canada to them. Have everyone present their item and explain to the Unit why they think this represents Canada.

- Explore what it means to be a Canadian citizen. What are the rights, responsibilities and privileges of a Canadian citizen? How do these compare with the rights, responsibilities and privileges for citizens in other countries? Review these and discuss what they mean, why they are important and which ones you relate to the most. Come up with a fun way to share some of these with other people, such as a skit, a comic book, a story or anything else you can think of.

- Get creative with our national anthem. Read all the verses of “O Canada.” How does the national anthem relate to being a citizen of Canada? Which of the verses do you like best? Why? Create a collage or paint a picture of what the words mean to you. Host a gallery night showing off your great works of Canada.

- Shout out loud about Canada. Create a rant, poem, or rap, about what Canada means to you. Have a talent night to share these with other Pathfinders, friends and family.
Make some cross-Canada Guiding connections. Find out about life in other parts of Canada by writing to Pathfinders in another province/territory.

- Put your citizenship to the test. What does it take to become a Canadian citizen? Research the criteria online, or at a local library. You could even take a practice test yourself. There are many tests found online, like this one from the CBC: http://www.cbc.ca/citizenship/test.html. Compile a list of the necessary steps in applying for Canadian citizenship. What are the different ways that people come to Canada and why would people choose to come here? Interview someone who has become a Canadian citizen (it could be a family member, friend, neighbour, or even yourself!) about the application process, and how they felt about becoming a citizen of Canada. Write down their stories and share them with other people.
Multiculturalism in Canada

Goal: To make yourself aware of the cultures in Canada and discover cultures you were unaware of. Go in depth to find out about the different cultures that have made and continue to make Canada what it is.

✦ Explore your local landmarks. Many different cultures have made Canada what it is today. Visit an historic site i.e. petroglyphs, an Underground Railroad stop, a Metis settlement, a pioneer village, or other sites that exist in your community. Why is this site important to Canadian history? If you are unable to visit a specific site, go to a local community museum or archive.

✦ Culture at home. Find the different types of culture in your own community. Go on a community walk to identify all the multicultural things in your community such as statues and street and building names – where did they come from? Do you think this is a healthy exchange of cultures or do you think that the dominant culture has taken over aspects of another culture without fully understanding it? Find out about cultural appropriation. What is it? What does it mean? How does it make people feel? What is the difference between cultural appropriation and cultural sharing?

✦ Make a local connection. Interview someone who has lived in your community for a long time and interview someone who has just moved to your community. Compare the two interviews – what was life like in the community years ago and what is it like today?

✦ Be a cultural explorer. Learn about a culture in Canada other than your own. Present the information to other people in a fun and informative way.

✦ Put the word on the street. Create a publication for young women. Make a zine, comic, pamphlet or newsletter using text and graphics, either computer formatted or scrapbook style, that focuses on issues important to you and other young women.
Doing a service project

Goal: to learn about and help to solve a problem in your community, or to raise awareness of it so others in the community know about it.

- Provide service, take action or speak out on an issue that is important to you. Connecting with a local organization that you support or working with a charity of your choice is a great way to support your community. (A reminder that you cannot fundraise for other organizations, but you can volunteer.)

- Your project should involve a minimum of five hours, including planning as a Unit or individually. If you do the project individually, it does not count towards your Community Service Award.
Cookies Rising

You’ve changed, and so has your cookie campaign. You’re not just selling to friends and family. You are setting goals and making a difference. Organizing a cookie campaign helps you take on new challenges, navigate hurdles, make decisions and develop important skills like planning, customer service, public relations and finances. The Cookies Rising badges give you clear outcomes to help you build your skills with every cookie campaign you participate in. Those outcomes are

1 Financial

- Handling money
- Budgeting cookie money
- Goal setting
- Customer base

2 GGC

- Being a good citizen
- GGC Ambassador
- Public relations
- Importance of cookie sales
- History of GGC cookies
3. Business

- Initiative
- Etiquette
- Project planning
- Explore career Options
- Marketing

4. Social

- Creativity
- Safety
- Teamwork
- Leadership
- Conflict resolution

The sample activities on the following pages make it easy for you to plan and earn your Cookies Rising badge.

To complete this module, do four activities. If you cannot find an activity you want to do, look at the goals listed under each section.

You can earn this badge every year you are in Pathfinders, so next year, do four different activities to earn the badge again!

1. Goal setting: understand how cookie sales play a large role in financing Unit events
Gather all the Pathfinders together and talk about the different activities you are planning on doing this year (if you have a really big Unit, you might want to break into smaller groups for this activity). Are you going camping? Taking a trip to the local museum? Going to the rock climbing gym? List three activities on a piece of flip chart paper and write down how much it will cost. Talk to your Guider for help figuring this out if you don’t know. Be sure to write out how much it will cost the Unit and then calculate how much it will cost per girl.

Now, how many cases of cookies will your Unit sell during this cookie campaign? How much money will this bring in to the Unit? Ask your Guider if you are unsure. Write this number on the top of piece of paper. This is how much money you have to go towards your three activities.

Now, you have to decide where that money will go. Will the money cover all the expenses for a movie night so the Pathfinders don’t have to pay anything? Will it cover part of the cost of the weekend trip to the city so that it is less expensive? Here are things to think about when deciding how to use the cookie money:

• How important is it that all Pathfinders attend this event?
• How expensive is the event in the first place?
• Why does the Unit want to do this event?
• Is it better to have lots of subsidized events (where the Unit pays a bit and the participants pay a bit)?
• Is it better to have one big free event and participants pay for the inexpensive events themselves?
• How will the most Pathfinders benefit from this money?
• Do you have enough cookie money to cover what you want to do? Could you do more exciting things if your Unit had more money?
Once you have made your final decisions about how and where to spend the cookie money, present your ideas to your Guiders. See if they have any other suggestions to help you budget the cookie money.

2. Being a good citizen: use cookies as a way to connect with your community

Selling cookies is a great opportunity for you to get out in the community and meet people. But what if cookies could do more? Talk to someone at your local seniors’ centre, military base or other community service organization to see if you can partner with them. Then when you are selling cookies, ask people if they would also like to buy a box of cookies for the people at the seniors’ centre or soldiers serving overseas (or other community service organization). Keep track of how many of these boxes you sell, since you won’t actually be giving those boxes to the customers. Instead, you will take those boxes to the organization you are supporting. You could plan a tea party and serve cookies and tea as you donate the boxes to the seniors, soldiers or other community members.

3. Marketing: find creative ways to reach customers

Go on a trip to a marketing company or invite a marketing professional to come to your Unit to talk about her job. Ask questions to find out things like how market research is done, how advertising and promotions are developed and how products are promoted. Come up with a creative way to reach your customers.

4. Leadership: understand shared leadership and all of the roles necessary for a successful cookie campaign
With the other Pathfinders in your Unit, brainstorm a list of all the jobs, duties and responsibilities involved in the cookie selling process for the Unit. This includes the cookies that Pathfinders sell individually and together as a Unit. Once you have decided on all the roles, write these on a piece of chart paper and post it in your meeting place. With your Unit and your Guiders, decide who will be responsible for each aspect of the cookie sales. Everyone in the Unit should take on at least one item. After your cookie campaign, talk about the roles and what people liked or didn’t like about the role they had. What would you do differently for the next campaign?

5. Customer base: assess and identify your customer base

Before you begin selling your Girl Guide cookies, you have to identify who your customers are. This might seem like a silly thing to do, but if you can be specific about who you are selling to, you can avoid a lot of extra work trying to sell cookies to people who don’t want to buy them.

Have a group discussion with Pathfinders to talk about the questions below. Have someone taking notes so you can remember all your points afterwards.

- Who have you sold cookies to in the past?
- Why have they bought the cookies?
- Of those people, who have stopped buying cookies from you in recent years?
- Why would they do that?
- What do the people you all sell to have in common?
- How are they different?
- Now, using all this information, can you get a picture in mind as to who your customers are? Create a list of 10 new locations in your community where you can sell cookies to your customers. Choose one of these locations and sell cookies there.
6. GGC Ambassador: understand what it means to represent GGC while selling cookies

✦ Make a Unit scrapbook. Have all the Pathfinders bring in photos from their Guiding adventures and make pages for the scrapbook. (You may want in September to start taking pictures throughout the year.) As you work on the scrapbook, talk about the pictures you have, what was happening in the picture, why that event or activity was important to you and why it is important to share your Guiding experiences with others.

✦ This is also a great opportunity to send your pictures in to Girl Guides of Canada!

7. Exploring career options: explore careers that affect cookie sales and production

✦ The creation of cookies, like our Girl Guide cookies, takes a lot of people doing all sorts of jobs. Brainstorm all the different jobs involved — think of everything from the farmers who grow the ingredients to the accountants who help determine price and the marketing people who advertise the product and everyone else who is involved along the way from raw food product to your dessert plate.

✦ Think about the resources in your community and choose two different people you could go to or who could come talk to your Unit about their careers — responsibilities, education or training, benefits and other things that you have questions about.

8. Conflict resolution: identify difficult situations that can arise with customers and with the cookie sales team and identify ways to resolve them

Sometimes it can be really hard to keep that salesperson’s smile on your face when you are out selling cookies. There can be a number of difficult situations that come up and you have to handle them in ways that keep both you and the customer happy. How do you keep yourself safe and happy?
With your Unit, brainstorm all the difficult situations that can come up, including ones you’ve already experienced. Then come up with a list of things you can do and say when these happen. Write them down in a booklet so you can carry this with you when you are out in the community. If something happens and you feel unsure of yourself, check your booklet, respond in whatever way your Unit felt appropriate and leave the situation.

9. Business Etiquette: understand the appropriate language, appearance, behaviour, etc. for successful business dealings

- Contact your local Better Business Bureau, Women’s Business Association or Chamber of Commerce to see if they can connect you with a woman entrepreneur in your area.

- Contact her and ask if you can visit her in her workplace to find out what it takes to be an entrepreneur. Make sure to come up with good questions in advance of your visit so that you can learn all about how to be successful in business.

- After your visit, discuss what you learned and how you can apply this to your Unit’s cookie sales.

10. Importance of cookie sales: understand where cookie money goes and how it supports GGC

Invite a Girl Guide cookie adviser or other adult cookie volunteer to come to your Unit to talk about cookies, cookie money and the way Girl Guide cookies make our organization run. You can find a hand out that will help you plan having a guest speaker in your Unit on the Ranger page on the Girl Guides website at: http://www.girlguides.ca/the_place_for_rangers#info_sheet

11. Project Planning: take the lead in Unit cookie sales

Work with your Guider to keep track of the cookies that come into your Unit, how many each girl is taking and where you are selling. Here are some suggestions of things you can do.
Collect the girl order forms on the night they are due. Send an email reminder a couple of days before so everyone remembers!

Work with your Guider to transfer the information from the girl order forms to the Unit tracking form.

Work with your Guider to enter the information from the Unit tracking form to the cookie order website.

Once the cookies arrive, distribute the cookies to the girls and their parents – making sure to get a parent signature confirming they took the cookies. Your Guider probably has a form you can use.

If your Unit is going out into the community to sell cookies, fill in the Activity Plan (SG.1) and email out to all the girls, or bring them in to your meeting to hand out before the cookie event.

Work with your Guider on any set up or take down requirements for your community cookie sales events (tables and chairs, posters, cookie cases, etc.)

12. Teamwork: understand the importance of working together

Gather your Unit on one side of your meeting space. Put a rope or tape a line on the floor in front of them. Explain you are going to play a game that will ask them to think about teamwork, the Unit, Girl Guides, cookie selling and their own strengths and goals.

Read out the statements from the list below one by one. If they agree with the statement, they cross the line. If they sort of agree with the statement, they can stand on the line. If they disagree, they can stay where they are. They shouldn’t worry about the movements of the other girls, just move (or not) depending on how they feel. Here are some statements:

- I feel that our Unit is a safe space.
- I feel that I get to learn new skills in our Unit.
I feel that being on a team is an important part of Guiding.

I know what my role is in our Unit.

I feel that my Unit is an important part of the bigger picture of Guiding.

I feel selling cookies is important for Girl Guides of Canada.

I feel selling cookies is important for my Unit.

I think that selling cookies is hard.

I do not feel safe selling cookies.

I think that I learn new skills when I sell cookies.

When you have asked all the questions, debrief the activity by asking everyone what they noticed about the activity.
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Let’s take it Outside

Enjoying the outdoors is a big part of Pathfinders. You can complete many of the activities in this program area during your camping adventures. If camping isn’t for you, though, you can always do these activities on a day outing instead.

Outdoor Know-How

The outdoors is an amazing place to experience adventure and beauty, as well as to experience fun and friendship. Knowing how to stay comfortable and enjoy yourself takes skill and the right attitude. The key is being prepared. The following activities will provide you with some great tips.

To complete this module, do four activities or more.

1. Plan a day trip away from civilization. What steps do you need to take to ensure a safe and fun trip? Have you covered the basics? Are you going to include a nature activity on the trip? Find out what type of clothing and other essentials you should carry with you. On the way home or at the next meeting, note anything you would do differently next time.

2. There are endless possibilities for camp recipes. You’ve likely tried s’mores, but how about fruit kabobs grilled over hot coals, then dipped in chocolate? Another idea is to put the grilled fruit in a crepe and add pudding. Veggie kabobs are especially delicious if you dip the grilled pieces in salad dressing. Use your imagination and creativity to cook something that you may not have thought possible. Have a recipe contest. Keep a journal of your creations and
rate them; then discuss what worked and what didn’t. Incorporate all the winning creations into a campfire cookbook!

3. As you chow down on your meals and snacks at home every day, you probably never think much about it. You’re hungry, so you eat. But what if you were out in the wilderness without a kitchen cupboard close by? What types of food would give you the right amount of energy to keep going? There are different levels of energy foods: short-term and long-term. Raisin and nut mixtures are great emergency snacks. The raisins quickly convert to energy and the nuts provide longer-lasting sustenance. When you are out in the cold, it is important to keep warm by eating food with a higher fat content. When preparing food for an outing or camp, consider how easy it is to carry, store and prepare. Make a list of food that you would like to bring and rate it for different types of outings.

4. Campfires are a big tradition in Guiding around the world. Brainstorm your top ten tips for a successful campfire. If you don’t know the words to songs, challenge yourselves with memory games. Someone always says they can’t sing, so try skits, stories and hand games to create a campfire that doesn’t involve a single song. Keep a log of what your group liked and what they disliked.

5. Use some of your ideas from number four to build a campfire that everyone will want to join. Some girls love to sing; some don’t. Some have disabilities that prevent them from doing certain things. Do you have someone in your unit who is new to Canada, who isn’t familiar with the idea of a campfire or who doesn’t speak English? Plan a campfire that takes everyone’s various strengths and weaknesses into consideration. Invite other groups/units to participate.

6. Animal encounters can be exciting, rewarding, scary, messy or all of the above. Your basic strategy in dealing with animals is not to leave food or garbage accessible. Find out more about how to make your food and garbage animal-proof. For bears or other dangerous animals, learn the warning signs indicating that they are in the area and what to do if you meet one.

7. Leave No Trace is an organization that helps people understand the impact of their activities on the environment. In your outings and camps, prepare your
activities to have a minimal impact by following the LNT’s seven principles. Visit the Leave No Trace website (or perhaps your Guider’s camping adviser has this information) to find out more on how you can do this.

Seven Principles of Leave No Trace

1. Plan ahead and prepare.
2. Travel and camp on durable surfaces.
3. Dispose of waste properly.
4. Leave what you find.
5. Minimize campfire impacts.
6. Respect wildlife.
7. Be considerate of other visitors.

8. In Canada, we have access to wonderful water-based recreation activities, but in any activity involving water, safety is key. Learn about water safety. If possible, organize a swim night by contacting a local pool and having a qualified instructor teach your group some basic safety rules. This could also be a good opportunity to take your swim test, which everyone must pass before doing any swimming or boating activities in Guiding.
9. In Canada, weather is affected by the jet stream, the oceans, the Great Lakes, the expanse of the prairies and the mountains. Basic short-term weather forecasting can be done through observations and knowing a few things about the regular weather patterns in your area. What local factors affect your weather? Predict the next day’s weather from your observations of cloud patterns, wind direction, temperature and air pressure. Were you accurate?

10. Canoeing and kayaking are popular Canadian activities. You can learn some of the basic skills in a pool. To practise your skills, play a follow-the-leader game or toss a floating ball or Frisbee from boat to boat. Plan a day outing so that your group can find out how to prepare for a day’s paddle. Work toward an overnight canoe/kayak trip.

**Knots, Knives and Outdoor Lore**

Learning how to use all your gear and tools takes time and practice. This module will help you to develop these skills and will provide you with a few interesting tidbits of outdoor lore as well.

To complete this module, do four activities or more.

1. Different fabrics react differently when you wear them. While some fabrics keep moisture away from your body, helping you to stay dry; others retain moisture, making you feel clammy and uncomfortable. Explore how the different fabrics react by making a drawstring pouch out of each type of cloth to fit on your hand. You can test the wicking (the fabric’s ability to evaporate sweat) with an electric heater (carefully, of course!). Use ice and ice water to test water repellency and warmth. Make a chart to show the differences.
2. Rain doesn’t mean that you have to stay indoors. Wearing the proper rain gear can make all the difference. Rain also doesn’t mean that you cannot have a campfire, unless, of course, you’re in the middle of a huge storm with a torrential downpour. In fact, there’s something a little bit sneaky and fun about having a campfire in the rain. Find out the best way to start the fire and how to keep yourselves and your supplies dry. Start the campfire with songs about rain and then end it with sunshine songs.

3. It’s amazing what you can do with a simple piece of rope. Tying knots is a skill you will have for a lifetime. Knots are used in all kinds of situations, from boating, camping and rock climbing, to securing your dog to the lamppost outside the corner store! Explore the different types of knots that you can make. What are they used for? Why does one knot work better than another in different situations? Using cord, make about five knots and display them on a piece of heavy cardboard. List the names of the knots and the activity for which they are best suited. Try to memorize at least two, choosing ones that are versatile and could work in almost any situation. Practise these knots until you can do them blindfolded. Make up a rhyme to help you remember how to tie them. Plan a relay race that uses your knots!

4. Believe it or not, your Swiss Army knife is a critical piece of survival equipment for your camping, hiking or backpacking trips. How can such a simple tool provide you with so much power? Find an expert to show you how. Write down all the things you can do with it as well as how to use it safely. Also, be sure to learn how to store it properly; you don’t want anything to happen to such a lifeline. When out in the wilderness, always know where your Swiss Army knife is!

5. Now that you know how to tie knots and use a knife, it’s remarkable how many camp gadgets you can make. Use sticks and rope to make a gadget that will accomplish some sort of task. It doesn’t have to be a lifesaving device; try something fun! How about a catapult to toss mini marshmallows? (Be sure to pick up all the marshmallows when you are done.) Or a towel rack to dry your dishtowels?
Try out your gadget. Do you have to make any adjustments? What other gadgets could you make? Make a miniature gadget out of twigs or toothpicks to decorate your camp hat.

6. Some people say flowers close up and crickets sing louder than usual before a storm. Another well-known saying is “Red sky at night, sailor’s delight. Red sky in morning, sailor’s warning.” While this is to some extent a folk tale, there is some truth in it. In places where the weather patterns move from west to east, the sun setting at night indicates a clear sky with no incoming clouds. However, if there’s a red sky in the morning in the east, the sun is reflecting on clouds coming from the west, which means a weather system is approaching. Use your observation skills to make a forecast for the following day.

7. People who work outdoors or on the water are very aware of weather changes, as are professional forecasters or meteorologists. Find out how someone who earns their living in farming, fishing, or another outdoor occupation observes clouds, winds, and temperature. Meteorology is the study of weather. Find out more about this profession and the tools of its trade. The basic weather-recording instruments, such as a barometer, wind vane, or rain gauge, are easy to make. Make your own set of instruments and take them along with you to camp to record weather changes!
Finding Your Way

Lost? No need to panic. Whether you’re lost in a strange city or in a nearby park, it’s easy to get yourself back on track once you learn a few simple tricks. You can even look to the sky for help! The following activities will help you stay on the right path.

To complete this module, do four activities or more.

1. Maps are more straightforward than you might think. It only takes a little time and practise to learn how to make them work for you. Street maps are the easiest to use. Create a list of various buildings or points of interest in your community. Find them on a street map. Ask someone to be your driver and, with your team, using your directions, find your way to the various locations. Once you get to each location, find some way to prove you were there – take a picture of you and your team, pick up something to bring back (like a pamphlet) or have someone initial your map. Then navigate back to your meeting place. Do the same for a rural location, using rural route and highway numbers instead of street names. Compare the two ways of navigating. Was one harder to give directions for than the other?

2. Get a trail map from a nearby provincial park or conservation area. While on a day or weekend outing, give another person directions to help them navigate from one location to another. Were your verbal instructions clear enough for the person to follow? Could you have simplified them, or was more information needed? Remember that it is more difficult to guide someone who is not familiar with the terrain. Practise giving clear directions. A tourist may thank you some day.

3. Topographic maps show surface features, such as hills, rivers and swamps. They include details, such as coordinates for determining your relative position or height above sea level. Topographic maps today are often created from satellite photography. As our technology improves, so does the accuracy
of our maps. Compare the different scales of topographical maps. Visit the National Topographic System of Canada website or your local library for more information on topographical maps.

4. Many of you have used a compass before, but for those who haven’t, you’ll be amazed at how easy they are to work with. Once everyone has learned the basic compass skills, have a little fun! Design a shape (square, triangle, etc.) using compass degrees. Give each group a rope or string long enough to complete the design. Once they have followed your directions perfectly, the string or rope should match your design. A square might have the following directions: Go 15 steps at 10 degrees, 15 steps 100 degrees, 15 steps 190 degrees, 15 steps 280. (Your square may be a bit off, depending on how even your steps were.)

5. Orienteering is the act of using a map and compass to find your way around. Some people do it as an athletic competition. A course is set up ahead of time as a loop so you return to your starting point. Along the way you must find “control” locations where you check in.

Set up your own course or link up with a local orienteering group and try out this fun activity.
6. Until recently, no one would ever have believed that one day, we would be able to pinpoint our location, wherever we are in the world, through signals transmitted by satellite somewhere in space. Yet, Global Positioning System (GPS) technology is being used more and more, especially in transportation and in outdoor recreation. Find someone in your community who knows how to use GPS (maybe they have one in their car) and invite them to show you how it works. Use the Internet or the library to find out more about how GPS works. (Note: GPS units only work outdoors, therefore make sure that you plan this exercise for an evening or day outing.)

7. GPS has been around for a long time. Only recently though has the general public been able to access the satellites needed by Global Positioning Systems. What types of businesses rely on GPS? What were the first GPS units used for? How do they work? Explore different types of GPS units that are available to the general public. What features would you need for city navigating? What features would be best for off-road activities?

8. Try your hand at the exciting games of geocaching or letterboxing. Here’s how they are played:

Geocaching is a treasure-hunting game that uses a GPS receiver. Caches contain a logbook for visitors to leave their notes. Cache coordinates are found on the Internet. What a great way to practise the basics of GPS! Were you successful? Did you find the cache? With the rest of your unit, set up a geocache and register it on the geocaching website. Download the comments made from people who have found your cache and discuss these comments at your meetings. Don’t forget to maintain your cache! To find out more about geocaching, go to www.geocaching.com.

Letterboxing mixes navigation and sight seeing. A cache is hidden in an interesting spot and then directions are given using clues or a map and compass coordinates. Your job is to decipher the clue and find the box that contains a logbook to record your visit. Visit www.letterboxing.org for more information.
9. Invite a Guide or Rangers unit near you to participate in a letterbox or geocache hunt. Set up teams and give them each the first coordinates. Send them off at intervals and have them all end up at the same location. Plan a get-together when you all get back. Some people may already have set up a multiple coordinate cache in your area. Check out www.geocaching.com to find one near you or set up your own course and treasure.

10. In the fall, the night sky is bright and darkness falls earlier. Plan a nighttime activity that will take you away from any city lights. Learn what stars and groups of stars will help you find your way at night. Map the main navigational stars that are above you on a piece of paper. Walk around the area for a bit and then stop. Map the stars above you again. Which direction did you travel in? Could you find your way back to the original location by looking at the position of the stars in relation to where you are? Could you tell how far you went? Was it difficult to figure out which direction you were facing?
Survivor Girl — Prepared for the Outdoors!

When outdoors, help is not always immediately available. Take the time to think through what could go wrong and what actions you would take. This can shorten response time considerably in an emergency, thereby preventing the situation from becoming worse. Believe it or not, most emergencies can be prevented, if you are properly prepared, take precautions and adapt plans and activities to changing circumstances.

This module will also teach you emergency skills for first aid, water and ice hazards, and search and rescue. To learn proper outdoor safety and survival skills, you will need to consult the experts. Here are some agencies that can help you:

- 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
- Firefighters

To complete this module, do four activities or more.

1. As you plan your next outdoor adventure, discuss your actions for some worst-case scenarios, such as what to do if someone becomes lost or injured or a bad storm comes in. Include some less serious problems that you might encounter. Have everyone in your group write a scenario on a piece of paper. Fold the papers and randomly choose one at a time. Discuss what the best action would be.
2. Having a background in basic first aid is a great asset in the outdoors. Take a course or invite an expert to work with you on developing some basic first aid skills. Before you head out on an adventure, make sure you know the quickest way to obtain medical care for an injured person.

3. Check out the list of first aid equipment recommended for a camp. Many first aid agencies have kits for different types of settings. Those that are sold on the Internet usually have a list of contents. With your group, check over the various lists to see how the items compare. Ask your first aid expert to tell you why all kits have certain items in common.

4. Prepare a personal first aid kit suitable for a hike or other outdoor activity. Discuss with others why you selected the items you did. Make sure you know what to do with them.

5. If you were lost in the woods, what would you do? Hug a tree or keep walking? Hypothermia, fear and fatigue are your biggest challenges. How do you prevent them? Prepared for the Woods is a federal government publication available on the Internet that answers all these questions and more. If you have access to someone who is a presenter for the Hug a Tree program, ask him or her if you can help present the program to a younger branch. Hug a Tree is provided by the RCMP to teach children basic survival skills if they get lost in the woods.

6. Before heading off to the woods, leave a note with your route plans and estimated time of return with someone. Make sure to leave the note in a visible place. If you’re camping, include the colour of your tent, the number in your party and other identifying information.

Check out the Prepared for the Woods publication mentioned above. Is there any other information that you should leave? Why is all this information helpful?
7. The three elements of survival are water, fire and shelter. Water is important to prevent dehydration. Fire can help people locate you as well as provide warmth. Finding shelter helps you to preserve body heat in the cold and to get protection from the sun when it is hot. These are the main reasons why these elements are critical to survival, but what are some others? Are you surprised that food is not on the list? Why isn’t it there?

8. Building a fire requires three things: preparation, patience and practice! Preparation is about collecting and keeping your kindling dry. (Small, dry sticks and small pieces of wood are called “kindling.”) Patience is about taking the time to collect the appropriate wood and carefully organizing it in a tee-pee or log cabin arrangement with the kindling in the middle. When you lay out your fire, leave a space where you can reach in with your match to light the kindling. Practice is about trying again if it doesn’t work the first time. Observe how the flames flick upwards and the wood above them catches fire.

9. Discuss the qualities of wood that help it burn. What are natural accelerants? Make sure you observe fire safety when lighting a fire, both for the safety of the surroundings and for yourself. Up the ante in your challenge and learn how to find dry firewood under different weather conditions, including rain and/or snow, and how to keep it dry. This know-how will earn you a lifetime of popularity with soggy and disgruntled campers!

10. What’s between you and the elements? Explore and create different shelters for various weather scenarios typical of your climate (e.g., a thunderstorm, snowstorm, or the heat from the summer sun). What type of shelter could you build with what you have in your backpack? What kind of shelter could you build using materials found in nature? Lightweight rope, such as parachute cord, plastic sheeting and plastic tie wraps that are used for electrical cords are lightweight materials you can use for an emergency shelter. Construct a simple shelter that will protect you from the elements in case of an emergency. Be sure to think about the direction of the wind and sun. Divide your unit into groups and, in a given amount of time, construct shelters. Use only the items
provided by the leader. Be prepared to discuss why you built your shelter the way you did. Discuss with group members the pros and cons of their shelters. How could they have made them more effective?

11. We’re used to just turning on the tap for water that is safe to drink. When you are outdoors in Canada, there are two main types of potential pathogens in wilderness waterways that can harm you or make you sick: giardia and cryptosporidium. These occur naturally in the wild. Water from ground-water sources such as rivers, ponds and lakes, can be treated with chemicals or by boiling or filtering. Hand-held pumps that filter water are often used in the backcountry. Outdoor stores have water-treatment tablets or drops, usually containing chlorine or iodine. Compare two of these three methods. Which do you think is most convenient? Which leaves the water tasting the best? Check out the Health Canada website to find out what they recommend for treating water outdoors.

12. What are some of the weather hazards that exist where you live? Is your area subject to winter blizzards, windstorms, electrical storms, rainstorms, tornados or hurricanes? If you have electrical storms in your area, here are some important safety practices:

- Stay away from tall trees or other structures.
- If you are in a boat, go to shore and move away from the water.
- Go to an open, low area and squat down.
- Wait at least 30 minutes after the last clap of thunder before leaving shelter.

Find some sources of information about weather hazards and learn the dos and don’ts of staying safe in severe weather. Share your findings with your group.

13. In a country like ours, with cold temperatures and so much water, hypothermia is a very real danger. Knowing how to prevent it and deal with it is a basic safety skill. Falling through thin ice is also a major cause of death in our country. Invite someone from your local search and rescue group or RCMP division to brief you on how to stay safe in our Canadian fall, winter and spring seasons.
14. When dealing with an emergency, prevention of further disaster is the first step. Your action steps are:

- Check for further potential danger, to avoid putting yourself at risk.
- Get an adult or call for emergency services.
- Once you have taken the previous two steps, care for the victim, provided that doing so does not put you at risk.

Set up some scenarios to practise these action steps with your friends.

Although you may never have to use it, always prepare an emergency survival kit. What are the most essential items that you should carry with you whenever you go on an outdoor trip? Why did you choose those items? Collect them and create a waterproof container to store them in.

**Camping, Here We Come!**

Camping is a great opportunity to get together with your unit. This module is a checklist to help you with your planning and to remind you of what to take. Camp planning is mostly about knowing what gear to take, knowing how to use it and then deciding what you’ll do while you’re at camp.

To complete this module, do four activities or more. If you’re planning an actual camping trip or are working to earn your Canada Cord, you will need to do all of these activities. Share the responsibilities with your group.

1. Pick a campsite or park you want to camp in. Look into your options. Find out what dates are available and what the campsite rental costs are. You and your
2. Create a checklist for your personal gear:
   - Clothing – Devise a system to help you make sure you’ve got everything. For example, start at the top of your head (hats) and work down to your feet (shoes, boots), or go from the inside (underwear) to the outside (coats, pants), listing the layers in between. Consider how long you’re going to be away, the types of weather you might encounter and the kinds of activities you’ll be doing. For example, if you will be swimming, bring a bathing suit. If you will be building snow shelters, bring extra mitts.
   - Toiletries – Go through your daily wake-up and bedtime routines in your mind. Think about what you use for them.
   - Other Stuff – Think about what you need for protection (sunscreen, insect repellent, sun glasses), for fun (camera, book, journal), or for comfort (sit-upon, foldable stool, water bottle, etc.).
   - Storing your list for future reference makes it easier to plan for the next camp.
   - Bedroll – Your sleeping kit will vary depend on your accommodations. Are you tenting or staying in a residential camp? Sleeping bag and pyjamas are your basics. Do you like a special pillow? If you’re tenting, you’ll need a foam or air mattress to sleep on.

3. The next list you need is for the group’s gear. In your mind, go through the routines of the day and make a list of what you’ll need. For example, you wake up in a tent, then have breakfast cooked under a dining shelter on a stove in a frying pan using cooking utensils. Take it from this point and you should come up with a pretty good basic list. Your menu will alter the items slightly. Needless to say, you will also need miscellaneous items like rope for a clothesline, a first aid kit, a tent-repair kit, a dishwashing kit and so on. If you’re planning any fancy cooking, check the kitchen utensils list carefully to see if you’ve got everything you need.
4. Have a brainstorming session to plan your menus. Are you going to go for gourmet three-course meals with an appetizer, main course and dessert, or would you prefer quick-and-easy cuisine? Once the menu is planned, the shopping list is next. Remember that, in your food selections, you may need to consider someone’s special dietary needs or your budget. Plan and organize for buying food. As a group, take a trip to the grocery store the week before your camp. Non-perishables items can be bought in advance, but fresh food will need to be bought closer to departure.

5. If you’re camping in tents you’ve used before, then set-up should be easy. If you have new girls in your group who haven’t used the tents before, or if you haven’t camped for a while, have a pre-camp party. Bring tents, sleeping bags and your personal gear. Everyone can participate in setting up the tents and figuring out the sleeping space. For those after-dark arrivals at the campsite or just to add a challenge, turn the lights down low and use flashlights or the light of a small lamp (to simulate a lantern) and see what it’s like to put up a tent in the dark. If you’re going on a winter camping trip or at a cold time of year, put on mitts or gloves to see the added challenge they create.

6. Share the duties at camp. This helps everyone. The Creating Your Future program area has great ideas for building a team and learning some leadership tips. Camping gives you the opportunity to try them out. Each camp or outing should have a “leader.” Let everyone have a turn.

7. Do you want to be a first-class camper? Or would you prefer to go along for the ride? The activities above will start you off by preparing you to be comfortable and safe. A more complete list of basic skills as well as a list of the skills needed to be an expert follow below. For your camp, some of these activities may not apply, or you may need to do additional preparations. With your group, create your own skills list. Work through the skills list as you prepare for camping.
8. Winter camping is always an extra thrill and challenge. Review your skills list and make adaptations for cold weather conditions. Find out how to build a snow cave or quinzee (a shelter built from a hollowed out pile of snow) and try it out on your adventure. If you do not have snow in your part of the country, find out instead what type of tent and extra equipment you’ll need.

9. You can make a chart to rate your skill level on a scale of 1–5 for each experience. This will help you keep a record of your camps, as well as show how much you’ve learned. See the example on the next page.
<table>
<thead>
<tr>
<th>Basic Camp Skills</th>
<th>Date of Camp</th>
</tr>
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<tbody>
<tr>
<td>selecting and packing personal equipment</td>
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<td>waterproofing gear</td>
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<tr>
<td>staying warm and/or dry</td>
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<tr>
<td>setting up tents</td>
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<td>putting up a dining shelter</td>
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<tr>
<td>planning menus</td>
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<td>handling food safely</td>
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<tr>
<td>using an outdoor stove</td>
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<td>cooking outdoors</td>
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<tr>
<td>washing up the dishes</td>
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<tr>
<td>observing fire safety rules</td>
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<tr>
<td>animal-proofing food and waste</td>
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<tr>
<td>practising swimming and boating safety</td>
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<tr>
<td>dealing with severe weather (high winds, electrical storms, or heavy rain)</td>
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<tr>
<td>Additional Adventure</td>
<td>Date of Camp</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td><strong>Camp Skills</strong></td>
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<td>observing</td>
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<td>leave-no-trace principles for low-impact camping</td>
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<td>laying out campsite and selecting tent site</td>
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<td>lighting campfire</td>
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<td>making safe drinking water</td>
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<td>understanding first aid for heat- and cold-related emergencies</td>
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<td>putting up a tarpaulin</td>
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<td>avoiding, or dealing properly with, wildlife encounters</td>
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<td>finding routes with map and compass</td>
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Out on the Trails!

Nothing can compare to strapping a backpack on your back and hitting the trails or slipping into a canoe or kayak and paddling across the water. Whether you’re heading out for a day, or even just for a couple of hours, you need to make sure you’re ready. Let’s take a look at a few activities that can help you get prepared.

To complete this module, do four activities or more.

To have a safe, happy camping experience, consider doing all of these activities, as well as the basic camp skills in Camping, Here We Come! For adventure camping, you should also learn about water treatment, map and compass navigation skills and basic survival skills.

1. Are you fit enough for your adventure? With your group, plan a feasible fitness schedule to prepare you for the distance, terrain and length of your trip. Use part of your meeting time to work on your fitness. Encourage others and keep a log of how everyone is doing. Remember, training can actually be FUN. Why not try using games that involve physical exercise as a way to train?

2. Your feet are an important part of your equipment, whether you’re out for the day or on a longer backpacking trip. How will you keep them in good shape? Here are some starting points: get a good pair of hiking boots and break them in before you go, not on the first day of a back-pack trip; waterproof your boots; trim your toenails ahead of time, not on the day you leave; learn about preventing blisters and find out about first aid for blisters, in case you do get them. What type of socks should you wear and when should they be changed? The Internet is always an excellent source for tips if you don’t have a good resource person available.
3. If you’re planning a canoe or kayak trip, you will need to have an expert with you to help you learn your skills and stay safe. Find out about the specialized equipment needed for on-the-water adventures. Learn about properly fitting PFDs (personal flotation devices); loading a boat with people and gear so it’s properly balanced; how to right a capsized boat; how to choose the right size of paddle for you; and how to do appropriate paddle strokes. Check into the Safe Boating Guide available on the Internet from the Canadian Coast Guard.

4. Now comes the fun part—finding the right gear for you and your budget. Why is it important to have the right stuff? Invite an expert (a community member experienced in the outdoors, someone from a well-known outdoor store in your community, someone who works in the outdoor industry, or someone running an outdoor recreation program at a college or university) to come and talk to you about what gear is right for you. Beforehand, you can review catalogues or websites and make a list of what you want to know about, so your expert knows what information you need. Clothing and camping gear are the most obvious. Is there anything else?

Once you have all this information, make a list of the equipment you need and price it out. If the results are over your budget, look into borrowing or renting equipment.

5. Have you ever been so excited about going somewhere that you’ve forgotten something important (e.g., arriving at a birthday party without the gift)? Sometimes, when we’re excited about a trip, we forget about the fundamentals: food, water, shelter, first aid. So, before thinking about toiletries, T-shirts, and bandanas, take the time to draw up a list of the absolute essentials; in other words, the things you need to survive! Talk to someone who is experienced in backpacking and outdoor survival. Have them make a presentation to your group. Create a game such as Jeopardy to help you learn the essentials. Play this game with a Guide unit.
6. With your group, find a destination and plan a day trip as a practice activity for a longer adventure. Check the weather forecast and plan any activities that you will do on the way or once you are there. Using all this information, decide what essentials you will need to take. Do you each need to take everything or can you divide some equipment between you? Find out from your leader the safety procedures to consider and be sure to follow all the guidelines in the GGC Safe Guide. Pick a date for your trip and have fun!

7. What’s in a pack? Overnight or longer camping trips require a lot of planning. Location, terrain, length of trip, season — all of these things influence what you need to bring. Remember to pack as lightly as possible. Even on a canoe or kayak trip, you need to carry your gear. If you’re backpacking or portaging, you do not want to be trudging along miserably, while others pass by sprightly with smiles on their faces! Make a list of all equipment that you think you’ll need. Now rate each item from one to five, where one is top priority and five means the item is non-essential. Remember, the trees don’t mind if you’re not wearing makeup. Is there equipment on your list that could do double duty? Is there a lighter alternative to something that you must bring? Pack your bag and go on a daylong hike with it. At the end of the day, do an assessment. Was the bag too heavy? Did you forget anything important?

8. With your group or the whole unit, brainstorm all the possible situations that could occur while you are on a backpacking trip: a storm comes up unexpectedly; one of your group members wanders off and gets lost; you lose a tent pole. List each different situation on a separate piece of paper; then put them in a hat and pass it around. Have everyone come up with a plan for the situation they picked and present them at your next meeting. Discuss with the group other ways to respond to each situation.

9. Now that you’ve done all your planning, go on your adventure!

10. Remember that last camping trip you went on? Did you rush home to tell your family all about it, hastily throwing your stuff in a closet somewhere? If
your gear was even the slightest bit wet, you’re in trouble! Rust and mildew are your equipment’s enemy. Even new materials can succumb to moisture and dirt, which weaken seams, thread and zippers. Cooking utensils can rust, making them unsafe to use. Explore good storage practices, so that your equipment is always ready to go when you are. It only takes a few minutes to store your gear properly, and think of all the money and aggravation you can save! Discuss with your group the importance of looking after your equipment. Take out your unit’s equipment and see what needs to be repaired or replaced. Have a repair session and/or a fundraising session to replace any equipment that you can’t use anymore.

**Winter Wonderland**

Many of us have stories to tell about the cold Canadian winter! Some people love winter sports and others can’t wait for spring. Where do you stand? Do you know someone who has never experienced winter? Imagine what it would have been like to live like pioneers, without all the modern conveniences that help us out (e.g., furnaces, cars, lights, TVs, movie theatres, video games, etc.). Let’s explore what it must have been like back then, plus take a look at how we can keep active and fit through the winter months.

To complete this module, do four activities or more.

1. Take a look at some snow sports played in your community. Pick a favourite and, if you can, try it out. Have someone come to talk to your group about it or research it on the Internet or at the library. Answer the following questions and share your feelings with your unit. Is it an Olympic sport? What gear is
needed? Is it a team sport or an individual one? What did you like or dislike about it? Do you need to be physically fit to enjoy it? Was it hard to learn? Is it expensive to participate in this sport? Does it require a lot of your time?

2. If you prefer to stay out of the cold, there are lots of indoor sports to choose from! Make a list and try at least one.

3. Although winters can be hard, you have it easy compared to people who lived in Canada in past centuries. Ask an older person (grandparent or neighbour) whose family has been in Canada for several generations to tell you stories about winter. Maybe they remember hearing some from their parents or grandparents. What did kids wear long ago? What were their chores like? How did they stay warm? What kinds of games did they play? Have an “old fashioned winter evening.” Have Members bring layers of bulky knitted clothing to the meeting for you to try. (Warm, light snow jackets are a relatively recent invention!). Then go outside to see what it feels like to play games all bundled up.

4. Wool was the main material used for warm clothing in the old days. It has the unique property of being warm even when it’s wet. Our bodies naturally generate heat. When skin is exposed, the heat just vanishes. Clothes trap the heat close to the skin. Some clothing is better at this than others. Materials that stay puffed up trap the heat and help maintain our own microclimate. Wool was the original heat-retention cloth. The fibres do not mat when they get damp or wet from perspiration. What types of fibres do we use today to acquire the same properties as wool? What are some of the added benefits of today’s fibres?

5. Whether you have snow or ice this winter, learn how to sculpt it. Find out what tools are best suited for your project. Find a website or a book on the subject or someone in your community to show you how. If someone has a camera, take pictures of your project in its various stages.
6. How many hours of darkness are there in your time zone in the winter? Would you prefer to live on the eastern edge of a time zone where the morning light comes sooner, or the western edge where evening light lasts longer? What is it like to live in the far north where there are long periods of light or darkness? What is the winter solstice?

7. Make tin can or ice lanterns:

- Pour water into a tin can and let it freeze. Draw a pattern on a piece of paper. Tape the pattern to the side of the can and, with a hammer and nail, gently tap holes in the can to make an outline of your pattern. Let the ice melt, then place a candle in the can. Put it out on a walkway to add a little more light and warmth to the winter darkness.

- To make an ice lantern, fill a pail or milk carton with water. In the centre, place a smaller can. Hang it from the sides so that it is suspended in the water. Let the water freeze. Remove the pail or carton. Pour warm water into the centre can so that it can be easily removed. Place a candle in the hole that the can leaves behind. Use the lantern to light up an outdoor staircase, walkway, balcony or windowsill.

8. In the winter, people seem to get sick more often. Explore the increase in illnesses in winter. Which ones are most common in your area? Flu? Colds? Heart attacks? Broken bones? Find out why these occur more often in winter. Washing your hands after sneezing, coughing or going to the washroom, and before handling food or eating are basic ways to help you stay healthy. What else can you do to stay healthy and avoid passing on a virus?

9. If you get snow in your area, help seniors out by shovelling their walkways and taking care of any icy spots so that they don’t slip and fall. Make sure to stop by and say hello to them from time to time so that they don’t feel isolated.
during the long winter months. Keep a journal of what it felt like to help and what you think it meant to the people you helped.

10. Polar bears and emperor penguins have made some amazing adaptations to deal with frigid temperatures. Polar bears look white, but in fact each hair has no colour (pigment) in it and its core is hollow. This means that, when it is hit by light, the light is reflected and scattered and looks white (this also happens with snow). Polar bears have as much as eight centimetres or more of insulating fat, so they experience almost no heat loss. This special property is essential in helping them to keep warm in their Arctic habitat. Churchill, Manitoba is known as the polar bear capital of the world. Check the Internet for amazing photos of polar bears as they gather in the fall, waiting for the sea ice to form, so they can head off to their winter hunting grounds. Can you find two more interesting facts about how polar bears adapt to their climate?

Male emperor penguins living in the Antarctic survive the winters without any food, incubating eggs while the females are off in the ocean feeding. The females return after the winter to feed the chicks when they hatch. How do the males survive without food for so long? How do they stay warm?
Up Close and Personal with Nature

Because most Canadians live in busy urban environments, getting to know native plants and animals can be a challenge. If you live in a rural or remote community, your opportunities to become familiar with the wilderness are much greater. Making eye contact with a beaver as it swims across its pond or watching the dawn while the morning mist rises out of the valley is awe-inspiring. Here are activities to help you see and know more about nature.

To complete this module, do four activities or more.

1. A fallen log is teeming with life! Examine all the cracks and crevices and discover the creatures within. Take photos or make sketches, then look in field guides to find out more about what you discovered.

2. Choose a square metre of lawn, field, ditch or rocky shore and explore its plant and animal life. Using sketches or photos, record what you’ve found. Identify your findings and share them with your unit.

3. Now’s your chance to get wet! Put on boots and gloves and investigate a pond, stream or tidal pool. Be careful not to slip in! Using photos or sketches, record and identify what you’ve found and share your findings with your unit.

4. Discover the uses of some of the wild plants that grow in your area. Invite an expert to help you with your identification. If appropriate for your environment, pick some edible wild plants and try them. Be sure to have someone knowledgeable along to make sure that they are safe to eat.
5. Identify local plants that can be harmful to people and/or animals. What kind of habitat or soil do they prefer? Do they like sun or shade? Learn what parts of the plants are poisonous. How can you avoid them?

6. Do you love trees and flowers? Find out the names of some common species found in your area. Identify trees or shrubs in the spring and summer when they have leaves as well as in the fall and winter when they don’t. Sketch the silhouette of a tree on the horizon, or photograph your favourite flower with sunlight glistening on a drop of dew or rain. Bring a field guide on your outing and learn how to use it to identify things you have seen.

7. Birds are fun to watch but can be tricky to see as they flit through the bushes or grasses. Bird watching is especially rewarding in the spring when there are no leaves yet. Before you go bird watching, look through a field guide to find out what some of the common species in your area look like. What kind of environment do they prefer? a thick forest, low bushes, fields or the water’s edge? Birds are mostly active in the early morning or evening, so try to organize a bird watching hike for these times of day. Take photos or make quick sketches or notes recording identifying marks. Use your field guide to help you identify species.

8. Make a bird feeding station and keep it well supplied throughout the winter. Keep a record of the birds that visit and try to draw or photograph them. You may see some that you have never seen before! Share your findings with your unit.

9. Find out if any mammals, birds, insects or plants have been introduced into your area. Species brought into an environment can do incredible damage. Sometimes new species are deliberately introduced to combat a pest that is plaguing farmers. At other times, they arrive as unintended cargo in a shipment of food or goods from another continent. The long-horned beetle, zebra muscles and purple loosestrife are examples of species that were brought to Canada accidentally.

10. What exactly is an “endangered species”? Find the definition and learn about some of the plants and animals that are endangered in Canada. Pretend you
are an “elder” telling the younger members of your animal’s family what it was like in the “old days” before your environment changed. What happened to make you an endangered species? What help do you need to continue to live in your environment? Make your story into a skit and present it to a Brownie unit.

11. Make plaster casts of animal tracks. Identify the tracks. Find out about the animal that left them. Make a mask that shows what the face of your animal looks like. Another option would be to draw the tracks.

12. Visit a botanical garden, aquarium, wildlife park or zoo. Discuss the exhibits and what makes them interesting.

13. Invite someone to your meeting who works for the natural environment (e.g., a park ranger, a conservation officer or someone who works as a naturalist for an environmental organization). Ask her or him about various initiatives going on in your community. For example, do you have trees on your street that are old and dying? Are new ones being planted to replace them? Do you have any rivers, lakes, or other bodies of water nearby? What is being done to clean them up? Is there anything that your unit can do to help?
Girl Stuff

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Some girls are artistic, some are sporty, some love to read, others love to party... most of you, however, like a bit of everything. Whatever your individual tastes, you will find lots to keep you busy in Pathfinders. The activities in this program area will help you to navigate through your active and exciting days as you forge ties with family, girlfriends and even boyfriends.

**Girls Just Want to Have Fun**

Music, sports, drama, fashion... these are just some of the things you love. Explore your passions in fun and creative ways.

To complete this module, do four activities or more.

1. What is your passion? Drawing? Shopping? Going to art galleries? Reading? Camping? Sports? Skating? Going to movies with friends? Time seems to stop when you’re doing what you love. Share what you’re passionate about and then plan an outing. Have a get-together in the coffee shop; go to the swimming pool; lace up your skates and head to the rink; tour an art gallery or artist’s studio. Whatever you do, have fun!

2. Select three different sports that you know and love. Combine them into a completely new sport and play it at your next meeting. Be creative. Make up new plays and strategies.
3. If you love to cook or bake, have a cooking night. Have everyone bring part of the recipe. For example, if you’re making chili, one person brings the onion; one person brings the cooking oil; one person brings the green pepper; someone else brings the beans; and so on. You could plan to have a discussion about a topic from one of the other modules while you cook or eat.

4. Express yourself through the arts. You could design T-shirts, put on a play, write a song or create a TV show script. Do whatever is fun and creative for you.

5. Socializing and relaxing with friends is a great way to chill out and enjoy life. Organize two or three parties throughout the year. Come up with a theme for each one, such as wacky hair night, hot-pink night, pyjama night, and so on.

6. Acne is most commonly caused by normal hormonal fluctuations in your body. As well as happening on your face, breakouts can happen on your back, neck and scalp. Acne is uncomfortable and can persist well into adulthood. Unfortunately, it’s just one of those things that you will need to get used to. Everyone deals with zits, although some more than others. No one wants to look bad, so be a friend and provide sympathy and support.

Invite in a specialist who can help you to identify your skin type (sensitive, oily or dry). Get the specialist to give you advice on acne treatment products and how to read their labels. If you are interested, perhaps he or she can also help with basic makeup tips. Why do you think women wear makeup? At what age do you think it’s OK for girls to wear it? Does wearing makeup interest you? Is it an option for you? What if your family disagrees with you?

There are many facemasks, lotions, makeup products and lip balms out there, but they cost a fortune! How about making some from scratch? This is a great activity for a sleepover. It’s easy to do and will make you feel like a million bucks without the expense. Bring the homemade potion to your meeting, or bring in the ingredients and whip one up together! Remember to take allergies into consideration before you try out your products.
Focus on Friendships

Have you noticed that your relationships with friends and family have been changing? And that’s not all! Maybe you’re changing schools, your skin is breaking out, your body is changing, and things just don’t always make sense anymore. It’s hard to deal with all of these pressures on your own. Now is the time to reinforce bonds with family and friends. Of course, family may not always understand you the way your friends do. From arguments, jealousies and pettiness, to love and laughter, friendship is a complicated, but enriching, experience. Use the following activities to rediscover friendship in all of its forms.

To complete this module, do four activities or more.

1. Create a friendship qualities list by finishing the sentence, “I admire friends who…” Maybe you like it when friends are funny and kind, do nice things for you and include you in outings, for example. On another sheet write: “I am disappointed when friends…” Maybe you don’t want to have friends who gossip, who are too clingy or who don’t phone you when a party is being organized. Note how many of the positives also have a negative. Make a list of the qualities you think you demonstrate as a friend to others. Keep this list in a journal or special place. Share it with someone or keep your list private if you wish.

2. Take the time to remind each other of what constitutes “good” and “bad” qualities in a friend. Have everyone sit or stand in a large circle. Tell them to think of one good quality and one bad quality. Have everyone stand up and start passing a ball around the circle. When a girl has the ball, she calls out one of the qualities. If she names a good quality, she passes the ball to the person beside her in the circle. If she names a bad quality, she passes the ball across the circle. Add more balls to increase the challenge of this activity and stay alert!
Remember, whether a quality is good or bad can be a matter of opinion. It’s important not to judge others’ opinions, since this can be hurtful. You don’t need to agree with everything everyone says, and the group as a whole doesn’t have to agree either.

3. Have a PJ party! Wear your PJs or other favourite comfy clothes and bring cozy cushions to sit on. Add your favourite magazines, music and snacks and get chatting! This is the time to test your listening skills. Listening is key to all great friendships.

4. Find a quiet spot with another Pathfinder and let her tell you all about what is going on in her life for a few minutes. When the time is up, it’s your turn. Or you might try doing this activity as a group. Go around the unit until everyone has had a chance to chat and listen to everyone else. You may be surprised by how much you learn about your sister Pathfinders, and by how little you knew about them beforehand!

5. Being sensitive to other people is always a good thing to aim for in your friendships. How about extending it a little and befriending people who need support? What opportunities are there in your community to work with others? For example, find out what you could do to help in the children’s wing of a local hospital by inviting the volunteer coordinator to your meeting. Perhaps you can take turns visiting the children. Or why not create craft activity lap boxes that can be used by kids who are bedridden? Line the boxes with soft fabric or a cushion to inject some warmth. Decorate them with bright, feel-good patterns and colours and then fill them with simple games, craft kits or activity books and markers. With your leader, arrange visits to the hospital once or twice a year to present the boxes and to visit the kids.

6. Who’s your best friend? Well, what about yourself? We are with ourselves 24 hours a day, so the happier our relationship is with ourselves, the happier we will be. Try this activity in a private, quiet place. Look at yourself in a mirror
and talk to your reflection as you would to a best friend. Tell her all the great things you like about her and why the relationship is important to you. Let her know about who you would like to be, what you’re really good at, and things you think nobody else knows about you. Have your conversation out loud. It may feel strange at first, but keep at it and enjoy the person you are!

7. Here are two crafts you can incorporate into your friendship activities with younger girls.

✈️ Positive Puffies
For this craft, you will need: two brightly coloured pom-poms, including a large one for the body and a smaller one for the nose; two medium googly eyes; a quarter of a piece of pipe cleaner; a cardboard cutout of feet; a positive message in a laminated cartoon bubble; craft glue; hot glue gun and tape.

Using the craft glue, attach the larger pom-pom onto the cardboard feet. Add the nose and googly eyes. Using a small piece of tape, attach the message to the top of the pipe cleaner. Take the glue gun and attach the pipe cleaner to one side of the large pom-pom so that it looks like your Puffie is thinking a positive thought, such as “Sharing is great,” “Don’t talk behind people’s backs,” “Smile at someone today,” and so on. Don’t forget to help the younger girls with the glue gun. It gets really hot!

✈️ Friendship Butterfly Headbands
You will need: a plastic headband, pipe cleaners in at least two colours and a glue gun.

Bend one of the pipe cleaners into the shape of butterfly wings and wrap the other one around it to create the body and antennae. There should be enough left over to twist around the headband and still have a “stem.” Secure the butterfly stem to the headband with a dab of hot glue. After you help one of the younger girls to make their headband, make one for yourself. These are great for all ages!
8. Pathfinders is a place to welcome everyone. Some people who have disabilities may find it more challenging to be part of a group. If there is someone in your unit with a disability, she may be willing to talk about what it’s like. Or perhaps you know someone with a disability who would be willing to come speak to your unit. However, some people may not want to speak about this part of their lives. Before having this discussion, you will need to consider how the person who has a disability might feel. If you can’t find someone to talk to you about having a disability, here are some simulation exercises that will give you a chance to consider what it may be like to have a disability.

- **Hearing:** Have one person make a tape recording of simple words (hope, joy, caring, and so on). When making the recording, put a washcloth over the microphone. Speak each word slowly and leave about five seconds between words. Now, play the recording and have everyone write the words down. How did they feel? Were they frustrated and afraid of being wrong? Discuss how it might be for someone with a hearing impairment to take part in a conversation.

- **Learning:** Have everyone hold a piece of paper on their forehead and try writing their name on the paper. Some will write their name backwards. This simulates what happens for some people with dyslexia. Ask them how they felt when they realized what they had done.

- **Doing:** Have girls hold a pencil in a pair of pliers and then try writing. For the next task, ask them to tape the fingers of each hand together and then put on and button a shirt. Did they feel that others were feeling impatient and waiting for them to hurry up? Follow up with a discussion on how they felt doing both these tasks.

- **Seeing:** Paint clear nail polish on the lenses of old or cheap sunglasses, or cover them with clear tape. Have several people wear them during an activity, but play as if everyone can see well. Afterwards, ask them how it felt to be visually impaired.
In your follow-up, include a discussion about what you could do to assist someone who has a disability. Remember, not everyone will want help, so always ask if you can be of assistance before assuming they want help.

**Media and Image**

Our sense of who we would like to be is influenced by subtle messages from TV, magazines and movies. How do these images affect what girls and women think they should look like and how they think they should behave? This module will help you find a balance between what is real and what is fantasy.

To complete this module, do four activities or more.

1. Are women in the media portrayed as strong and dedicated or as submissive and caring? Do they look after themselves or focus on others? What fairy tales, stories, TV shows and cartoons helped shape your view of women? Make a list and take a look at what messages are conveyed about women’s beauty, age, gender roles and male/female or female/female relationships. Look for modern versions of well-known fairy tales in TV, movies and video games. Create a collage of images that illustrate your findings. Write a story and act out scenes that show women as strong, unique individuals.

2. If Hilary Duff looks great in those jeans, then I want a pair, too! Be careful not to buy into this way of thinking. Remember, Hilary has probably spent hours getting ready for that billboard picture or that spot on TV. She has had a team of hairstylists and makeup artists work their magic. She has been shot at various angles, under different lights, and through different lenses to make everything picture perfect.
You don’t have to go far to test this theory. Pick up some magazines at your local variety store and find some real life, spontaneous photos of your favourite celebrities. Bring the magazines to your next meeting and compare them with the paid, professional shots to see the difference for yourselves! Talk about the kind of images that super models and celebrities project. How do they make you feel? Does the media’s portrayal of what’s cool coincide with your own ideas?

3. Together with your leader, invite a photographer or commercial director to your meeting or visit their studio. Find out what kinds of lighting, camera filters, lenses, and so on are used to make someone “media worthy.”

4. List your favourite television programs. Explain why you like them, then step back and evaluate them in terms of their entertainment value, as well as the messages they send.

5. Investigate how attitudes about beauty and fashion have changed throughout history. What types of bodies and fashions used to be popular, and why? What are today’s attitudes and how do they affect how girls feel about themselves? What effects can a negative body image have?

6. Develop an awareness campaign to help girls and women celebrate themselves and to encourage positive self-esteem. Create commercials, magnets, posters, brochures or radio ads to get your message out.

7. Take your campaign (from number 6) on the road! Plan an event to kick it off. This might be a night when you invite speakers to come in from your community to talk about body image and self-esteem.

8. Pretend you have been hired to create a body image magazine for today’s youth. Create a sample two-page spread of your publication. What kinds of models would you have? Would they be different sizes and heights or from different cultures? Would they all be able-bodied? What types of articles would you include? What message would you want to convey? Write an article that gives adults tips on how to build the self-esteem of girls your age. Come up with a name for your magazine.
Fashion Sense from Head to Toe

You may have a general idea about what kinds of clothes, jewellery, hairstyles and nail polish look good on other people, but sometimes you’re unsure about what looks best on you. This module will help you to build your fashion sense and will give you more confidence!

To complete this module, do four activities or more.

1. Get together with your group and go through hairstyle magazines. Why do some styles suit some face types, but not others? What styles seem to be the most common? Invite a hairstylist to a meeting to give you some tips and to teach you different ways you can play with your hair. If you have girls from diverse ethnic backgrounds with different kinds of hair, you may need to let the hairstylist know beforehand. Practise on each other. Find out why you should not share combs and brushes!

2. Choose your favourite outfit and tell others why you like it. It could be sweat pants and a shirt, because you can wear it to relax; or it might be the latest style of jeans, because they make you feel like a star. Ask your sisters, friends and mothers if you can borrow their clothes for a meeting. Check that they’re OK with you sharing them with others. Then put together a line of clothes and show them off. Wow everyone with a fashion show at an upcoming meeting!

3. Fashion trends are not easy to figure out as the industry is always looking for hot new ideas. The fashion cycle has three phases. It begins with a distinctive new look that you see on the runways. Next this look finds its way into the fashion media as a “must have” and can only be found at the higher-end stores. Then it hits the mass market and becomes affordable to most people.
It’s hard to predict how long a trend will stay around, but if it’s a look that is hard to pull off because of exaggerated shapes (micro-minis) or wild prints, then it’s less likely to last and will be just a fad. Bring in some magazines and discuss current trends. Do you like them? Are the clothes comfortable? Are they similar to fashions of previous decades?

4. Watch some TV fashion shows. Find out what’s on the runways of Paris or New York. Runway fashion is an extravagant art form using fabrics and the female body. Design your own. You don’t have to be able to sew to be a designer. Why not try your skills at designing a new outfit for Pathfinders or a dance or party. Sketch out your ideas or try creating them with clothes you have.

5. How about designing your own underwear? Set up categories, such as silky and slinky, jock style or warm and fuzzy. Hold a debate on what type of underwear is best. Start with a statement such as: “Underwear should be ...” (you fill it in), and then take turns making arguments for and against the statement.

6. We tend to concentrate on the main aspects of our appearance and forget about the small stuff, such as our nails. Do you bite them? Are they brittle and short? How can you make them stronger? What shades of polish are popular? Invite a manicurist to your meeting and find out how to keep your nails looking strong and healthy and how to do manicures and pedicures. Afterwards, divide into groups and practise on each other.

7. Use your knowledge of hair, clothes, skin and nails to set up “boutiques” and share your know-how. Make sure to send out cool invitations to other units or branches in Guiding. For the fashion boutiques, create one-dimensional paper clothes. For the cosmetic boutiques, provide some of your homemade remedies for skin care. Make fake money for the girls to buy your wares. Make sure to include a refreshments booth and have your favourite tunes playing in the background!
8. The warm sun on your face feels great but, actually, any kind of sun exposure or tan causes skin damage. To protect your skin and keep it young-looking, soft and supple, get in the habit of applying sunscreen, try to stay out of direct sunlight between 10 a.m. and 3 p.m. and don’t use tanning beds. If you’re around sand, water or snow, be sure to wear sunscreen, even on overcast days. Practise “Slip, Slap, Slop”: slip on a T-shirt, slap on a hat and slop on the sunscreen! Choose sunscreens that have a high SPF (Sun Protection Factor). Discover which kinds of sunscreen are best and why. Poll your family and friends on their thoughts about tanning. Have a “to tan or not to tan” debate.

9. Publish your own Pathfinder stylebook. Divide into groups and write various chapters devoted to hair, clothes, nails, face creams and so on. If you’re doing makeovers, take “before and after” pictures. Then, put it all together.

10. Yes, we are actually sending you to the mall. Take pictures of store displays and ads, or of each other trying on the latest styles. (You might want to give the store clerks a heads up!) What do today’s fashion trends say about self-esteem and body image? In groups of three or four, capture your trip in scrapbook, poster or a PowerPoint presentation. If you’re using real photos, create an ad to attract people your age to the mall. Do a presentation for your unit, leaving plenty of time for discussion.
Relationships, Values, and Choices

Creating great relationships is an important part of life. Keeping yourself focused on what’s important to you and what you value will help you to make good decisions in your relationships with others. This module will look at some of the challenges in relationships and will help you to respond to them logically and calmly.

To complete this module, do four activities or more.

1. We’ve all been affected by peer pressure. Use the situation below to talk about it and ask yourself some tough questions.

You have been invited to Chris’ house after school to watch movies and hang out, and you are faced with one or more of the following:

✦ Chris’ friends are several years older than you and your girlfriends.
✦ You know Chris’ parents won’t be home.
✦ You know that this group of friends sometimes gets into trouble at school.
✦ You know that Chris smokes and have heard stories about Chris getting drunk.
✦ You and your friends think Chris is really hot and you know that Chris hangs around with the coolest kids in the school.

Questions:

✦ What kind of trouble might happen at Chris’ place?
✦ Is it a good idea to go to the house of someone you don’t know well, when their parents aren’t there?
✦ Do you trust the others who are going?
✦ Would you tell your parents you are going?
If not, what would happen if they found out?
What would you do if you went and didn’t feel safe?
How would you get home?
How would you feel if you decided not to go, but everyone else was going? Would you change your mind?

2. Family relationships can be challenging. In fact, it doesn’t matter who you’re living with; even with the best of roommates, there are times when things don’t go so well. Describe a difficult moment you’ve had recently. Try to put yourself in the other person’s shoes. How might they have been feeling? Were they worried that things wouldn’t work out for them? Were they afraid for your safety? Did they want something that you had? No matter how emotional you are, standing back and looking at the situation from the other person’s perspective can help resolve things.

3. When you made your Promise, you promised to respect and help others. So what does this mean if you know that someone is being bullied? It means standing up and speaking against the cruel acts of others. “Sticks and stones may break my bones, but names will never hurt me,” is simply not true. Our bones will heal, but the name-calling, the hurt and the emotional wounds caused by bullying can stay with us a long time. Bullies like to work in secret under the radar of adults. Discuss how you could help someone who is being bullied, or yourself. What adults could you go to for help?

   Also, remember that, if you find yourself being victimized, you are not alone. There are people to help you. Talk openly, especially to adults. If the first person can’t help you, keep trying until you find someone who can. Ignoring a bully may not work. You need someone in authority to take charge and work on your behalf. Don’t be a victim or a bystander.

4. Who’s the boss? You or your group? Sometimes it’s a challenge to go against the crowd. Here are some examples of what to say when someone asks you to do something you don’t want to do:
Just say “No.”
Change the subject (“Pa-leeze! . . . Where did you get that cool top?”)
Show your shock. (“What? Drink? Are you serious?”)
Make an honest excuse. (“I’ve got a babysitting job.”)
Share a better idea. (“Let’s not. I want to play video games instead.”)
Crack a joke. (“Yo! I need every brain cell I got!”)

Discuss these examples with your unit and then make up your own scenarios and possible responses.

5. What kind of person would you like to have as a friend? Would you choose someone based on looks? Interests? How they treat you? Would it matter what your friends thought of them? What if your parents didn’t like them? Is there such a thing as the perfect friend? Exchange ideas about what you think is important in relationships.

6. Sometimes people make decisions that are based on their values; other times they don’t. In a group, share your values. Then create a dramatic presentation or story based on the relationship between values and decision-making. You may want to illustrate an instance where a girl falls victim to peer pressure and ignores her own values, or conversely, a situation where her values win out. Try to make sure everyone gets a chance to work on a value that means something to them.

7. We are all exposed to how male and female interactions are portrayed on television. But are they always realistic? For a week, while you watch TV, note how often relationships are shown as stable and loving. How often are they temporary and manipulative? Do programs encourage teenagers to make responsible decisions about sexual involvement? What values are represented and what values are missing? If you were a television writer, how would you change these programs? With others, prepare an outline of a new episode for one of your favourite programs that incorporates your ideas; then act it out.
8. Your relationship with your parents is changing. You are looking for more independence and they are trying to see you as the capable teen you have become. How do you keep in touch with your parents? Is it on the fly, as you’re both hurrying out the door; or do you actually share time together? Talking to a parent can be tough. Sometimes things are fine, and then you hit that place where no communication seems to be happening. Here are some tips to help you stay connected:

✦ Make a date, just as you would with a friend. You don’t need to go out, you could just relax and have hot chocolate together on Saturday morning. Find a place where there aren’t distractions, such as TV or loud music.

✦ A good conversation starter is asking about something you know they’re interested in, such as a hobby or something at work. People always love to be asked about themselves.

✦ If there is something you’d like to talk about, let them know what it is.

✦ Try not to interrupt them, even if they interrupt you. Stay cool and wait until they’ve finished and ask them to do the same for you.

✦ Even if things get heated, avoid sarcasm or negative comments.

✦ Show your parents respect and they will respect you for your maturity.

✦ If your emotions start to overcome you, take three deep breaths (or more if you need them!) and prepare what you say next so that you focus on the issue. Example: “I know you’re worried that something is going to happen to me, but I’ll only be half an hour later than my normal curfew and I’d really like to go.” Do not say: “You never let me stay out past nine-thirty and you don’t care about what I like to do.”
Remember, the only person you can control or change is you. Sometimes this can be tough. If you react in an angry or negative way, why is this often not in your best interest? You may need to own up to your mistakes and take charge of patching up the relationship. Talk with your friends about how you and your parents get along and what you can do to maintain a good, trusting relationship with them.
Although it is sometimes hard to think about, women and girls around the globe are faced daily with tough issues relating to sex, pregnancy and the prevention of disease. In order to help confront these issues, we need to know more about them.

Girls and young women around the world have called upon the World Association of Girl Guides and Scouts (WAGGGS) to take a stand on adolescent pregnancy and HIV/AIDS. Some of you may know more about this topic and may be more comfortable with it than others. Since this issue could affect kids in your own age group, you should take this opportunity to learn how to be an advocate for your peers.

Find health experts, teachers, or other youth workers who work with teen sexuality to help you explore these questions. Check out community health centres for pamphlets, the WAGGGS website for resources and the Internet for articles that will help guide your conversations.

Almost all Member Organizations are running projects on HIV and AIDS. In partnership with ICASO and UNAIDS, WAGGGS provides an AIDS curriculum. As well as completing this module, you can earn the WAGGGS AIDS badge by doing the required activities that address the following:

- fighting the fear, shame and injustice associated with HIV/AIDS
- educating others about preventing the disease through changes in behaviour
- caring for and supporting people living with HIV and AIDS.

For more information on the WAGGGS AIDS badge, visit the Guides Canada website at www.girlguides.ca and look under Program Ideas.
Note to Guiders:
This module deals with values-based subjects and builds upon discussions between girls and their parents or guardians. Therefore the girls need to get the permission of their parents or guardians before working on this module.

To complete this module, do four activities or more.
Note: As an option, you can do the youth forum in number seven instead of the other activities in this module.

1. According to research done by WAGGGS, the underlying reasons why young girls become pregnant are largely the same worldwide: a lack of information, advice or preventative measures; a lack of power to say no to a boy; and cultural traditions and practices.
   - Which of these do you think applies most to your community?
   - Find out what agencies in your community provide information related to the prevention of pregnancy and sexually transmitted diseases.
   - What do you think could be done to help girls obtain this information more easily?
   - Why do you think it is important that this information is easily available?
   - If someone you know told you she was pregnant, how could you help her? What information or support might she need?
   - Invite someone from one of these agencies to talk to you about their programs and services.

2. Ask a health expert about safe sex and the prevention of sexually transmitted diseases (STDs) including HIV/AIDS. Remember that boys need to think about this as well as girls. It is everyone’s responsibility.

   By understanding how STDs are spread, you are not only protecting yourself, but also your friends. When sex comes up in the conversation, you can coach
your friends on the importance of getting accurate information on STDs and further preventing their spread.

3. Find out how people with HIV/AIDS are cared for in your community. Is there a hospital or special clinic? Are there community associations to support people who have HIV/AIDS and their families?

4. In Canada, we have laws that protect people from discrimination because they are HIV positive or have AIDS. Nevertheless, they are sometimes excluded from their community. Some people are afraid that they will become infected if they share food or washrooms with people infected with HIV/AIDS. Others consider them to be immoral and believe that they somehow got what they deserved.

Girl Guides of Canada has an anti-discrimination policy that states that the organization will not discriminate against a Member or non-Member on the basis of health-related status, including HIV/AIDS.

Imagine what it would be like to be open about having HIV/AIDS. Make a list of reasons why people might not want to be open about having HIV/AIDS. Discuss what your life might be like if you disclosed that you had the disease, or if you didn’t disclose that you had it. How would it feel?

5. Unfortunately, discrimination against people who have HIV/AIDS is even more prevalent in developing countries, especially for women. Women are more likely to be abandoned by their families, wrongly considered to be the main cause for the spread of the disease and not given access to health care. Create an awareness campaign in your school or community for World AIDS
Day (Dec. 1). You could have poster displays, make and give out red ribbons, or create flyers that list places in your community where people can get information on sexual health-related issues.

6. Ads can be an effective tool for raising awareness about combatting teen pregnancy and STDs, including HIV/AIDS. Use your sensitivity and creativity to design an ad for TV or print. For example:

- Create a television commercial. Act it out, videotape it if you have access to a video camera and bring it to your next meeting for discussion. How did other Members of your unit respond? Was it convincing? Could it be improved in any way?
- Try making a magazine ad. Here, you can create your own message, including a photo or two, and add a couple of resources for adolescents. Mount it on cardboard and bring it in for discussion, as above.

7. You have probably heard the term “advocacy” before, but may not have thought much about it. Advocacy means speaking with and/or acting on behalf of people to secure their rights and the services they need. Advocacy ensures that people’s opinions, wishes or needs are expressed and listened to. With the other Members of your unit, put together a youth forum aimed at preventing adolescent pregnancy and the spread of STDs.

Use the activities in this module as ideas for the forum’s sessions. Have your leader invite a couple of speakers from clinics, shelters, high schools or other related organizations to talk about the physical and emotional aspects of sexual relationships and their consequences. Here are some tips:

- Invite guest speakers to help lead the sessions. Divide into groups and ask yourselves questions such as: How would becoming a teenage parent affect my goals, both in the short and long terms? How would having a baby change my life? What effect would it have on my education and job prospects? How would the experience of
being a teenage parent be different for girls and boys? What are the risks of unprotected sex? What are the different STDs? What health problems do they cause?

Afterwards, put all your thoughts, comments and answers together to help form an action plan for your unit or school to raise awareness about adolescent pregnancy. Talk to your leader about ways to implement your plan.

Yes, it’s difficult to talk about sex-related issues, but remember that your contributions are valuable. You are in a position to help others become aware of such issues.

8. Learning how to handle relationships is an important part of life. Some relationships are healthier and easier than others. What if you’re being pressured to do something you don’t want to do or to make a choice that you aren’t sure is the right one? Healthy relationships involve honesty and respect. Sometimes there has to be compromise or give-and-take in your relationships (for example, taking turns choosing activities). When a relationship turns into a power struggle, with one person dominating by being mean or abusive, it’s time to get help. Sadly, some people have been in relationships where they haven’t been treated with kindness and respect.

Use role-play to show what an unhealthy relationship looks like or how you can help a friend who is in a difficult situation. Here are some suggestions:

- Your girlfriend or boyfriend doesn’t want you to hang out with your usual group of friends, tells you what you should or should not wear, and chooses all of the movies you go to together.
- You know your friends have a website where they are saying mean things about someone you know — about what they’re wearing, their looks or their behaviour.
**Organize This**

Are you feeling a little stressed? Are your room, backpack and binders jumbled and messy? Do you have a hectic schedule? This module will help you combat the clutter, reduce your stress and organize your life so that you can relax! Learning organizational skills early will help you later on.

To complete this module, do four activities or more.

1. **What did you enjoy this week?** Were you able to make time for what really matters to you? Do you ever feel that there are not enough hours in a day? Finding a balance between what you enjoy and what needs to get done can be a challenge. For one week, keep a log of what you do every hour of every day. Once you have this information, look it over. What did you find out about how you use your time? Are there things you could eliminate, so you would have more time for the things you especially enjoy? Present your findings to your group.

2. **Did you ever have a day when everything went wrong and you just wanted to do it over differently?** Did your bad day happen because you were disorganized? What would you do differently to make the day better? Write a story about your day and then rewrite it, changing the events to show how you would do things differently. Share your findings with a small group.

3. **Do you have what it takes to be a professional organizer?** Survey your friends to find someone who needs to organize her space. Interview her and find out why her room is so disorganized. Is there anything you could learn from her to help you understand your clutter? What suggestions do you have to help reduce the clutter? Make a plan and then get in there and organize the space. Take “before and after” photos and share them with your unit.
4. Is there an expert organizer in your group? If not, invite a professional organizer or time management expert to come visit your unit. Ask them to share some tips and tools to help you become more organized.

5. What do you use to keep track of your time? Do you use an agenda, electronic organizer, cell phone or pieces of scrap paper? Investigate all the options for time management and present your findings, giving the audience the pros and cons of each system. Which system do you feel is the best, and why?

6. How do you keep track of the details of messages from friends, your “to do” list and other various things you need to remember? Try carrying a small notebook to help you with this task. If you have an electronic organizer, is there a reminder feature you could use? Set specific goals about being more organized. Then use your time management and organizational skills to achieve them. Share your experience with the group.

7. There are tons of organizational containers, storage units and electronic timesaving devices available. If you were asked to design your own, what would it be? Draw it and then make a plan for how you would sell it to potential customers. What are the features of this product? Why would it be useful?
A World to Discover

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We tend to get caught up in our own little worlds and routines, forgetting that there are over six billion people living on this planet. How much do you know about these people, their countries and their cultures? How much do you know about Canada? This is your opportunity to discover this great country of ours as well as the world.
What are some Canadian destinations that attract you? Canada is an amazing country with a huge variety of beautiful landscapes and big, exciting cities. What about planning a trip that will allow you to see some of the sites in this great country? Set your destination and start planning.

To complete this module, do four activities or more. You can either plan a real, upcoming trip or a trip you think you might like to take one day. Either way, this module will walk you through all the steps.

1. Travel-planning resources include travel websites such as: Travelocity.ca or Expedia.ca, guidebooks from your library and TV travel shows. Book a computer at the local library to look at some websites with groups of friends, or bring printouts of these websites to a meeting. Go to travel agents and see what resources they can offer to help you plan your trip.

2. Contact the provincial tourism ministry in the province/territory you are considering visiting. TV ads, the Internet and a phone book are also good resources for information on city sites, historic sites, amusement parks, festivals, places to camp and other types of accommodation.

3. After you decide on the length of your trip, work out potential costs. Travel, accommodation and meals are the obvious ones. What about special clothes or equipment? Then create a budget. If you’re going on a trip for real, figure out what financial resources you have and how long it will take to raise the money you need. Cookie sales are the official fundraiser for Girl Guides of Canada. Other examples of fundraising activities that are consistent with the GGC image include having craft sales, auctions, bazaars, garage sales, raffles or car...
washes; applying for grants; delivering flyers; organizing coat checks at events; or requesting service club donations.

4. Find out about weather conditions so you know what to pack. In a climate where the weather changes often, dressing in layers gives you more options. List everything you might need. Can you fit it all into a suitcase or bag that you can carry? Is there anything you can leave behind? Create an outfit that can be dressed up or down by adding a different top so it will work for a variety of occasions and activities. Try to cut down on toiletries. Pack your bag and bring it to a meeting. Compare and discuss your “must haves” and “optionals” with others.

5. “Feet first” is an important motto if walking will be a major part of your trip. You’ll want to be sure to bring comfortable shoes that aren’t going to give you blisters. Sore, tired feet are a sure way to ruin a trip. Play tourist for a day in your community and see if your shoe selection works for you.

6. Make a list of “must see” sites and attractions that interest you. Investigate entrance fees and hours of operation. Research transit routes. Find out if you can use local transit, or if sites are within walking distance of each other.

7. In preparation for your trip, consider what you will need to do to maintain your good health while travelling. Getting a good night’s rest is always a benefit. Be sure to pack any necessary medications, an extra prescription for your eyeglasses and find out how you will arrange for medical coverage for the duration of your trip.

8. Travellers aged 18 or younger may need a notarized letter before they’re allowed to board a plane on their own, particularly when travelling internationally. The letter must include the signer’s address, phone number, authorization to travel, the destination and the length of the stay. This letter should be provided by a notary public or commissioner of oaths who is legally empowered to confirm that the document is valid and that the information in
it is true. Look into what the letter should actually say and what needs to be done to make it legal.

9. Your travel schedule may involve different modes of transportation from your point of departure to your destination. Reading a schedule for buses, planes or ferries is always a bit tricky. Sometimes these schedules are based on a 24-hour clock. Practise reading this clock until you know it by heart. You certainly don’t want to show up at 2:15 p.m. for a train scheduled to leave at 13:15.

10. If you’re planning a driving trip, get provincial/territorial road maps and find rest stops. Calculate the distances you can travel in a day. To save money, you can plan to picnic along the way.

11. Look at the GGC national website and find the links to the provincial/territorial websites. See what events are scheduled during your visit and find out whether you can join in.

12. Perhaps you can set up a meeting with another Pathfinder group at your destination. Getting to know people in another place can be a good experience, although it can also feel awkward at times. Beforehand, think about ways of getting to know the people you will meet. For example, you might think about what you have in common, or you might plan to share information about your cultural background or the community you live in. Consider using the Internet to become electronic pen pals or join a chat room.

13. Check out what’s in the news in the destination you’re visiting. Is it similar to the news at home? Could it affect your travel plans?

14. If you are really going on a trip, you will want to share your travel experience with others when you return. Photos are a great way to do this. So is a scrapbook, or a PowerPoint presentation, if you have digital photos. Present this keepsake and a display of souvenirs at a thank-you event for people or organizations that gave you financial support for your trip.
Going Global

Do you want warm sun and a tropical beach, terrific vistas and mountain scenery, or the special attractions of a Disney vacation? Or what about a trip to Beijing or Paris? If an international destination sparks your imagination, here are more travel tips that will help you with your planning. You can either plan a real, upcoming trip or a trip you think you might like to take one day. Either way, this module will walk you through all the steps.

To complete this module, do four activities or more.

1. For international travel, you’ll need to get a passport. This document proves your citizenship and permits you to travel to foreign countries and return home. Find out about the application process. If someone in your unit has a passport, ask her to tell you about how she got it. The Government of Canada website will be your resource for this activity.

2. If you’re planning to go somewhere, but you don’t speak the language, learn some basic phrases to be able to communicate with those around you. Useful phrases could be about getting assistance or medical help, exchanging money and ordering food, or finding places like a washroom, bus stop, train station, airport or famous landmark. If someone in your unit speaks the language of the places you are traveling to, perhaps they or a family member can give you a mini language lesson.

3. Find out about another country’s currency. Calculate the equivalent value in Canadian money. Make up some paper money to resemble the currency you have picked. Organize a marketplace (real or pretend) with other Members of your unit and go shopping. Be careful when shopping. Sometimes an item will cost more abroad than it would if purchased in Canada.
4. Having your wallet stolen is unsettling — and all the more so when you’re far away from home. Divide into groups and discuss various travel problems, such as losing possessions or having them stolen, getting lost during an outing, encountering a problem at customs, suffering from an illness or an injury, and so on. Talk about the importance of knowing what is going on in the country before you visit.

5. Getting sick while travelling abroad would be a big hassle. In hot countries, especially, food and water can cause stomach upsets and, in some places, even more serious illnesses. In developing countries, people do not have the same access to treated water that we do, and the climate cultivates some nasty bugs. What precautions can you take to make sure you don’t get sick?

6. In making your plans, consider more than just the time of day. Remember those time zones you learned about in school? Consider whether time will affect your international travel. Think about the following:

   - Time zones complicate communications with people at your destination or from your destination back home. If you make a telephone call from your destination at 7:00 p.m. to your home in Canada, what time will it be for the person who answers?
   - If you’re flying through several time zones, jet lag may affect you. If you’re flying overseas, find out how long the flight is and then look at the time zones to figure out what time of day you will arrive. How can you prepare your body for the time difference?
   - Some countries use the 24-hour clock to tell time. This means that 3:15 is written as 15:15. What is the major advantage of using this system? What could happen if you were catching a train and were not accustomed to reading time this way? Make a quiz to practise reading the 24-hour clock.

7. When you cross a border, you need to go through customs. Customs controls the people and goods moving between countries. Some goods are not allowed
to cross borders because of international law or because they are prohibited by
the country you are entering. Obviously, illegal substances such as drugs cannot
cross borders. Ivory is another substance that is prohibited because collecting it
involves the killing of an endangered species. Find out what you can and cannot
bring back to Canada (www.canada.gc.ca). Divide yourselves into groups and
act out some scenarios you might encounter at the customs office.

8. If you are travelling in another country and need some help from Canada (e.g.,
if you lose your passport) who should you call? Find out about the purpose of
embassies, consulates and high commissions. How do they help Canadians
abroad?

9. Every country has its own customs. It is important to be familiar with at least
some of these customs before you travel, and to pay close attention when you
get there. Examples of some of these customs are: touching cheeks in a brief
customs say hello or goodbye, or people wearing more conservative clothes.
See what you can find out about the customs and cultural traditions of the
destinations you will be visiting.

10. It is important to be aware of
what is going on in the world
when travelling. With your group,
brainstorm reasons why this
information could be useful for
things like travel, sight seeing,
safety or finding accommodation.
Girl Guides International

Girl Guides of Canada is part of the worldwide Movement of Girl Guiding and Girl Scouting. Canadian Members have Guiding friends and sisters in 145 countries around the world, all connected through WAGGGS (The World Association of Girl Guides and Girl Scouts). The WAGGGS website (www.wagggsworld.org) and the Girl Guides of Canada website are excellent resources for finding out about your international Guiding connections.

To complete this module, do four activities or more.

1. By cooperating with other organizations, WAGGGS promotes the international Girl Guide/Girl Scout Movement. It also looks at world issues and the formation of world policies, especially those relating to girls and women. A partnership among members of WAGGGS can take many different forms, including an exchange of information, human resources, financial support or visitors.

   Look at the list of countries that belong to WAGGGS. Why do you think it is necessary to have a world organization for Girl Guides? How do you think it benefits girls and women around the world?

2. Learn more about the work of WAGGGS and how you can support this work through the Canadian World Friendship Fund (CWFF). For example, in some countries, Guiding provides job-training programs or educational programs on social issues, such as HIV/AIDS prevention, that help girls and women improve their lives. Through the CWFF, Girl Guides of Canada has set up twinning projects and specific partnerships with Member Organizations to support these initiatives. Check out the Girl Guides of Canada national website for more information and create a fundraiser for a CWFF project that interests you.

3. Contact your international adviser for information on a Girl Guides of Canada - Member Organization twinning project. Do a presentation on the culture of
that twinning country. You might show or discuss the country’s national flag, national dress, buildings, art, religion and so on.

4. The four WAGGGS World Centres give Girl Guides and Girl Scouts from around the world the opportunity to learn more about other people, other cultures, and other countries, as well as about WAGGGS. At a World Centre, you can participate in programs and activities and work with local communities, sharing their cultural activities and experiencing their lifestyle. Each World Centre has unique program opportunities based on the country where it is located. Check out the websites for the four World Centres. Which one appeals to you most? Consider the possibility of planning an independent group trip for your unit to one of the four World Centres.

5. Each year, the national office of Girl Guides of Canada sponsors girls to attend sessions at the World Centres. Find out more about these trips and how you can apply. Information and application forms are available on the national website. Bring these forms to a meeting and look into the unique opportunities that these trips offer. Brainstorm with others to think of reasons why you would be a good candidate to take part in one of these trips. Develop a resumé that highlights your Guiding and other activities and shows why you are an ideal candidate.

6. Approximately every five years, Girl Guides of Canada hosts a large international event (e.g., Guiding Mosaic 2006). Invite someone to your unit who has been to one. Find out about the girls they met from around the world and across Canada. Create a camp with an international theme. The Camping, Here We Come! module will help you design your camp. If you can, invite participants from another country.

7. WAGGGS members invite girls from other countries to attend their camps. Check out the Independent Travel section on the national website to see what’s happening where. Find out if it is feasible for your group to go to an international event. The Going Global module will help you with your planning.
What’s Up Around the World?

In Canada, we are fortunate to live in a peaceful country and have many wonderful freedoms that are not available to others. There are many ways to promote peace and understanding among people and to help make the world a better place. In this module you will find out what it’s like for others elsewhere in the world and will think about ways you could make a difference.

To complete this module, do four activities or more.

1. Youth helping youth is what Guides is all about. International Youth Day is celebrated on August 12. The Canadian International Development Agency (CIDA) website (www.acdi-cida.gc.ca) links to youth around the world with ideas. There’s a theory that says if a butterfly flaps its wings in one part of the world – for example in South Africa – the air disturbance it causes will have enough force to trigger a storm somewhere else a month later – for instance, in Canada. What could you do to create your own butterfly effect?

2. If you are a sports fan, explore sports and games played in other countries. Use the Internet or a library to find out about several different sports. Find out if one of those sports is played in your community. Some might be similar to games we play, but with different rules and equipment. Others might be completely different. Afterwards, divide your unit into teams and play a couple of these games.

3. Right to Play is an organization that promotes healthy life and peace for the world’s most disadvantaged children. How can giving children the opportunity to play and participate in sports affect world peace? Check out the Right to Play website (www.righttoplay.com).
4. Clean water is essential to human health. Look at a map of your province/territory and see if there are any boundary waters (i.e., rivers that flow across the boundary of one country and into another or lakes that straddle a border). Sometimes these waters create local issues between people who live or farm in a community and those who have vacation properties there. On the world stage, boundary water issues could involve a dispute regarding the damming of a river or contamination. Discuss the importance of clean water and the many ways water can affect health (e.g., drinking, washing, cooking). Describe the difficulties of providing clean water in different parts of the world. What are some of the ways that countries are improving their clean water supply?

5. Many of you will have participated in UNICEF’s Halloween trick-or-treat program, which raises funds for projects that support health, education, equality and protection for children. Find out about UNICEF or another United Nations agency or non-governmental organization (NGO). Invite a guest speaker to talk about the work their organization does. Find out how you and your unit can help one of these organizations.

6. Find out about the “Rights of the Child” as adopted by the United Nations. Which of the clauses inspires you the most? Talk about why you feel these rights are important and what you can do to help achieve and protect them.

7. WAGGGS has developed the Our Rights, Our Responsibilities initiative. It aims to raise awareness about basic human rights and to help people take active and positive responsibility for claiming those rights, not just for themselves, but also for others. It aims to empower people to become active and effective citizens in their local and global communities.

   Our Rights, Our Responsibilities explores the rights of each individual, and the responsibilities that come with these rights, particularly as they relate to young people. Six areas within the theme deal with important principles relating to internal and external harmony:

   • the right to be me
the right to be heard
the right to be happy
the right to work together
the right to learn
the right to live in peace

What are some ways you can support these rights for girls in your unit and for people in your community?

8. The United Nations has declared a number of special days. Below are a few of them. Find out more about one of these or choose another that interests you. Discuss some of the issues that this special day brings into focus.

*- World Day for Water (March 22)*
*- International Day of Disabled Persons (December 3)*
*- World Food Day (October 16)*
*- World Mental Health Day (October 10)*
*- World Teachers’ Day (October 5)*
*- World Habitat Day (October 3)*
*- International Day of Older Persons (October 1)*
*- World Maritime Day (September 29)*
*- International Day of Peace (September 21)*
*- International Day for the Preservation of the Ozone Layer (September 16)*
*- International Literacy Day (September 8)*
*- International Youth Day (August 12)*
*- International Day of the World’s Indigenous People (August 9)*

9. Countries like Canada that border the Arctic Ocean are concerned about the changes in snow and ice coverage. Find out more about how the changing environment is affecting life in other countries. Look at some examples relating to pollution, climate change, food and world population.

10. As a group, define peace. Discuss what individuals can do to promote peace in the world, starting with their immediate families and communities. Make an
effort to create peace in your own personal world and discuss your actions and successes with your group.

Perhaps there are girls in your group who have lived in a country where there was no peace, or whose family members have. If they feel comfortable doing so, ask them to share what it was like. Another option might be to contact a youth organization that does workshops about creating peace.

11. Through mime, song, dance, art or drama, present the kind of world you want for future generations of children around the globe. Decide what you can do to make that world possible.
Canada has become home to people from all over the world, starting with the arrival of Europeans in the fifteenth century. More recently, the countries of origin of new Canadians have expanded considerably. Bring the world into your life. Spend time finding out about the different cultural backgrounds of people in your unit or community. Use the expertise and backgrounds of people in your unit and their families to help you with this module.

To complete this module, do four activities or more.

1. You may have danced the night away at your school dance, but have you ever tried the tango (from Argentina), the samba (from Brazil), or tinikling (from the Philippines)? How much do you know about international dances? Learn a form of dancing from another country (there are lots to choose from!). Teach the dance to the other Members of your unit and hold a dance-off.

2. Crafts can play an important part in people’s cultures, providing tools, clothing or ornaments for cultural ceremonies. Try some crafts with an international flavour. Divide into groups and research crafts from two countries. Write down instructions and a list of all the supplies you will need. Once you and your unit have gathered everything you need, plan an international arts-and-crafts fair for your next meeting. Invite a Guide unit to attend and teach the Members your new-found expertise.

An example of a rich and complex cultural art is Japanese flower arranging, called ikebana. It involves arranging flowers to create a balance in the design. Flowers and vases are carefully selected and arranged to display the natural
beauty of the flowers. Find out more about ikebana and try making your own arrangements. See if there is an expert in your community who can help you. If real flowers are not available, use fake ones.

3. Find out the official languages of the United Nations. On a map, find several countries in which the UN languages are spoken as a first language. There are advantages to being fluent in more than one language. For example, it might make you eligible for more job opportunities. If you know someone who speaks another language, invite that person to your meeting to teach you some phrases and to tell you where he or she learned to speak the language. Perhaps this person has lived in or travelled to a country where the language is spoken and can tell you about their experiences.

As an added challenge, look for a language that is not an official language of the United Nations and that is not spoken by any of the girls in your unit. On a map, find the countries in which this language is spoken.

4. Move away from the standard “top twenty hits” and open yourself up to music from other countries. You just might find a new favourite! The library, the Internet, second-hand CD stores and movie soundtracks (e.g., from Bollywood/Hollywood) are all great sources for your search. Check out the world music scene. Listen to music from different cultures or countries. Expand your tastes. Bring your music to an upcoming meeting and present it to your unit.

5. Cultural exchanges are great ways to promote world understanding. Do you agree? Why or why not? Learn to be a global citizen. Set up your own cultural exchange. Invite someone who knows about a different culture to tell you about his or her experience. Find out about customs, dress, art, architecture or history. Perhaps your research could be done with music, photos and books. Try making a traditional children’s toy or playing games from another country.

6. National dress will tell you a lot about the culture and even the climate in another country. For example, the traditional loose-fitting clothing worn in the hot parts of India is very different from the clothes worn by people living
in the high Andes of Peru. Investigate the national dress from another country, considering practicality and custom.

7. Plan an international evening, drawing on the food, music and games of other countries. Invite another unit to come and share in the fun! For example, you could host an international dinner with food from countries where chopsticks are commonly used. Practise using chopsticks. If you have the resources, make your own.

8. Find out if there are different faiths among the Members of your unit. Ask them to tell you about some of the significant celebrations or holy days. Perhaps you could attend a religious observance with them or their families. Or get in touch with a religious leader from a faith that is new to you. Find out if you could attend an event or service. Ask about any dress codes or other customs that you will need to respect. Religion can be a sensitive issue for some. Talk to your parents about your plans to see if they are comfortable with your participation in this activity.

9. Some people see Canada only as a land of ice, snow and Mounties. We Canadians are also guilty of making false assumptions about other countries. Create a true/false game and play it with the other Members of your unit. How many false assumptions did you make about other places around the globe? Where do these assumptions and stereotypes come from?
Living Well

Do you want to live life to the fullest? If so, let’s look at how the mind, body and spirit work together to give you the good life. The following activities will help you to see how active you are, what you’re eating, what you do to relax and what you think of yourself.
We Are What We Eat

If it’s good, it must be good for you… whaaaaat? Yup, that’s right. Good food and good taste do go together. Eating healthy stuff does not necessarily mean eating boring stuff! In this module, you will explore a popular topic — food. You will learn how to maintain a healthy balance of nutrients, fats and carbohydrates, while whipping up some culinary magic in the kitchen!

To complete this module, do four activities or more.

1. As we get older, we tend to become more adventurous in terms of the food we eat. What kind of food did you never allow to pass your lips when you were a child? What are you now willing to try? See if you can be brave enough to pass the “yuck test” for food you’re not sure about. Is finding fruits and vegetables that appeal to you a challenge? Canadians don’t tend to eat enough of them, so be sure to include them in your “yuck test” challenge.

Get each other to try something new. Have all the girls make a list of their favourite and not-so-favourite nutritional foods. Choose some of the least favourite foods among you and have a recipe contest to turn them into mouth-watering delights!

2. A nutrition facts panel is mandatory on most packaged foods. This chart provides information on the core nutrients considered by health professionals, scientists and consumers to be most important to Canadians’ health. Review the list of nutrients found on the next page.
There is no good and bad when it comes to nutrients. What is important is how much and how often you eat them. Find out why you should regulate and balance your intake of these nutrients. Are there certain ones that you may not get enough of (e.g., calcium)? If so, find foods that are high in those nutrients and try to include them in your meals and snacks.

3. Food is often a part of celebrating with family and friends. It nourishes the body and provides energy to get us through each day. The right balance of food and activity helps you to stay at a healthy body weight. What are the consequences of too little or too much food over time? Are you eating the right amount? Are you eating snacks through the day or late at night? Invite a nutrition expert to talk about healthy eating. This could be a dietitian, a personal trainer who has taken courses in nutrition or a public health nurse.

You have probably heard of the Atkins diet, the South Beach diet and so on. What do these diets have in common? Make up a chart of different diets and show the food groups that are missing from each. Discuss this with your nutrition expert.

4. Most foods come in the following forms: fresh, frozen, dried and, believe it or not, synthetic. Frozen fruits and vegetables have been found to be more nutritious in winter than some fresh ones that have travelled long distances. Basically, the sooner fresh fruits and vegetables get to your table or into the freezer, the more nutritious they are. Bring in some fruits and vegetables in different forms (fresh, frozen, canned, dried) and have a taste test with your unit.

5. Put your culinary wizardry to work and have each group create a delicious, nutritious party menu. Explore ways to creatively present your food. How can you make carrots, cucumbers and other veggies more decorative to look at? Are some baked goods more wholesome than others? Compare the nutritional...
content of store-bought goods to homemade. Try out your menus at a party and invite another unit to come and judge them.

6. Using Canada’s Food Guide, create a game such as Jeopardy based on a healthy eating theme. Include foods from various cultures, for example, lentils, or beans and rice. Try the game with your unit to work out the kinks. Take it to another Pathfinder unit or to a Guide unit and play it with them.

**Active Living**

How active are you? Most of us aren’t active enough. In this module, you can work on increasing your activity levels and enjoy the benefits! If you are already active, you can be a role model and leader for others. This module is based on Canada’s Physical Activity Guide for Youth, which is available on the Internet.

To complete this module, do four activities or more.

1. The first step in creating an active lifestyle is to know what active living is. Yes, it involves sports and other athletic activities, but it’s more than that. It’s about anything that keeps you moving. Walking the dog is likely more fun than helping carry in the groceries, but they both count. Brainstorm a list of all the non-sporty, yet active, things you do. Which do you enjoy the most?

2. Quiz yourself and others on the benefits of physical activity. Rate the benefits in order of importance to you. What can you do to achieve them? Brainstorm with others for ideas.

3. Many people in your age group are not very active. Discuss why you think this is so. What are the barriers to being active? For example, sweat and body odour embarrass some people. You may be interested to know that body
odour is not caused by sweat, but by bacteria that naturally occurs on skin. What are some of the other barriers? Are there ways you can focus on the positives and problem-solve together to overcome such barriers?

4. Three types of physical activity are needed for maintaining good health: endurance, strength and flexibility. Endurance activities make you sweat! They vary in intensity from moderate to vigorous. They cause you to breathe deeper and your heart to beat faster, building the capacity of your heart and lungs. Strength activities build muscle and balance, while flexibility exercises keep your muscles supple and joints moving. Try an activity from each category, then move on and try some more. Maintaining a variety of activities will help keep you motivated!

5. *Canada’s Physical Activity Guide for Youth* recommends 90 minutes of physical activity per day. Of this, at least 30 minutes should be dedicated to vigorous activity that gets your heart pounding. Examples of fast-paced activities include aerobics, cycling, running, basketball and soccer.

Create a chart that shows what kind of vigorous activity you do and how frequently you do it. Try to remember what you’ve been doing over the past week or so. Is this a typical week? If not, adjust your chart to show your usual level of activity.

If you’re already active, congratulations! Take the lead and help others. Show them what you know. Help them develop a progress plan to work up to more physical activity in their lives. Perhaps you could get together once or twice a week outside of Pathfinders to be active and enjoy yourselves.

6. Check out some ideas for fun physical activities. Here are some to get you started:

- Make up a team sport by combining rules from several sports.
- Bring in music and have a weekly dance-a-thon.
- Have an ongoing skills challenge, such as juggling or dribbling a ball between two people on the run.
- Play balloon volleyball.
- Play bucket ball (basketball with a tennis ball and a bucket or waste paper basket).

7. Create a realistic plan to be more active. Set a goal, adding physical activity in small weekly increases. Either use the chart in Canada’s Physical Activity Guide for Youth or develop something similar that works for you. Create a weekly check-in plan with your group to help you maintain your activity level. Yes, there will be times when life gets in the way, but stay focused and you’ll achieve amazing results. Take turns being the leader in monitoring people’s activity levels and keeping them motivated.

8. As a unit, make a commitment to include physical activity in your meetings for 10 weeks straight. Take turns being the leader for this part of your meeting. You could set up a duty chart so each girl knows when it’s her turn. It is the leader’s responsibility to “pass the baton” on to the next leader on the roster.
I Could Be a Contender!

The term “athlete” can mean different things to different people. Some of us think of professional hockey or basketball players, others think of Olympic heroes, while others think of hotshot kids at school. Nevertheless, you don’t have to be a superstar to be an athlete. In this module, we will take a closer look at athleticism in general, its benefits and its challenges, our stereotypes of who is an athlete and how we can all be athletic in our own ways.

To complete this module, do four activities or more.

1. Before venturing much further, let’s define the term “athlete.” Find the definition in your dictionary or online. Does a person have to be in the news to be an athlete? What about athletes with disabilities? What are some of the personality traits of a competitive athlete – discipline, determination, what else? Do you have athletes in your unit? Discuss this with your unit.

2. Invite an athlete from your community to meet with you and give you tips. This could be someone who is playing in a competitive community league, a local track athlete, a college or university athlete or someone who is an athletic trainer. Find out what makes that person an athlete. Discuss with her the advantages of being an athlete. How much training is involved each week? What kinds of foods keep that person going? What are her goals? How competitive is the sport? Does she enjoy it? Has it created challenges in other parts of their life?

3. Why do we pay some athletes more than we pay doctors who save lives? Do a little research on the salaries of big-time athletes. Place them on a graph and have a discussion about the merits of paying these kinds of salaries. Which athletes are paid the most? Why are some athletes not recognized like others?
What about the opportunities available for athletes with a disability, versus without? Have you noticed that the big-paying jobs tend to go to the men? Is this fair? What does this say about whom society values? What could be done to help women make a living as professional athletes? Do endorsements play a big part in an athlete’s recognition?

4. Why would physically fit people who excel in their chosen sports hamper their health by using steroids or other performance-enhancing drugs? Are we, as a society, expecting too much from our athletes? Go online and find out which sports have the fewest known steroid convictions. Discuss your findings with your unit.

5. Are you an athlete? If not, why not try it out? Anyone can become one, whether they’re rich or poor, young or old, able-bodied or disabled. How can you improve your chances of becoming an athlete? What sports can you choose from? Which ones would be best suited to your abilities? Create a board game that demonstrates the road to becoming an athlete. (Or make large dice and mark the floor with squares.) Have the squares illustrate various successes or stumbling blocks such as “trained three times this week,” “sat on the couch all week,” and so on. To make it more active, add penalties such as doing five jumping jacks and rewards such as sitting in a lotus position and relaxing. Play it with your unit and have fun!

6. Invite a trainer, athlete or gym teacher to show you techniques for warming up and cooling down before and after exercise. Practise them with the other Members of your unit. Discuss the goals of these exercises. What are some of the consequences of not doing them?

7. When athletes are in training, they usually pay special attention to their nutrition. What foods would be beneficial to athletes? Would some athletes need more energy foods than others? Why?

8. What are your feelings about gym class? Some of you may love it, while others may hate it. Maybe you like some of the activities but are not so keen on
others. Some religions do not allow girls to participate in gym. Should it be optional or required at all grade levels? Should it be removed completely from the curriculum? Have a debate with your unit about its pros and cons. If this is a hot topic in your community, invite a school trustee to listen to your debate.

**Beyond Baseball**

OK, we know about the usuals: baseball, hockey, soccer and cricket, but there are so many other sports to choose from! This module will help you explore some of those sports, their costs, their accessibility, the equipment involved and so on. Join in on the following activities and pick a sport that’s right for you!

To complete this module, do four activities or more.

1. Find a sport that begins with each letter of the alphabet. Create a Jeopardy game to play with your unit by preparing brief descriptions of each sport.

2. Sports are not reserved for those who are strong, fit and muscular. Everyone has different strengths. The key is to find a sport that you can enjoy and that maximizes your skills. Explore various sports that people with health limitations or disabilities could get involved in. Are these sports readily accessible? Where are they offered? Could you adapt some sports so that more people could take them on? Check out the fact sheets from the Active Living Alliance for Canadians with a Disability (available at www.ala.ca or by contacting the ALACD) for resources.

3. You may not be aware of what athletic skills you have or where they can take you. Get together with the other Members of your unit and help each other find the ideal sport by creating a chart that shows your talents and the
activities you are each suited for. Remember to tread lightly and respect each other’s privacy, especially if discussing disabilities or health limitations. Make it fun! Add some fictitious sports!

4. Use the Internet, go to the library, or ask people you know, including girls in your unit, in order to research sports and games played in other countries. Some might be similar to games we play, but with different rules and equipment. Others might be completely different. Present your findings to your unit. Afterwards, divide your unit into teams or join up with another unit to play a couple of these games. Have fun!

5. Some sports require a lot of equipment; some only require a good pair of running shoes. Visit your local sports store to find out the minimum (and maximum) amount of money that you would need to buy equipment for various sports. Check out some websites that specialize in sports equipment. Don’t forget to factor in the price of memberships (e.g., at curling, golfing or tennis clubs; team memberships; class fees) and training in evaluating the overall costs of a sport.

6. Most sports require safety gear. Why is it important to get good-quality gear? What items should never be bought secondhand? For example, if a cyclist has an accident and hits her helmet-covered head on the pavement, that helmet would not be a good second-hand investment. Divide your unit into groups. Each group should choose two sports. Make a two-column list of safety gear for those two sports, outlining the items that should be purchased new or that could be purchased second-hand. Explain your choices. Pass your findings on to another group and let them add to or edit your findings. Have each group explain why they made those changes. Also, remember that even second-hand items can vary in quality (e.g., those purchased at garage sales versus those purchased at a reputable sports store).

7. Find someone who owns a sports trivia game. This could be played at a unit meeting or at an overnight event. Reward each correct answer with a shoulder
massage. All wrong answers get “the boot.” (A large spray-painted running shoe that they must wear until the next wrong answer is given.)

8. Now that you have taken a look at all the sports activities out there, it’s time to hold your own sports event! Get together with other Members of your unit, write up a checklist of everything you will need, divide up the tasks and have fun. Here are some ideas you can use to create your own version: snow golf, balloon croquet, jam pail curling and beach towel volleyball. Invite other branches in your community or have everyone bring a non-Guiding friend to play along with you.

**Let Go and Chill Out!**

Life can be a blast. It’s all in how we look at things. Yes, we get stressed out from time to time, but for, and focusing on, what’s good is one of the best ways to live life to its fullest. In this module, we will explore some of the things that help us feel good and reduce our overall stress level. Learn to choose activities that help you make the most out of your life.

To complete this module, do four activities or more.

1. Have you ever tried Pilates? How about yoga? With one or more of your unit Members, try an introductory class in both or invite an instructor to your meeting. What are the benefits? What is the history of these activities? How did they make you feel? Do you prefer one to the other?

2. It has been proven that exercise and fresh air help you to calm your mind and to relax. Go for a walk (take the dog if you have one) go for a leisurely swim, hop on your bike, run to get somewhere instead of walking, or get on your
roller blades. Do one of these a day for a week. Keep a log of how you felt before and after.

3. Sometimes, when you’re feeling stressed, you may turn to food as a comfort. You can find comfort foods everywhere: cookies, cakes, chocolate, ice cream and chips, to name a few. But how good are these foods for reducing stress? Do a little research and find out what impact these types of foods have on your stress level. Can you find any foods or drinks from your local grocery store that may help reduce stress? Experiment and keep the data. Share your findings with your group.

4. What about the other so-called stress relievers: cigarettes, alcohol and drugs? Using the Internet and other resources, find out what effect they could have on your body and mind. Are any of these really effective in reducing stress?

5. What types of situations have you or someone else your age experienced that have caused stress? List them and label each one as short-term or long-term. Which ones can be dealt with easily? Which ones should a person get professional help to deal with? List some kinds and sources of professional help. With a group, create a skit based on one of the situations on your list and how you think it should be managed.

6. Divide into groups and brainstorm stress-releasing techniques. See how many you can come up with. Find some more on the Internet. Bring these in to your next unit meeting and demonstrate. How do they help?

7. Sometimes you may not feel comfortable seeking help from your immediate family or friends for a problem that is causing you anxiety. Get out the phone book and find the different agencies that could help you out of a stressful situation. Are there any nearby? Do they have toll-free numbers? Are they run by reputable organizations? Make a list and go over it with the girls in your unit. You just might be providing someone with the help she needs!
It’s not always easy to feel comfortable about yourself and who you are. Developing positive self-esteem and body image will allow you to approach life with more enthusiasm and confidence. These activities will help you to recognize and deal with the various positive and negative factors that affect attitudes and behaviour.

To complete this module, do four activities or more.

1. Play a game that will show others how you see yourself, as well as how they see you. Sit in a large circle. Under the heading “What I’m good at,” write down three things you do well. For example, you might write: “I’m good at math, good at sports and good with little children.” Fold down the paper so what you’ve written can’t be seen. Put your name at the bottom of the sheet so others can see it. Then pass your slip of paper to the girl to your right. She writes down what she sees as one of your strengths and then folds it over. Keep passing the sheets of paper around the group. Afterwards, everyone takes a turn reading out what she’s written about herself and what others have said about her. Did you learn anything new about how other people see you?

2. Write about how you see yourself when you look in the mirror. What do you think your best features are? Eyes? Hair? Fingernails? Nose? What do you like about the way you look? What do you like about yourself that is not related to your appearance? Now create a collage of all these wonderful qualities.

3. What are the qualities that make you unique? What makes you stand out from the crowd? How do your qualities help or hurt you in everyday life? Write two one-minute soap operas starring you at your best and at your worst. What are some lessons you can take from these situations to help you celebrate your unique self and avoid some of the downfalls?
4. Using any art form, make a personal statement that represents you. You could create a sculpture, collage, video, piece of music, poem, short story, drawing or skit. Include things that have an influence on your life, such as friends, family, music, school, your heritage, Guiding, hobbies and so on. Share your artwork with your group or unit and celebrate who you are.

5. Imagine you have two minutes on TV to “sound off” about what is bugging you and why. What would you say? In small groups, create a short video or skit that incorporates your messages. If you have a recorder, use it to see how effective your rant is.

6. The clothes you wear and the way you wear them can say a lot about how you feel about yourself. Sometimes just wearing the clothes you own in a different way can have an impact on the way other people act toward you. Look at pictures of models and actresses in magazines and talk with others in your group about what kinds of personalities you think those women have. Does the way you dress convey something different from what you want to convey? Are you sending a positive message? What does “dress for success” mean?
My Music, My Movies, and More!

What are your hobbies? What do you love to do when you hang out? Here’s a chance to explore your creative side and see what you really enjoy. Try dancing, singing, acting, painting, crafts or moviemaking. The possibilities are as limitless as your imagination.

Get Musical

Do you sing in the shower? Are you a karaoke queen — but only in the privacy of your bedroom? Do you play guitar in a band or French horn at school? Do you crank up the tunes when no one else is at home? Do you write lyrics and then stuff them under your bed? Whatever your musical passion may be, this is your chance to share it with the other Members of your unit.

To complete this module, do four activities or more.

1. Host your own karaoke night. Karaoke machines, which play the instrumental tracks of popular songs, can be rented from music stores or online. When the machine is hooked up to a television and a karaoke CD is inserted, the machine
plays an instrumental version of the selected song, while the lyrics appear on
the television screen. Individually or in pairs, have everyone choose a track and
take a turn singing a favourite number. Or find a song to sing as a group to get
things started.

2. Do you play in a band or orchestra or sing in a choir? Why not invite other
girls to a concert? If this isn’t possible, then do a presentation on what it
means to be in a music group. For a band or orchestra, point out the various
instrumental sections and where they are placed. Talk about the role of the
conductor or choir director as well as what you do at rehearsals and how many
of them you have per week.

3. Choose three different music recordings and play them for your group. Don’t
simply explain which pieces you like or dislike. See if you can get your group
to identify all the instruments that they are hearing. Learn some music
terminology to help you describe the pieces. You can even ask someone
knowledgeable about music (e.g., a music teacher, family member) to come
and help.

4. Watch the Juno Awards show and then discuss it with your group. Compare
the Junos to the American Music Awards and the Country Music Awards. Write
a review of the show. Make sure to include who the major winners were, the
songs they won for and why you think they won. What singers performed during
the concert? Who was the MC? What were the highlights? Was there anything
shocking that happened? What were your overall impressions of the show?

5. Canada has produced more than its share of internationally recognized
musicians and bands. Choose a Canadian singer, songwriter or band and do a
presentation on them for your group. You might decide to play a CD, using a
poster you created as a backdrop.

6. Many hospitals and seniors’ homes would be delighted to host a concert for
their residents. Help organize and produce a one-hour concert or recital for a
group of seniors in your area.
7. If you find yourself humming along to various tunes on the radio, why not come up with one of your own? Maybe you already play the piano or another instrument. If not, get together with another Pathfinder who does and put words and music together! Record your music or put on a live performance for your unit.

**Movie Mania**

Are you a movie buff? Are you the one who always knows the actors’ names when someone mentions a film? Maybe you’d like to know more about how movies are made or about career opportunities in the movie industry. If movies are your passion, then Movie Mania is for you.

To complete this module, do four activities or more.

1. Be a movie reviewer. With your group, attend a movie. Afterwards, don’t simply talk about whether or not you liked it. Try to go beyond your emotional reaction and discuss the messages and values that the movie is depicting.

2. Create your own movie-rating system and bring it into your meeting. Have each person come up with a film they have seen and then rate it as a group using the criteria you’ve developed.

3. What actually goes on at a movie theatre? Set up a tour of one in your community. Interview the manager to find out what has to happen in order for moviegoers to enjoy their experience. What jobs need to be done? What skills are required for each of these jobs? What are some of the benefits of these jobs? What are the movie theatres doing to attract customers? Why would people want to come back? Give each person a specific question to ask. Afterwards, put everything together and summarize what you have learned.
4. Discover what actually happens behind the scenes in the movies. When the credits roll at the end of a movie, what kinds of jobs are listed? Create a news story about moviemaking, asking yourself the following: What happens to get a movie ready for the theatre? How many people are involved in producing a movie? What kinds of jobs are there? What are the skills needed for these jobs? Do any of these jobs interest me? How would I go about pursuing a career in the film industry?

Use the library or the Internet to learn about the film industry in Canada. Is there a local film studio or film school that you could tour with a filmmaker?

5. A sequence of still illustrations or photos displayed quickly in sequence creates a sense of movement. This process, known as frame animation, is used in making cartoons. Find out more about different types of animation films by surfing the web or visiting the library. What are the steps involved in creating a film? Visit the National Film Board website for some ideas and tools to create your own animation or storyboard for a film.

6. Divide into groups. Write a short movie script. When creating a movie, besides the scriptwriters and actors, what other jobs do you need people to do? If you have access to the equipment, videotape and edit your movie. Watch each group’s movie and rate it with one, two or three stars. Discuss the pros and cons of each film and practise giving constructive criticism.

7. Create a silent movie. Videotape it or do a live performance for the rest of your unit. How were feelings and stories communicated? How are these films different from the movies of today? What types of stories work best in silent films? What role does music play? Have a film festival or show and invite guests to come and watch your work.

8. Hold a premiere of an old film. Have everyone dress up as a star from the past. Roll out the red carpet and pretend you’re a star arriving for the big show!
9. As a unit or in small groups, create your own short film. If you know a local theatre, drama group or videographer, talk with them about your project. Then, start with a short story and transform it into a screenplay. Organize your group so that different people are taking on the roles of actors, director, videographer, lights and tech crew, set designers, makeup artists, hairstylists and so on. Then it’s time for lights, camera, action!

Plan a movie premier to show off your new film. Decorate your meeting hall, send out invitations and roll out the red carpet for interviews.

**Be a Star!**

Do you have star qualities? Yes? No? Maybe?

What does being a star mean, anyway? Is it someone whose pictures are in magazines? Someone with a special talent? Someone with leadership qualities? Being a star can mean different things to different people. If you think you could be one, or if you’d like to explore what being a star means, read on.

To complete this module, do four activities or more.

1. What does being a “star” mean to you? There are movie stars, pop stars, sports stars, political stars, community stars and star models — to name a few. Do these celebrities have anything in common? What have these people had to do to become stars? Do they all deserve their fame? Is being a star or a celebrity always a good thing? What qualities and talents does someone need to be famous? Have you got what it takes?

2. And the winner is... Before an awards show, such as the Academy Awards, the Junos or the People’s Choice Awards, choose your picks, then get together
and watch to see how you do. What do you like or dislike about these awards shows?

3. It’s your turn. Plan your own awards show for your unit. Invite your family and friends. What will you give out awards for? Coolest friend? Messiest older brother? Smartest little sister? Or maybe you’ll base your awards on achievements — best leader or the Pathfinder who’s donated the most community hours? It’s up to you. Find a place to hold the awards, send out invitations and draw up a winners’ list. You can hand out red ribbons or you can make your own awards certificates. You can even make statuettes out of papier mâché! An awards night is a good excuse for a party; so don’t forget the refreshments.

4. Design the perfect outfit to wear for your star-studded evening. Look through magazines or catalogues for ideas. What material would you use? What style? What accessories would you add, etc.? Sketch your design and then decorate it using paint, fabric and/or accessories.

5. Take a look at some celebrity magazines. What information did you find in them? Create your own celebrity magazine with articles, cover stories, quizzes and ads. When you have finished, have a launch party to celebrate your success.

6. Choose a celebrity whom you admire and write this person’s biography. Find out everything you can about your celebrity’s childhood, education, hobbies and so on.
Join the Scrapbooking Craze!

Each of us has a lifetime of moments that are important to us. Scrapbooking is one way to preserve your memories for you and your family to enjoy. By doing the following activities, you will become an expert in no time.

To complete this module, do four activities or more.

1. Invite a scrapbooker to your unit meeting. Ask them to show you samples and to share some tricks of the trade!

2. Visit a craft or specialty store that carries scrapbooking supplies and check out what is available. Is there a lot to choose from? Do the displays make you want to run home and start scrapbooking? Make a list of the materials you’ll need to get started.

3. Go to a scrapbooking party or take a class at a local craft store. Learn a specific method, such as lettering, embossing, tearing or chalking.

4. To learn the basics of scrapbooking, start by using similar techniques to create something smaller, such as a memory page for your favourite photo or your own cards or gift tags. You might want to start with something simple like some coloured pages and stickers. Pick up enough supplies for just this activity so that you don’t invest too much in the craft until you know this is something you would like to continue with.

5. Do you have a drawer full of photos lying around in your room? Still have film that hasn’t been developed? If your photos are a mess, then it’s time to get organized. Before you can get creative with a photo album or scrapbook, you need to organize your photos. Start by spreading them all out in front of you.
Are there obvious themes (vacations, holidays, birthdays, seasons, etc.) or do you prefer to organize them by year? Once your photos are organized, write a short journal for each grouping that explains when the photos were taken, what the occasion was and how you felt. Now you’re all set to start.

6. Put some of your scrapbooking techniques to use. Make an invitation to a party or celebration. For example, create an elegant invitation to your Pathfinder enrolment or advancement ceremony. Use photos, ribbon, coloured shapes, buttons or anything else you have around and get creative!

The Arts from A to Z

Are you the artsy type? Maybe you’ve never thought of yourself in that way, but you’d like to try something different — acting or dancing, for example. Or maybe you’re just curious about the different activities that make up the arts. If so, this module is for you. These activities will help you learn more about the arts while getting in touch with your creative side.

To complete this module, do four activities or more.

1. Do you have a flair for the dramatic? If so, come up with an idea for a skit. Invite half your group to perform the piece for the other half.

2. Play improvisational drama games. Here are a couple of examples. You can find many more on the Internet or at the library, or you can try some you’ve learned at school.

   The first player arranges three chairs to represent a scene (in a row, a circle, back to back, etc.), but doesn’t tell the other players what
the scene is. A second player joins in and, based on how the chairs are arranged, starts a conversation to create a scene. Then a third player joins the group and, in a new conversation, changes the scene. Meanwhile, the first player has to figure out how to get out of this scene so another player can join. Players rotate in and out of the chairs, standing, sitting or laying down depending on the scene they want to create. Here’s an example of how it works:

1. The first player sets up the three chairs in a row and sits in one.
2. The next player comes up and sits down beside her and says, “Here’s your popcorn. This is going to be a great movie!”
3. The third player comes in and stands beside the chairs, holding onto the back of one of them and says, “This is a long bus ride. I can’t wait to get home.” Then the first player says, “Here’s my stop, I’ll see you guys later.”
4. And the play continues with another person joining the scene.

Zip, Zap, Zop is another traditional theatre game. It helps you develop quick thinking and the ability to relax and go with the flow. Everyone stands in a circle so they can see each other. The object is for people to say zip, zap or zop in turns without a pause. This is harder than you might think. Here’s how it goes: The first person says, “Zip” and points to someone. This person says, “Zap” and points at another who says, “Zop.” Then she starts the pattern over again. It may take a while to get the rhythm going, but keep at it until you get to lightning speed.

3. Get together as a group and go to see a live play at a local theatre, community centre or school. Call beforehand and ask if you can arrange a meeting with one of the actors. If that’s possible, be sure to prepare a couple of questions to ask and bring along a thank you gift (e.g., Girl Guide cookies) for them.

4. Choose a topic and write a short play. This is your chance to tell a story or get a thought-provoking message across. Whether you choose a short situation
comedy or fast-paced thriller, try to make your play last for ten minutes. You could base it on a particular character type, such as a girl who is an ace at crime scene investigation. Or you could build it around an incident, such as a Girl Guide cookie warehouse break-in involving CSI (Cookie Scene Investigation!) Don’t forget to include stage directions that tell the actors where to move or specific emotions to express (e.g., enter stage left). Hand out roles to girls in your group and get together for rehearsals. Choose a date and stage your masterpiece for others in your unit, another unit, or family and friends!

5. Ballet, jazz, salsa, hip hop — there are many types of dancing. Invite a dance instructor to your next meeting and get inspired. Or, if someone in your unit is taking dance lessons, you could ask her to teach the group. Another option is to invite a family member who loves to dance to come in and teach you some steps. Learn about the origins of famous dance steps and how to do them. Be adventurous. Try something you’ve never done before.

6. Have you ever tried beading, pottery or candle making? What about quilting, batiking or making silk flowers? If creating objets d’art appeals to you, then choose a craft and learn more about it. Find a knowledgeable person (family member or friend) to come and show your group how it’s done. If you don’t know anyone, a local craft store might be able to help. Sometimes people are able to develop their passion for a craft into a business. Is there someone in your community who has done so?

7. Are you good at crafts or other art forms? Do you enjoy spending time with little kids? If so, think about teaching a craft, drama activity or song to a Spark group. Afterwards, evaluate how the evening went. Since Sparks are between five- and six-years-old, they do not have a long attention span, so be sure to limit your activity to 15 minutes and make it simple! If the activity is too complicated, you will have to do most of the work. Sparks can handle cutting, pasting and painting. Some craft ideas include paper bag puppets, mural painting and picture collages. Make sure you give step-by-step instructions.
8. We all get tired of certain commercials on TV. From time to time, however, we see one that catches our attention and that we actually enjoy watching. Choose a product (car, store, food item, etc.) and write up a commercial that involves three or more people. Gather your group together and present it to your unit.

9. Do you have a favourite song? What do the lyrics mean to you? How do they make you feel? What songs do you listen to when you are feeling good? What songs do you listen to when you are feeling sad? How does music affect your mood? What song makes you feel great about yourself? Talk to your friends about your songs and listen to them together. If the mood hits you, get up and dance!

10. Look through some decorating magazines and explore the Internet to come up with a facelift for your bedroom. You will be amazed at what you can do with lots of imagination and very little money (garage sale finds are great). Funky baskets, cushions, throw rugs, a coat of colour along one wall, a violet-hued light bulb . . . there are many ideas out there! Make up a budget and see what you can find. You could do this for real, or make it a “virtual” project. If you are able to redo your room, make sure that you take “before and after” shots and bring these to your next meeting.
11. Your challenge is to decorate a large cardboard box! Divide up into teams and see what you can do in 30 minutes. The winner is the team who comes up with the best overall decor using all the items provided. See what you can do with paint, brushes, fabric, paper towel (or other stuffing material), Velcro, fabric markers and glue. Invite someone to be the judge.

Rembrandt and Company

Are you a budding Rembrandt? Would you like to be? Rembrandt was celebrated for his mastery of light and shadow in his paintings to show character and set a scene. Whether you’ve taken art classes before or not, maybe you’d like to experience the pleasure of creating your very own painting or sculpture. Or maybe you’d just like to learn more about art and art history. Whatever your reasons, the following activities are guaranteed to be fun.

To complete this module, do four activities or more.

1. Plan a visit to a gallery or museum. When you arrive, split up into small groups and stroll through the exhibits. See what catches your attention, or take a guided tour. Talk with the tour guide about how the artists are chosen to be included in an exhibition. If there are no galleries near your community, choose a favorite picture or painting from your home and find out about its creation, or consider a visit to a local art or poster store that sells reproductions of artwork. You could also get some art books out of the library.

2. Are you mad about Matisse? Crazy about Cézanne or the Group of Seven? Maybe you don’t even know who Cézanne was. Well, here’s your chance to find out. Many artists have led exciting lives — and many still do. Choose a
famous artist and learn all about his or her life and career. Share what you’ve learned with the girls in your group. Don’t forget to bring pictures.

3. After you’ve found out about some famous artists, choose one, and then play a 20 questions game with your group, where others question you and try to guess who you are. You can show them photos of your paintings or sculptures as clues. What about dressing up as your artist?

4. Here’s another option for testing your knowledge of who’s who in the art world. Create a famous artist Jeopardy game. Choose six categories such as abstract, art deco, impressionism, pop art, renaissance and contemporary. Under each one, list questions and answers based on famous artists in that type. Make a large Jeopardy board using bristol board and construction paper and invite others in your unit to play.

5. Try your hand at outdoor sketching or painting. Scout out a good outdoor location in a park or conservation area. Find someone to instruct you, or try it on your own. Share your results!

6. Michelangelo was an Italian sculptor and painter. One of his most famous masterpieces is David, the statue of the heroic young shepherd who defeated the giant, Goliath. Images of David are easily found on the Internet or in books. The statue is 17 feet tall and carved from a huge block of marble. Several other artists tried to carve this block but were defeated by its huge size. Find out what it takes to create a three-dimensional figure by sculpting soap. Keep in mind that you are just learning, so it may take a few bars to get it right. Think of a simple design and sketch it onto the soap with a sharp, pointed tool, like a pick. Using a small, sharp knife or a potato peeler, carefully pare away at the soap. Try smaller slices at first, as the knife may get stuck if you try a larger piece. Be sure to keep your hands dry so the soap doesn’t slip. Always cut away from yourself and the fingers holding the soap. When you’ve had some practice, consider working with fancier glycerin soap. Since it is translucent, your sculpture will have a stained glass quality.
7. Take a look at the painting, *Houses in Provence* by Paul Cézanne. You can easily find a copy of it on the Internet or at your local library. See how it is made up of colourful rectangles? Create a painting using a similar technique or one that is truly your own.

8. Andy Warhol blurred the difference between fine arts and the art used for magazine illustrations, comic books, record albums and advertising campaigns. He once said, “When you think about it, department stores are kind of like museums.” Create an Andy Warhol knock-off. Here are some ideas based on his art:

- Buy a pack of lifesavers. Take them out of their pack and lay them out on a sheet of paper. Play around with the arrangement of colours on the page. Once you have finished, capture the image with a photograph or paint the page. Another option is to just glue the lifesavers in place, then add the caption, “Please do not lick this page.”

- Paint sets of lips across a page in various colours. Or put on lipstick and “kiss” the paper to make a creative design.

Check out the Internet or visit your library to find pictures of the originals.
Camera Crazy

Do you like taking pictures? Are you the one who always brings a camera when you go on holiday or to a party? Have you ever wished that your photos were of better quality or have you ever wanted to know how to get special effects? If you can answer yes to any of these questions, this module is for you.

To complete this module, do four activities or more.

1. Does your camera take crummy shots? Have you ever thought the problem might be the technique — and not your camera? Invite a person whose hobby is photography to come and talk to your unit about various cameras and lenses. Ask that person to demonstrate how to use different types of cameras, for example a SLR, video, digital or other type of camera. Remind the photographer to bring photos and to explain some of their technical aspects.

2. Professional photographers use SLR cameras with interchangeable lenses. SLR stands for single lens reflex. With this type of camera, what you see through the viewfinder is exactly what will be captured, so you have more control over the final picture. In other cameras, the viewfinder is a little above the lens and your picture may not turn out exactly as you expected. Some SLRs use film (35mm) while others are digital. Find someone who can bring in a SLR camera and explain how the camera’s controls affect the photo. For example, find out how to control the camera’s shutter speed and aperture. Take photos of the same thing using different camera settings. Note the order in which the photos were taken and the settings used. When you see the photos, you’ll see the differences.

3. Get together and have a photo shoot! (See if girls in your group have cameras you can use or if you can borrow one from someone to try). Before you press the button, here are some tips that will help you improve your pics:
When looking through the viewfinder, inspect every aspect of the scene to make sure the end result will be what you imagined.

Hold the camera steady, so the image won’t be blurred.

Make sure your fingers are not over the lens.

For pictures of people, look at the background and check that there isn’t anything that might look weird behind someone’s head.

Make sure you don’t leave out half of someone’s head or chop off their feet.

Can you move in closer so that the subject will fill the frame?

For landscape shots, make sure that where the sky meets the ground, the line is even, not tilted to one side.

With your group, review the results of your photo shoot. Some of your shots will be great, while others won’t be. Don’t worry too much about the quality. Show off your work, admire the work of others, and laugh at your mistakes. Remember: It takes a long time to become a good photographer.

It’s time to record your Pathfinder unit for posterity. Bring in your cameras and shoot one another individually or in groups. You could make photography a theme for a camp or outing. Find someone to take a shot of the entire group together with your leader.

Create a Pathfinder album or scrapbook. Invite each Member of the unit to donate five or six of her photos. Let everyone have a turn decorating the pages and labelling the photos. Don’t forget to include dates.
On My Own

You’re getting older, and you finally have some independence. You can likely stay at home by yourself now, and you may be allowed to go out in the evening with your friends — at least for a while. This extra freedom may have created a whole new set of things for you to think about and issues to work through. How can you reassure your parents that you’re safe when you’re home alone or when you’re out after dark? What responsibilities should you have around the house? What’s a reasonable curfew? On My Own explores some common issues that arise as you become more independent. It will also give you the opportunity to learn some practical skills while you have a little fun with your friends. Whether it’s cooking, first aid, or self-defence, you’re bound to find something here that interests you.
Safe at Home or Out and About

Obviously, you would like to feel safe at home and in your community. Nevertheless, in order to be safe, you need to be watchful. You need to notice risks (both behavioural and external) and be ready to take action. “Be Prepared” is a useful motto to live by.

To complete this module, do four activities or more.

1. Together with your group or unit, brainstorm situations that might put you in harm’s way. Discuss what you can do to protect yourself. If you want more freedom to get out and about, how can you reassure your parents that you’re responsible and safe?

2. The Internet is sometimes used by unethical people to hurt or mislead others. Take this quiz to see how well you do in keeping yourself secure online.

☐ I know how to protect my privacy on the Internet by not sharing personal details through chat rooms, newsgroups or instant messaging. This includes my name, gender, age, address, e-mail address, telephone number, picture, credit card information and passwords.

☐ I talk to my parents about what I’m doing and whom I chat with.

☐ I read the privacy policies on websites before filling out online registration or contest forms to make sure they will not be sharing my information.

☐ If I encounter disturbing material or harassing messages online, I don’t respond. I tell a parent or another adult and my Internet service provider.

☐ If I am planning to meet an online acquaintance in real life, I get permission from a parent first. I arrange for the meeting to be in a public place and I don’t go alone.
I try to confirm that online information is correct by finding out more about the author and by checking it against other sources.

I respect others. I never “flame” or insult others or spread gossip.

I know the following activities are illegal and I don’t practise them: hacking, making physical threats and downloading pirated software.

I respect copyright by not stealing from other websites or using plagiarized material for homework assignments.

I check with my parents before making financial transactions online, including purchasing, ordering or selling anything.

How did you do? With your group or unit, talk about the ways you can stay safe when using the Internet.

3. Most accidents happen in the home. Usually, these incidents result from an accumulation of individual factors, for example:

   *You are carrying a tray of hot drinks into a room. The drinks are crowded onto a tray and each mug is very full. You don’t notice the toy left in the doorway by your brother and you trip, scalding yourself and creating a mess.*

   Do you recognize all the minor factors that led to the accident? Play charades where teams take turns acting out a potential hazard in the home. The kitchen is, of course, the place where many accidents happen. What about situations that could affect younger children?

4. Have you ever been in a situation where you felt concerned for your personal safety? Maybe you were coming home by yourself at night and you thought someone was following you, or maybe you were concerned about the identity of someone you met on the Internet. Sometimes race can be a factor in how safe people feel. Why do you think this is so? What are some other stereotypes about people that relate to safety? Review what you can do within your community to stay safe.
Act out scenarios to show what you would do if:

- you were offered a ride in a stranger’s car
- a driver pulled over to ask you a question
- you were harassed by someone your own age
- someone tried to make you do something you didn’t want to do.

Remember that “no” is always an appropriate answer. You can make a joke of the idea (“Yeah, right. You’ve got to be kidding!”) or put them off (I’m meeting my friend, gotta go).

5. There are many types of self-defense programs. Wen-Do is one that was developed specifically for women. See if you can take part in an introductory course at a self-defense school in your community or invite someone who teaches at a martial arts academy to come to your unit meeting to show you the basics.

6. Invite someone who is knowledgeable about safety in the community to speak to your unit. Try contacting your local police station to request a speaker, for example.
Learning to cook has many benefits. It allows you to become more independent in the kitchen and to get creative with food. Take a look at how you can serve up some delicious and healthy meals and snacks.

To complete this module, do four activities or more.

1. Reading the recipe and collecting the ingredients are the first steps in any cooking or baking project. You don’t want to discover halfway through cooking spaghetti sauce that you don’t have any tomato paste. What are some of your cooking disasters? What would you do differently the next time? What was the best thing you ever made?

2. Many of us lead hectic lives and end up eating in the fast-food lane, which isn’t great. Our taste buds get conditioned to these foods, which are loaded with fat, sugar and salt. What are your favourite fast-food items?

   Your challenge is to come up with some easy recipes that are low in fat, sugar and salt. Choose recipes that take less than an hour to prepare and that will allow you and your family the time to sit down and enjoy a meal together. Practise making these recipes with your unit.

3. The art of cooking is not only about taste and quality; it’s also about presentation. Choose a type of cuisine: French, Italian, Indian, Caribbean, etc., and create a three-course meal (include an appetizer, entrée and dessert). Make a grocery list for ingredients and seasonings and then shop for what you need. Consider how you can make the presentation special for each course. Look at photos in your cookbook and see if you can recreate them.
4. Food art is fun. It can be as simple as organizing a variety of cookies on a plate or as elaborate as decorating a three-tiered cake. A simple meal of cold meats and cheeses with slices of tomatoes or carrot sticks can look very elegant when laid out on a platter on a bed of lettuce leaves. Try your hand at food presentation. Be a food photographer and take some photos of your work!

5. Kitchen stores or even hardware stores have an amazing assortment of kitchen “tools.” Check out what’s available and what you have at home. Have a group cooking party and use recipes that will allow you to try out some gadgets. For example, a breadmaker for bread and rolls, a food mill for applesauce, a rolling pin for pie crust, and a food processor for creamed soup. Or perhaps you’d like to try something as simple as a really cool garlic press for garlic bread, cookie cutters for baking or a hand-held juicer for freshly squeezed lemonade? Which gadgets did you like the best? Which ones were hard to use?

6. Selecting fresh fruits and vegetables can be tricky. Invite someone who knows about food to show you how to check for ripeness. Perhaps they could introduce you to fruits or vegetables used in different cultures. Check with your local grocery store to see if they can provide a speaker for your unit.

7. Safe food storage and handling are important to avoid passing around bacteria that can make you sick. When you organize your next event or camp, check out the library or the Internet for safe food-handling techniques. Create a poster to display in your kitchen to remind you of what should be done to handle and store food safely.

8. Read a food critic’s review to find out how the writer describes a restaurant’s atmosphere and meal. Then choose a restaurant and go as a group for dinner. Afterwards, write up your own review!

9. Invite a local chef or baker to teach you some tips on how to make great meals or desserts, or watch a cooking show on TV and try making that meal afterwards.
Be an Expert Babysitter

Babysitting is a great way to learn about children, about how to work with people, and about how others run their households. It also gives you a terrific introduction to parenting and provides you with a little extra cash while you’re at it!

To complete this module, do four activities or more.

1. Babysitting courses are offered by organizations such as the Red Cross and St. John Ambulance. Find out more about these courses and have someone come in and talk to your unit about the benefits of taking them.

2. As children grow and mature, they move through defined stages of emotional, intellectual, physical and social development. Pick an age group that you are interested in working with and find out more about their development. If you have younger siblings, share your experiences and observations about them. Girl Guides of Canada’s leader handbooks for Sparks and Brownies contain this type of information. Prepare an activity for Sparks, Brownies or another age group. Have some of the girls in your unit pretend to be in that age group, using the appropriate developmental characteristics, and then practise running an activity with them.

3. With your group, create a “tips of the trade” guide for babysitters. Make sure you include a section about the importance of getting information on caring for the children from parents (e.g., learning the children’s routines, respecting household rules, knowing the expectations of both the children and adults, as well as anything else you can think of). Make a list of games, activities and songs appropriate for the different age groups (e.g., babies, toddlers, preschoolers and school-aged children).
4. The experts tell us that the best toys are the ones that make the most of a child’s imagination. Find out what kinds of toys are available for kids today by going online or by visiting your local toy store. Discuss the toys and rate them on how well they engage the imagination. Would you secretly like to play with them? Come up with an idea for a toy that you think kids would like. Create a sample, make a drawing, or write a description of your toy so you could sell your idea to a toy company and show why you think it’s the best toy kids will ever have.

5. You’ve probably heard a million times how important it is to respect others. When babysitting, you may come across families and children who do things differently than you do. This could be because of different cultural backgrounds, religious beliefs or simply different lifestyles. How would you handle a situation that was unfamiliar to you? Talk about the benefits of diversity and what you could gain from the experience. Remember to be discreet about what you share when discussing other people and their ways of doing things.

6. When caring for children with special needs (physical, social or intellectual), you will need to know what skills to use and how to adapt your activities. Meet with an expert such as a parent whose child has special needs, a teacher, a psychologist or a childcare worker to find out how to help these children.

7. Invite people who work with children (nurse, teacher, pediatrician or daycare worker) to talk to you about their jobs. Find out how they trained for their career.

8. If you want to get a job, you will need to make a resumé and learn how to handle an interview. Working as a babysitter is an opportunity to hone your job-seeking skills. Together with your group, brainstorm what you think parents might want to know about your background and experience before hiring you. Make a list of questions you might have about the family and children. Role-play an interview with one person as the parent and the other
as the babysitter. Were you calm and clear in asking or answering questions? Did you feel you presented your thoughts well? Were there any other questions you wished you’d asked?

9. Write a resumé and a list of the different ways you can find babysitting jobs.

**Skills for Around the Home**

Can you make dinner for a family or a group? Do you know how to care for your own clothes? Have you ever washed the kitchen floor or gone grocery shopping? Have you ever cut the lawn or fixed a leaky tap? Unless you are lucky enough to have a team of servants, these are survival skills you will have to master one day. And, strange as it may sound, there is nothing quite as satisfying as knowing you’re competent to look after yourself.

To complete this module, do four activities or more.

1. Plan a dinner for your family. Decide on the dishes you will serve ahead of time and make a grocery list. Then go shopping with your parents to buy the necessary ingredients and cook the meal under their supervision. How did you do?

2. Set a table for a special occasion. Decorate it with a centrepiece or other arrangement to make it look special. Different families set their table in different ways. In some households, for example, the cutlery is set in place settings while others put it in a jar on the table and people help themselves. Ask girls in your group how their family sets the table. Are there a variety of ways this is done in your group? It is customary, for formal place settings, to put the fork on the left and the knife on the right (with the blade turned
in toward the plate), while the spoon goes to the right of the knife. At restaurants, the cutlery is sometimes rolled in a table napkin.

Bring several place settings and table decorations to your meeting. Try setting up your table in different ways. You could also invite someone who works as a server at a restaurant to come and give you some ideas!

3. Make a list of groceries to feed your family for one week and then go and help with the shopping. Did you buy any additional items? If so, why? Were there things you simply forgot? Did you get tempted by the packaging? Did you suddenly have a craving for something? Some say you should never go shopping when you’re hungry since you’ll be tempted to buy extra treats. How much do you figure it costs per week to feed a family of four?

4. There’s nothing more disappointing than pulling your favourite top out of the dryer to find it has shrunk two sizes too small. Laundry care symbols help you keep your clothes looking great, fitting properly and lasting longer. These symbols provide instructions on washing, bleaching, drying and ironing clothing. Find the laundry symbols in the booklet that came with your washer or dryer, or download them from the Internet.

Check out the instructions on several items of clothing. Some fabrics need special care. For example, wool will shrink unless it is hand washed or dry cleaned. Some fabrics can only be dry cleaned, which adds expense to their care—something to think about when buying clothes. When you are washing clothing, dark-coloured fabrics should be separated from the light colours because sometimes their dyes bleed into the water and discolour the lighter items.

Now that you know about fabric care, help out with the family wash. Do you use a dryer regularly? How about trying an eco-friendly method and using a clothesline or drying rack to cut down on the use of electricity?
5. Knowing how to do minor clothing repairs and adjustments is very useful. Pathfinders is a place where you can learn how to hem a pair of pants or a skirt or sew on buttons. Find someone to show you how. To learn these skills, make a cloth bag. It can be of any size. Perhaps you could use it for carrying your yoga mat, for wrapping gifts or to carry something special.

6. Discuss how family members can contribute to the various tasks required to keep a home running smoothly. Think about outdoor jobs as well as indoor ones. Does everyone pitch in? How do these chores help you stay healthy? How do outdoor chores affect the environment?

7. Brainstorm the cleaning chores in a household. What needs to be done in the kitchen, bathroom, bedrooms or other rooms in your home? Cleaning is one of those chores that seem to go to the bottom of the “to do” list. However, to keep your environment healthy, cleaning needs to be done. How is the cleaning in your household taken care of? What are your responsibilities? For some chores, you can spend more time worrying and stressing about them than it actually takes to complete them. Is this the case for you? We all know the downside of cleaning, but what are some of the benefits? How can you make chores more tolerable?

8. Cleaning supplies can be corrosive or toxic to some people. Be aware that some products that are promoted as “non-toxic” or “biodegradable” are not what they claim to be. Because these terms are not regulated, they are often used to promote products that may not be entirely harmless to the environment. Phosphates and chlorine are two common cleaning chemicals that damage the environment. Check out the labels on cleaning products in your hardware or grocery store. Look for chemical hazard symbols as well as the ingredients.

There are alternatives to choose from that cause little ecological harm. Try out natural cleaning products such as lemon, vinegar and baking soda. Vinegar is an all-purpose cleaner that can be used for washing floors, getting rid of soap scum and polishing kitchen and bathroom fixtures as well as mirrors. Lemon is
a great substance for cleaning and shining brass and copper. Lemon juice can be mixed with vinegar and/or baking soda to make cleaning pastes. Baking soda can be used in much the same way as commercial abrasive cleansers (for scouring surfaces to remove dirt and stains). It is also a good deodorizer.

9. If you’re going to manage your own household one day, knowing how to unclog a toilet, change the washer on a faucet, use a drill to hang a picture, use a screwdriver to put together a bookshelf or do other simple repairs will make you independent and save you money. Try putting together a piece of modular furniture like a bookshelf or table. Check out the hourly wage rate for a plumber, carpenter or other tradesperson. Compare it with someone who cleans houses for a living. Would you consider taking up one of these occupations?

10. Do some outdoor yardwork, such as raking leaves or cutting the lawn, helping to plant or weed a vegetable or flower garden, or shoveling snow. Make it into a service project by doing some outdoor maintenance at your meeting place or another community building.
Moneywise

Are you smart about money? Have you ever prepared a personal budget for yourself? Do you know how to open a bank account or write a cheque? Have you ever used a debit card? By the time you have completed this module, you will be well on your way to being more independent as well as moneywise.

To complete this module, do four activities or more.

1. Visit a bank, credit union and trust company. What services and packages does each one offer? Together with someone knowledgeable, discuss the advantages and disadvantages of each type of institution. You might consider inviting someone from a bank, trust company or credit union to discuss their services with your unit.

2. Learn about the various types of bank accounts and find out how to open an account, make a deposit and write a cheque.

3. Learn about debit cards and their uses, limitations and cost. Create a brochure that discusses the benefits as well as any negative points. Learn how to keep these cards and their pin numbers safe.

4. Invite someone knowledgeable to speak to your group or unit about credit cards. Ask this person to explain how they work and to describe the different types of cards that are available. Afterwards, discuss the advantages and disadvantages of buying goods and services with a credit card.

5. A personal budget shows all your revenue (i.e., any money that comes to you) and all your expenses (i.e., any money you spend) for a particular period. Prepare a monthly budget showing any money you get regularly from an allowance or part-time job and any money you spend regularly for personal
expenses (e.g., school lunches, shows, personal hygiene items, etc.). See if you can set a budget and follow it without overspending.

6. By using advertisements in the newspaper, explore the cost of buying a house or a condominium or renting an apartment in your community. Discuss the prices in five different advertisements and why costs vary.

7. Plan a holiday for your family and estimate the cost. Remember to account for transportation, accommodation, meals, entertainment and pocket money. Look at options for different budgets (e.g., camping at a provincial park; staying in the city and being a tourist; or taking a trip to Disneyland or another attraction that appeals to you).

8. Under your leader’s supervision, take a turn as the treasurer of your unit. Collect your Pathfinder unit’s dues for one month. Record all income and expenses. What were your dues spent on? Recording income and expenses could be something that the unit does together, or the position of treasurer could be rotated so everyone has a chance to take a turn.

9. Ask every Member of your unit to make a simple craft article (e.g., a beaded necklace or braided belt) or produce some baked goods to sell at a bazaar or garage sale. Set up a budget so that you can donate your profit to a charitable organization.

10. Imagine you have a monthly income of 50 dollars. Draw up a budget for your expenses (e.g., clothing, entertainment, lunches, snacks, movies, transportation, savings, birthday gifts, etc.) for a month and for a year. If you want to save for a special purchase, like a new coat or an MP3 player, calculate the price with taxes. Figure out how much money you could set aside each month and then divide this amount into the cost to calculate how many months it would take to make the purchase.
First Aid

Would you know what to do if your friend broke her arm while you were out cycling? Suppose you arrived first at the scene of a car crash. What would you do? Imagine you were camping, and someone in your group suffered a burn. Knowing what to do in an emergency can make a crucial difference to someone’s health and safety. This module will give you an opportunity to learn about first aid and where to get help in the most common emergency situations.

To complete this module, do four activities or more.

1. Take a first aid course through an organization such as St. John Ambulance or the Red Cross. These courses are usually one to two days long and provide a certificate. In order to keep your certificate valid, however, you must take refresher courses. Why do you think this is necessary?

2. Do you know the fastest way to obtain medical assistance for a casualty? Find out what the options are if you are at home, at your meeting place or at a campsite that your unit goes to regularly. Once you contact emergency medical services, what are some of the questions the dispatcher might ask you? What information will you require in order to respond to them?

3. Here are some tips on what to do if you are the first on an emergency scene. Your first responsibility is to yourself so you don’t become a casualty, too. Assess the scene and look for hazards. “Fire, wire (live electrical wire), glass, gas” is an easy memory tool to remind you what to look for. List the situations or emergencies that might include one or two of these dangers. If you see a
hazard or an obvious injury, or if a victim does not respond when you arrive at an emergency scene, go immediately for help or send someone to do it for you.

4. Invite a paramedic or some other first aid specialist to teach your unit the basics of first aid. Ask this person to show you basic steps in helping someone who:

- has fainted or is unconscious
- is badly cut and bleeding
- has a mild burn
- has suffered from an electrical shock
- has broken an arm or leg or sprained an ankle
- has taken a bad fall
- may have been poisoned
- has blisters
- has something in her eye
- has a splinter.

Create some skits or scenarios and practise what you would do if you were the first to arrive at an emergency.

5. Go through the contents of your unit’s first aid kit. Find out what everything is used for. Before going on an outing, check to make sure nothing is missing and that sterile packaging has not broken open. Replace old, out-of-date items.

6. Do you have a properly equipped first aid kit in your home? Do you know where it is? Review the contents of a first aid kit that is suitable for home use. Learn how and when to use it.
Governments and not-for-profit organizations at every level work to help citizens avoid, and respond appropriately to, unexpected events and emergencies. Learn how to help yourselves and your families. By considering the options ahead of time and taking sensible precautions, you can do your part to prevent or minimize the impact of an emergency.

To complete this module, do four activities or more.

1. In the summer, do you love to head off to the pool, lake or ocean on a hot day? Although we’re lucky we have so much water in Canada, it also presents safety issues. Invite a lifeguard to a meeting or go to the pool and learn some basic aquatic safety skills. Take the Girl Guide swim test while you’re there so you’re ready for an outing on the water in a canoe or kayak.

2. Any boating trip, no matter how short or long, should be fun and hassle free. The Canadian Coast Guard’s *Safe Boating Guide* is available on the Internet or from many marinas or outdoor stores. It is your guide to safe and responsible boating. Use it to make a checklist of what you need to do before departure and what equipment you will need on the boat.

3. In crossing this snowy land of ours, we depend on cars and, in some areas, snowmobiles to get around. What if your car broke down on the highway? How would you keep warm? What would you do if the weather changed and became really bad? What would you keep in an emergency kit in the car? Check with local police to find out about car and road safety in the winter months.
If you’re a snowmobiler, what precautions should you take to stay out of trouble? What would be in your survival kit? If you were heading out on the trails, what could you do beforehand to help people find you if you got lost or your machine broke down?

4. Be prepared, not scared, so that you know what to do before, during and after emergencies, such as natural disasters or winter power failures. Which of the following natural phenomena could occur where you live: floods, earthquakes, tsunamis, tornadoes, hurricanes, blizzards, landslides, avalanches or freezing rain?

Have you experienced one of these phenomena? How did it affect you? Safeguard is a national program managed by Public Safety and Emergency Preparedness Canada. It provides Canadians with practical self-help advice designed to increase awareness of emergency preparedness. It also provides information on how to get ready for, and deal with, emergencies. Check out the following brochures found on the Safeguard website (www.safeguard.ca/home/index_e.html):

- Preparing for the Unexpected
- Floods — What to do before and after
- Prepared for the Woods
- Prepare to Survive a Major Earthquake
- Severe Storms
- Storm Surges
- Winter Power Failures
- Winter Driving — You, your car and winter storms.

If you’ve experienced an emergency, perhaps you could tell others how you managed it. Create a list of the things you should keep on hand in your home to help you in the event of an emergency.

5. Together with your group or unit, discuss ways to prevent the outbreak of fire in your home. Fire Prevention Week is an annual event that highlights
fire prevention. Check out Fire Prevention Canada’s Internet resources (www.fiprecan.ca). Help your family be safe by:

- making a plan of escape routes from various parts of your home in the event of fire
- discussing what to do if fire breaks out
- investigating the types and uses of smoke detectors.

6. Invite a firefighter to talk to you about fire safety in your home. Ask this person to tell you about different types of fires and why they are put out by different kinds of fire extinguishers. For example, you don’t put water on a grease fire. Alternatively, go to your local hardware store and investigate different types of fire extinguishers available for home use.

7. If a person’s clothing catches fire, they should “stop, drop, and roll.” Fire is made by the chemical reaction of fuel, oxygen and heat. So why does this technique work? Which of these components is eliminated? Once the fire is out, what’s the next step in helping the person?

8. In an emergency, it may be necessary to shut off the electrical, oil, gas and water supply to a home. Find out which of these utilities your home has. Know when it might be necessary to turn off these utilities and prepare a checklist of instructions.

For example, for electricity, most homes have either a breaker switch or a fuse box. These are safety devices that control how the electricity flows through the home or to an appliance, such as a stove. If you have a breaker box, learn how to reset it. If you have a fuse box, learn how to change a fuse. Illustrate the steps in a cartoon or collage. Find an expert to explain which fuse or circuit breaker controls appliances or rooms in your home. Go to the library or check out the Internet for information on fuse boxes or breaker switch safety.
9. Find out how you would get help in the following situations:
   - fire or smoke
   - burglary
   - broken water line
   - gas leak
   - oil leak
   - electrical breakdown
   - telephone breakdown
   - obscene telephone calls.

The telephone directory is usually the best source for community information. Make a list of emergency phone numbers and post it in your home and at your meeting place. Be sure to include personal contact numbers, such as your parents’ business numbers and your doctor’s phone number as well as the number of the police, fire department and ambulance services.

Here’s a basic telephone script to use in providing information to emergency services. Set up some scenarios and practise your emergency call.

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**Emergency Telephone Call**

My name is__________________________________________

We request the assistance of:

☐ Police  ☐ Fire  ☐ Ambulance  ☐ Other: (specify)

For assistance with: (explain your emergency)

☐ medical emergency  ☐ missing person  ☐ intruder  ☐ fire

Our location is (include street address or emergency locator number)

Directions to the location are: (include landmarks)

You can contact me at: (provide a phone number)
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Exploring a Theme

What’s a cosmic cloud? How did ancient civilizations keep track of time? Have you ever used a secret code? Do you know how to surf the Web? Exploring themes can be a lot of fun. No matter what you’re interested in, there’s bound to be something here that will capture your imagination.

It’s About Time

Everyone uses the word, “time,” but have you ever thought about what it really means? For example, when someone says, “You’re out of time,” what are they really getting at? And what does it mean when someone says, “It was a different “time” or “It was the best time of my life”? Time can mean many things to many people. This module is a fun way to explore personal time, historic time, geological time and more.

To complete this module, do four activities or more.

1. We all use a clock or wristwatch to make sure we’re on time, but did you know there are many different ways to keep track of the hour? How did civilizations tell time before modern clocks and watches were invented? Divide into groups and decide which timekeeping device you would like to make. An hourglass, a sundial and even a flower clock are just a few possibilities. You can find instructions on making different timekeepers at the library or on the Internet.
2. Did you know that not everyone uses the same calendar? The calendar we use in most of the Western World is called a Gregorian calendar. Some calendars are based on the sun’s cycle, some are based on the moon’s cycle, and some calendars are based on other measurements. For example, according to the Chinese calendar, 2005 was the Year of the Rooster, while 2006 was the Year of the Dog. To find out more, divide into groups, choose one of the following — the Hebrew, Mayan, Chinese, Babylonian, Egyptian, Islamic, Roman, or Julian calendars — and see what you can learn.

3. Scientists called archeologists learn about the people who came before us by digging up the objects they left behind. There are more than 16,000 archeological sites in Canada. With your unit, visit an archeological site, museum or heritage site in your region and find out about the people who lived there in the past. Are any of the descendants of these people living in the area today? While on your outing, you might want to split up into smaller groups and then come together to share what you learned.

4. Geology is the science that studies the Earth and tries to find out how it got to be the way it is today. Archeology is the science that studies the life and culture of ancient peoples. In order to find out about the past, these scientists often explore areas to see if there could be something worth studying. Which of these two sciences interests you most? Decide on what you would like to explore and set out on a hike to see if you come across an exciting find. Make sketches or take photographs of major features.

5. As a Pathfinder unit, create a special time capsule to be discovered by future generations. A time capsule is a sealed container of objects meant to show people in the future what life is like today. The idea is to fill up the capsule with things that you use in your everyday life. For example, you might include a CD of popular music, a best-selling book, a newspaper, a magazine, an old electronic device or maybe something special from Pathfinders. When you’re done, add the date and bury the time capsule so someone in the future can discover it.
6. You can learn a lot about the past by looking at people’s clothing. Ask everyone to come to the next meeting dressed as someone from another era and maybe another part of the world. Here are some ideas to get you started: Pretend you are nobility in Ancient Greece; a knight during the Middle Ages; an Elizabethan lord or lady; a nineteenth-century aboriginal person who lived in your community; a pioneer; an explorer; or a 1920s flapper or pilot. What would it be like to dress like this every day?

7. Have you ever done something and then heard your parents say, “It’s just a stage you’re going through”? Social scientists believe that people pass through many distinct stages during their lives. Birth, childhood, adolescence, adulthood and old age are just a few. Stages are often marked by special ceremonies. For example, babies are blessed; in some cultures, girls participate in a special ceremony when they begin menstruating; weddings are held when couples get married; and funerals are held when people die. These ceremonies are often called rites of passage. Compare the rites of passage in different cultures. What do you think will be your most significant rite of passage? Or what would you like to be a significant right of passage for you? Why?

Alternatively, find out about the developmental stages of children. Usually these are divided into their physical development (e.g., their ability to coordinate their muscles as they grow); their intellectual development (e.g., their ability to understand and problem solve); their social development (e.g., how they interact in groups); and their emotional development (e.g., their ability to understand others and manage their own emotions). Use this information to make a list of games or activities for different age groups.

8. A personal timeline is a list of all the important events in your life, starting with the day you were born. Create your own, decorating it with old photos, drawings and personal memorabilia. Share it with your group and tell them about the best time in your life so far.
Galactic Adventures

Are we alone in the universe or do other worlds exist? What do astronauts eat? What is a wormhole and can you use it to travel through space? If these are the kinds of questions that keep you up at night, then it’s time to get some answers. Join the other Members of your Pathfinder unit in becoming a traveller in space.

To complete this module, do four activities or more.

1. Have you ever heard of a black hole? What would happen if you fell into one? Find out about this and other celestial phenomena. Divide into groups and investigate one of the following: black holes, wormholes, novas, supernovas, quasars, pulsars, dwarf stars, giant stars, protostars, neutron stars, variable stars, cosmic clouds and globular clusters. Share what you learn with the other Members of your unit.

2. What’s it like to be in outer space? Who was the first female astronaut? When did someone first walk on the moon? Together with your unit, visit a museum, planetarium, observatory or space centre near your community to learn more about the history of space exploration. Another option is to go exploring at your local library or on the Internet.

3. In 1993, Dr. Roberta Bondar became the first female Canadian astronaut. Dr. Bondar was involved in Guiding when she was young and has often spoken of how much she learned as a Member. Create a booklet, display or game about Dr. Bondar and/or other women who have played a role in the history of flight and space exploration. Share your booklet, display or game with your unit.
4. As a group, build a model of a spacecraft or space exploration vehicle using any material available. Find out about the scientific principles involved and be prepared to answer questions about your model.

5. Imagine the world of our ancestors. When the day was done, they were in darkness except for the smouldering campfire until the dazzling panorama of light from the stars started to appear. Choose a clear, warm night to go stargazing with your Pathfinder unit. You can enjoy this activity from almost anywhere, if the night sky is clear, but the best viewing is in the countryside because the electric light from our communities overpowers the light of the stars. Put someone in charge of bringing along a star chart and some binoculars. Look for craters on the moon, watch for shooting stars or try to find a satellite. See how many constellations you can identify. Can you name five constellations or planets that are visible year round and another five that are only visible during certain seasons?

   Another option would be to visit an observatory or astronomy club. Or try to link up with someone who has a telescope and look at deep space objects. Find out what kind of telescope you can use at home.

6. Many science stores sell glow-in-the-dark stars that stick to walls or ceilings. Using a star chart, make an accurate, glow-in-the-dark constellation map on a ceiling (make sure you get the ceiling owner’s permission first!) or on large sheets of paper. Then, with the lights out, invite your parents or friends on a guided tour.

7. People through the ages were skillful astronomers, using stars for finding their way across great distances on land and water. As well, different civilizations have developed stories and myths based on the patterns of the stars in constellations. Find some of these stories and myths to share with others.

8. You’ve likely seen old movies or TV shows involving space travel or future worlds. How accurate or likely are these depictions, in light of what we know about space today? You might consider inviting someone with a scientific background to attend this session and lead the discussion.
Think of an object, and chances are you will find it in a museum somewhere across Canada. Are you interested in dinosaur skeletons and ancient fossils? Maybe you like looking at old aircraft or cars? Or how about vintage clothing? These items are just a few of the hundreds of thousands of things that are on display somewhere across the country. Some museums specialize in just one category of objects — say toys or shoes — while others are like giant department stores with a little bit of everything. Visiting a museum can be a fun way to learn more about the things that interest you.

To complete this module, do four activities or more.

1. Taking a virtual tour is a good way to start learning about museums. If you have access to the Internet, go the Canadian Museum Association’s website (www.museums.ca) and choose several museums from the directory. Take a virtual tour of several of them. What is each museum trying to do? Does the museum you are touring collect just one type of object or many? Which museum is the most interesting? Are any of these places near enough to visit? Afterwards, share what you learned with the other Members of your unit.

2. Together with your unit, visit a nearby museum. Try to find out in advance if they have a special display or exhibit that interests you or if they have special times when entry is free. See if they offer a behind-the-scenes tour. Ask your guide about the security measures the museum uses to protect its collection from theft and vandalism. Find out about special lighting, temperature and humidity systems that the museum uses to protect rare and delicate objects on display. Take note of how the museum accommodates people with special needs. Afterwards, discuss what you liked most about this museum and what changes you would like to see.
3. Create your own mini-exhibit or display. Divide into groups and build a model of something. An old schoolhouse, a fire station, a longhouse, an ancient temple and a medieval castle are just a few possibilities. Your leader will give you some guidance about what materials to use. When you’re done, create an exhibit card that describes your model.

4. Living museums recreate what life was like in an earlier era. Sometimes these museums are laid out as forts or villages and sometimes the staff dress up in period costumes and act out parts. Check local tourist information, the phonebook or the Canadian Museum Association’s website (www.museums.ca) to see if there is a living museum near you. If there is, find out what time period the museum recreates. Then visit the site and experience what life was like in the past.

5. Not all living museums recreate life in a particular period. Some museums are called “living museums” because they have living collections. For example, some zoos, aquariums and gardens are actually considered to be museums. Discover what is involved in maintaining living exhibits by visiting a zoo, aquarium or botanical garden. If possible, take a behind-the-scenes tour.

6. Do you think it might be fun to dress up as a pioneer and work at a living museum? What about being the person who creates the large dioramas or displays in a museum’s galleries? Or maybe you can imagine yourself as the person who takes groups on tours through a museum? Invite someone from a local museum to come and talk to your unit about museum-related careers. Alternatively, approach someone with a museum-related job and ask that person if you can job shadow them for half a day.

7. Many museums are looking for volunteers to lead tours or work on-site. As a unit, contact a nearby museum and see if you can arrange to volunteer. You may need to make a commitment to help out for a set period of time. Alternatively, the museum may be willing to accept help from your unit on one specific day.
8. Divide into groups and brainstorm ideas for mini-exhibits that are related to Guiding in Canada. For example, one group might create a display showing how the Girl Guide uniform has changed over the years, while another group might put together an exhibit of Guiding badges. Find a place where everyone’s work can be put on display and invite your friends and parents to come for a tour.

Secret Agent 007

Do you love detective novels and spy movies? Are you curious about how the police solve crimes? Have you ever wondered how undercover agents use codes to communicate with one another? This module will give you a chance to have some fun, as well as teach you some secrets used by experts for solving riddles and mysteries.

To complete this module, do four activities or more.

1. The police use fingerprints to help them solve crimes. Record your own fingerprints by rolling the tip of your finger on an inkpad and then pressing down on a clean sheet of paper. Create a scrapbook of your fingerprints and those of your friends. Try to match up the prints with their owners.

   You can lift fingerprints off a surface by dusting it lightly with talcum powder. The powder will stick to the print. Gently blow on the powder to remove any excess. You may need to use a fine, soft brush to help with this. To keep the print, press clear tape over it, then peel it away. Stick the tape on black paper so the print will show.
2. Many police forces are happy to take groups on tours of their stations. Arrange such a tour. Tell the officer in charge that you are particularly interested in how the police use clues to solve crimes. Beforehand, take some time to brainstorm questions with your group. Have everyone pick a question that she is responsible for asking.

3. If you think you might be interested in a job solving mysteries or crimes, then you may want to look into a career in forensic science. Go to the library or use the Internet to find out more about this field. What are the educational requirements for becoming a forensic scientist? Which universities or colleges offer this program? Share what you learn with the other Members of your unit.

4. Hidden clues can lead you to a prize. This is a good outdoor activity. First, divide into groups. Choose one person who will be responsible for hiding a prize and leaving the clues. (The prize can be anything that is easily concealed.) That person then makes a trail of signs or clues and gives the group a set period of time to find the prize. The winner gets the next chance to hide the object.

5. Host a mystery party. At a mystery party, everybody dresses up and plays a role. There is a mystery to solve, but no one knows the identity of the guilty party. You can buy mystery party games in stores, download these games from the Internet, create your own or borrow one from a friend.

6. During World War II, the Germans developed a top-secret machine that they used for sending coded messages. The machine was called Enigma (another word for puzzle), and it took the Allies (the British, Canadians and Americans) several years to decipher how it worked. Now it’s your turn to create your own unbreakable code. You can make a simple code by using a book, like a dictionary, as a reference. The code consists of the dictionary page number and the word’s position on the page. Let’s say the message is “Help,” and the word
*help* is on page 820 where it is the fourth word on the page. Your code would be 820:4. This can be made more complicated by adding a math formula to the code. Codes developed by math formulas are called encrypted codes. A simple example would be to multiply all numbers by two. So, in this example, the code would be 1640:8. The person receiving the code knows that she will need to divide all the numbers by two.

Some fun codes use pictures:

Text messaging is also an example of a code: R U g2 Pf? C U @ 7!

Create your own codes and practise encoding and decoding secret messages with your friends.

7. Design your own maze on paper or on the ground, using tape or chalk. Invite someone to find her way through it.
Puzzles are mind games that baffle and confuse. Finding solutions to puzzles can be a fun way for groups to work together and a great way to expand the logical or creative-thinking part of your brain.

To complete this module, do four activities or more.

1. Try making a crossword puzzle, word scramble, word search or jigsaw puzzle based on a theme (e.g., friendship, Canada, the circus, sports, Pathfinders, etc.). Give your puzzles to each other to solve.

2. Host a puzzles-and-games event for Brownies, Sparks or another group of younger children. You will need to plan your event thoroughly in advance, keeping in mind that the puzzles and games you choose must be appropriate for the age level of your guests.

3. Buy or create a variety of puzzles and games or accept donations of gently used ones. Put the puzzles into a large box and donate them to a shelter, senior citizen’s residence, daycare facility or other organization that you think would appreciate receiving them.

4. Learn how to perform some card tricks based on logical thinking. You’ll find tricks in books or on the Internet. Wow your friends with the results. See if they can figure out what you’re doing.

5. A riddle is a puzzling question or statement. One famous riddle goes like this: “What has four legs in the morning, two legs in the afternoon, and three legs at night?” Discover the answer to this riddle, if you don’t know it already. (Hint: What are the stages of a human life?) Now create some puzzling questions of your own. Hold a contest with your friends to see who can come up with the best riddle.
6. Create a memory map puzzle. The object of this game is to get a team to follow a map where only the game leader has the route. Here’s how you do it: make a grid of about twenty squares on a tarp using masking tape, on the pavement using chalk or in the sand using a stick. This is your basic map, which team members must navigate. The leader of the game makes an identical grid on a piece of paper, on which she marks a sequence. The team must travel across the grid in this order. The leader should not give the team any hints about the route. The team members may not talk to each other, but can point. The first girl steps into a square. If the leader says she’s right, she tries another square. If she’s wrong, she steps off the grid and another player tries. When stepping off the grid, the player must always retrace her steps. This game can be made more challenging by changing the pattern after a few people have been successful or by adding more squares. The grid can represent a landscape (mountains and valleys) or water (ocean and sheltered bays). Instead of people, you can use funny or silly toys (e.g., balls or rubber duckies) and move the pieces using a hockey stick or a rolled-up sheet of newspaper. If the pieces are accidentally knocked off the grid, you need to start again. Here’s an example of what the leader’s grid might look like. Note that you don’t tell the group which is the starting point.

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Exploring a Theme
Puzzle Me
7. This is a game that can be played using just about anything as puzzle pieces (e.g., buttons, sticks, pebbles or pasta shells). Lay out your pieces as shown. Players take turns removing the pieces and can take as many pieces from one row as they wish. The object is to not be the last person to remove a piece. This game can be played in teams. Use a timer to limit how long teams have to make their decisions.

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224 Exploring a Theme  ➤  Puzzle Me
Are you a computer whiz? Do you use a computer to do your homework, talk to your friends online and store your photos? If you already know a lot about computers and how they work, maybe you’d like to know more about specific programs or applications. If you don’t know much about them, then here is an opportunity to get some hands-on experience and improve your skills.

For some of the activities in this module, you may need to organize yourselves to visit someone’s house or go to your school or library.

To complete this module, do four activities or more.

1. Computers are almost everywhere today. Some of you may know a lot about them, while others may only know a little. Share your knowledge. Plan a group trip to a computer store or look through some computer-related magazines, books or websites. Find out how the operating speed and size of memory affect what you can do on a computer. List the things you would use a computer for. Ask a sales associate, or look up what features would be important to have on a computer to meet these uses. Compare the costs of various hardware and software options.

2. Learn to use a software program that is new to you. For example, you might experiment with a word processing, spreadsheet or graphics program. Try to get someone knowledgeable to show you how the program works. Then use it to create something you can show to your group or unit.

3. Use desktop publishing software to create a brochure or flyer for an upcoming unit or Guiding event or to create a unit newsletter to inform your families about what you’re up to in Pathfinders.
4. Use a graphics software program to design a logo for your group or a crest for a special event.

5. Some computer programs have been developed specifically for presentations. Learn how to use one of these programs. You might decide to create a presentation for your unit about some issue that interests you or share travel slides from your last family trip.

6. Play three or more computer games. Which games appeal to you? Why? Compare your choices with those of others.

7. Find out about two computer applications that enhance the lives of people with special needs. For example, there are programs that allow people to control their computers with their voices or by using head-tracking accessories. Share what you learn with your group or unit.

8. Use a computer to help a service organization set up a directory of community resources. Another option is to help your family scan photos or organize a collection of something. Once you have completed your project, report on your experiences to your unit.

9. In person or online, interview at least two professionals who have computer-related careers to find out more about their jobs. Alternatively, interview someone who uses computer technology to work from home. What are the advantages and disadvantages of working this way?

10. Many of us are dependent on computers to keep our lives running smoothly. Here’s just a small list of the things that computers control: communication systems, traffic lights, trains, buses and telephones. Try to figure out how many times a day you use a computer or a computer affects some area of your life. Keep a one-week log and share the results with the Members of your unit.
Web Surfin’

What’s the World Wide Web? How does it work? How do you surf the web? What’s a domain? How do you use a chat room or instant messaging? If you’d like to find out the answers to these questions, and more, this is the module for you!

To complete this module, do four activities or more.

1. What are the issues around safe Internet use? For example, to protect your privacy on the Internet, do not share personal details in chat rooms, newsgroups or when instant messaging. This includes your name, gender, age, address, e-mail address, telephone number, picture, credit card information or passwords. Find out more about Internet safety and “netiquette.” Create a poster or flyer describing what you have learned.

2. There are many search engines that you can use on the Internet to help you find information. Try inputting the same word or phrase into at least two different engines. Does the same information come up each time? Which search engine do you prefer? Why? Use your favourite search engine to take you to several websites and explore topics that interest you. Bookmark the sites you would like to revisit.

3. Do you have your own e-mail address? If you don’t, ask you parents’ permission to set one up. Find out how to set up a free e-mail account. Set up a group listing for your Pathfinder unit and keep in touch. Keep a copy of important e-mail addresses in a book as well as online. That way, if you lose your e-mail account or if you can’t access it for some reason, you’ll still have these addresses.
4. When you’re not able to get together, instant messaging and chat rooms are great alternatives for you and your friends to keep in touch. If you aren’t set up to do this, check with your parents to get their permission and then ask someone to show you how to participate. Once you’re all set, host an online chat with other Pathfinders about an issue that interests you. Make sure you review how to be safe while using the Internet. It’s especially important to remember that people aren’t always who they say they are. Even if someone sends you a photo, you can’t be sure it’s really your Internet friend. Remember, never arrange to meet someone you’ve met over the Internet without your parent’s permission, never go alone and always meet in a public place.

5. Would you like to visit Spain? Maybe you’re more interested in South America? No matter where you’d like to go, you can use the Internet to plan a real trip, or a fantasy holiday, for your family or Pathfinder unit. Type the names of airlines into your favourite search engine and follow the links to look up the price of fares. You can also type in “hotels” followed by a country name, and your search engine will produce a list of accommodations. Keep notes about what you find out and share what you learn.

6. Create an online scavenger hunt to help others improve their computer skills. For example, you might ask the participants to find an example of a school website other than their own, an online store, a travel website, a Guiding website, etc.

7. Make a plan for a website for the Guiding groups in your community. Look at other websites to get some ideas. What would go on the home page? You could include activities and games organized by age group, information about upcoming events, or an idea exchange page. Make sample web page layouts.

8. Interview people in person or online to find out how they are using the Internet at work or at home. Investigate the difference between websites, blogs, e-mail, instant messaging, chat rooms, file sharing and text messaging.
Creating a Garden

Rose gardens, butterfly gardens, rooftop gardens, Japanese water gardens…

How many kinds of gardens can you think of? Creating an environmentally friendly garden is a great way to make a contribution to your community while getting to know the other Members of your Pathfinder unit.

To complete this module, do four activities or more. If you want to actually plant the garden and maintain it, however, all activities will need to be done.

1. Together with your unit, brainstorm ideas for a community garden project. A memorial plaque garden, a garden at a local Guiding camp and a garden at a retirement home are just a few ideas to consider. Invite a landscape designer to provide advice, and design your garden. Remember to include the maintenance of the garden in your plan. Once it’s planted, figure out how it will be watered and weeded to keep your design intact and looking its best.

2. Visit the proposed site of your garden and photograph the location for future reference. (You will need photos for design purposes as well as for before-and-after shots.) Contact a local garden centre or greenhouse, describe your project and arrange for a visit. Meanwhile, ask family and friends for donations of time, talent and materials. You will need to create a budget and decide where the funds will come from.

3. Together with your unit and any other guests, visit a local garden centre or greenhouse. (Remember to bring along your preliminary design.) Discuss your project with the owner, remembering to ask about pricing, appropriate plants for the location, the placement of the plants, plant care, when to purchase them and so on. Make sure someone is in charge of taking notes!
4. Finalize your design in light of what you learned at the garden centre. When you’re reviewing it, be sure to think about the colours of the flowers and plants and keep in mind sun and shade requirements. Then go ahead and place your order.

5. Organize two on-site workdays. Be sure you have some strong adults to help out on the first day. Consider planning a barbecue or some other celebratory lunch in order to celebrate at the end of the second day. You will find it’s helpful to decide in advance what jobs everyone will do. Then finalize any last-minute plans and pick up your tools and materials.

6. On day one at the site, make sure everyone knows their job. Remember to put someone in charge of directing the delivery and placement of earth, plants and any other materials. Begin the preliminary landscape work and the placement of any foundation plants and shrubs.

7. On day two, give everyone an opportunity to place smaller plants and flowers in the beds and to help with other decorative touches. If you’ve planned a barbecue to celebrate the completion of your garden, fire it up! Stand back and admire your work while your food is cooking.

8. Plan a duty chart so that everyone has a turn maintaining the garden. If you planted vegetables, you will need to plan ahead for the fall harvest.

9. Schedule a day to review your project. How did it go? What did you learn? Remember to put someone in charge of preparing a short report and a financial statement.
Everything Comes from STEM: Science, Technology, Engineering and Math

Science is a study of a wide range of phenomena based on observation and investigation. When science is studied for its own sake, it is called pure science. When the scientific principles are applied to our lives, it is called applied science. Science and technology are used everywhere to make our lives better, easier and more interesting.

To complete this module, do four activities or more.

1. The scientific method is the process used in science to think about and solve problems. It starts with stating the problem; developing a theory about the problem; then experimenting and observing; and finally interpreting the results and drawing conclusions. Try this: Fill a jar with jellybeans or other small candies, making sure to count the number of candies first. Have your group use the scientific method to guess the number of candies in the jar. Have them explain their reasons. Were they close?

2. Fire is basically a chemical process. For fire to occur, the three elements that make up the fire triangle need to be present: fuel, oxygen and a heat source or spark. When these come together, a chemical reaction starts. A fire is a self-maintaining process as long as the three elements are present. In a controlled setting, use the scientific method to determine the best conditions for making an effective campfire.

3. Mathematics is amazingly useful. In everyday life, it’s used for telling the time, figuring out change at the store and even for determining whether the
volume of leftovers from dinner will fit into a storage container. Math helps us understand relationships in space, which enable us to design products or structures. It also provides a system for quantifying and measuring, which are the basis of scientific observation and engineering.

Math puzzles can be done just for fun. Here are a couple to try.

a) Here is what seems like a mind-reading trick that will impress your friends. Have them pick a secret number and keep it to themselves. Then ask them to:

   i. multiply the number by 5
   ii. add 6
   iii. multiply by 4
   iv. add 9
   v. multiply by 5

Ask them for this number.

Now you take that number and subtract 165, then divide it by 100. Every time, you should get the secret number. Why? Well here’s the formula if you want to puzzle it out:

   i. \( n = \) the secret number
   ii. \( 5n \)
   iii. \( 5n+6 \)
   iv. \( 4(5n+6) = 20n+24 \)
   v. \( 20n+24+9 = 20n+33 \)
   vi. \( 5(20n+33) = 100n+165 = x \)

So, as you can see when you work through the formula, step six just reverses the process of the initial calculations.

b) Take a strip of paper about two-thirds of a metre long. How many sides are there on this strip? Two, of course. Paste the ends together and cut it in half
lengthwise. What do you have? Yes, two strips of paper with four sides. Now, take another strip but, this time, give it a twist before pasting it together. Again, cut it in half along its length. How many sides do you have? Yes, one longer strip and still just two sides. This is called a Mobius strip, named after a German astronomer and mathematician who established a kind of geometry called topology, which studies what happens when geometric shapes are twisted or deformed. Try this experiment again, only putting in extra twists and cutting along two lines instead of one.

4. Science is used in our homes, in agriculture, in manufacturing, in medicine and even in the study of behaviour. Invite someone who is working in scientific research to tell you about their work. This could be a student or a teacher. Alternatively, go to a student science fair or watch a TV show about scientific phenomena and see how scientists apply logical thinking to their work.

5. Look at our lives today and compare them with the lives of people in the past (e.g., in your grandparents’ or great grandparents’ era). You could also compare our lives to those of people in other countries who do not have the same technology. Think about what this means in terms of doing washing or cleaning carpets. In Canada, on farms one hundred years ago, the men grew the food while the women preserved it and maintained the household. Marriage was a means of survival. What appliances or devices do you have that your great grandparents didn’t have? How have these machines changed home life for people?

6. Technology uses science for industrial, commercial and humanitarian objectives. Here are some examples of products created through the use of applied science: the engineering of sports equipment and clothing (e.g., water resistant fabrics for jackets, lightweight skis, polypropylene in outdoor clothes); makeup for those who have sensitive skin; hairsprays that can hold any kind of hair in place under high humidity conditions; special foods for those who have allergies; rock CDs that use extensive recording, dubbing,
mixing and production technologies; the pyrotechnics and light shows at rock concerts; microwave ovens; the fire paste that you can use to start fires when everything else around you is wet; effective treatment of illnesses like cancer and depression; the Internet and long distance calls by satellite.

Here’s an activity to create your own technological marvel. Your challenge is to build the most efficient rocket. This activity could be a “space race,” in which you compete with others to see whose rocket goes the farthest, the fastest or carries the most weight. You will also learn about the value of teamwork in the engineering process and some of the fundamentals of rockets and aerodynamics (propulsion, drag, weight, balance and stability). These may sound like heavy-duty concepts, but they become obvious as you test your prototype rockets.

Your equipment list for each group: 10 long, sausage-shaped balloons; 15 lb fishing wire (about eight to 10 metres), 2 chairs; masking tape; scissors; sheets of 8½” x 11” paper (and, if you wish, newspaper for further experimentation), straight drinking straws (without an accordion elbow) and prizes.

Beforehand, the room should be prepared as follows: Set up two chairs facing each other about 15 feet apart. Tie a length of fishing line between the two chairs, but first thread a drinking straw onto each piece of line. Repeat this process with another pair of chairs. Set the lines up side by side to create a racecourse. If you have a small room, put one chair for each group on a table to add distance. Ensure the line is under tension and reasonably tight. While you’re setting up other things, drape sheets of paper on the lines so everyone can see the fishing line— otherwise, it is quite invisible! Take this paper off before you try your rocket.

The objective is to design a straw rocket that will carry a piece of paper down the entire length of the fishing line, with the balloon providing the propulsion.
Fold the paper in an aerodynamic design.
Attach it to the straw on the fishing line with masking tape.
Blow up a balloon and, while holding onto the neck so the air does not escape, attach it to the drinking straw with masking tape so that the neck of the balloon is facing the closest chair.
Release the balloon and watch the rocket shoot down the line!

Experiment to see what wing shapes work best on the paper. Think about how much paper or tape you’re using, as these will increase the weight. Try using more than one balloon. Note how these variables will improve or reduce the efficiency of your rocket.

7. High-tech materials and composites make it possible for us to have lightweight, yet very strong, skis, canoes, mountain bikes, etc. These materials also allow us to make pots and pans that heat up to higher temperatures very evenly. The space industry exists (as does the space station) because we have found materials that can function in very hot and high-radiation environments.

One high-tech material you may be familiar with is a laminate used for water- and wind-resistant resistant jackets. Bring a variety of waterproof and water-resistant jackets to a change room with showers (like the one at a community pool). First, note whether some jackets have been protected with waterproof spray; recently cleaned or have not been washed for a while. Next, put on your bathing suits and have each person pull on a long-sleeved T-shirt and then their jacket on top. Then, stand under different intensity showers for a set amount of time (e.g., two to five minutes). See which jackets work the best to keep you dry.

For a scientific test, you need to consider your variables and use your observation skills, which are the fundamentals of the scientific method. Your variables for this experiment are the:
i. intensity of shower (from misting to outright downpour)
ii. duration of shower
iii. angle and coverage of the shower
iv. cleanliness of the coat
v. amount of waterproofing, etc.
vi. how jacket is worn (hood up/down, zipped/buttoned down, etc.)

How wet the long sleeved T-shirt gets is a good measure of the coat’s effectiveness in keeping you dry. Notice if there are leaks and where they are.

8. Creating a musical recording involves more than just singing and playing instruments. Tour a digital sound studio or talk to a local musician who has created a CD to find out how a music album/CD is made. Find out about the technology that goes on behind the scenes.
Our Environment

We need to think about more than just our everyday responsibility to humans and nature. Acting in a way that protects the world for future generations is called sustainable citizenship. The following activities will help you to discover what you can do to make a difference.

To complete this module, do four activities or more.

1. Everything in life is dependent on the physical environment. If the environment is healthy, we have a better chance of being healthy. Each of us can do something to help create a cleaner environment and a healthier way of life. Government and environmental agencies provide many ideas about what individuals can do to make the environment healthier. Brainstorm a list of what you can do. Compare it to what the government suggests. Set a goal for a week to see how Earth-friendly you can be. Develop a point system that gives extra points for more ecologically friendly actions. For example, walking to school earns five points; bicycling earns four; taking a bus earns three; carpooling with at least one non-family member earns two and taking the car with just you and the person driving earns one. See how many points you can earn in one week. Compare your results and how you got there with others.

2. The word, environment, often conjures up wildlife and green open spaces, yet the word also applies to places that touch our daily lives even if we live in the city. Where we work, where we live, places we travel to, countries we import from all count as our environments. Showcase your life by doing some artwork that incorporates all of your environments. This could be a collage, a painting, a clay model or anything creative! Try to think about all the different types of environments that you use, not only in Canada but in the rest of the world. Consider where your clothes, food and electronics come from. How are these environments a part of your life? Display your artwork for your Pathfinder unit.
3. Environmentalists have developed the concept of the ecological footprint. The idea is that the resources you use in everyday life leave a “footprint” on the earth. The size of the footprint is calculated based on the space that is used to grow your food, build your home and produce the resources that you consume. Go to the library or use the Internet to search for information about this concept and try to calculate your footprint. How do you think it would compare to the footprint of someone in a developing country? Bring your findings to the next meeting and discuss with your group how all of you can work to reduce your footprints.

4. Earth Day is on April 22 each year. On this day, everyone is invited to think about the ways they can take action to help the environment. Help with the promotion and celebration of Earth Day in your community.

5. Take a look at a small green-space, such as a small park or your backyard. What simple steps can you take to attract birds, butterflies and other insects? How would that affect your environment? Are you helping by feeding the birds or are you giving them a sense of security that could hurt them? Individually or as a group, set up a mini nature reserve. You might plant a bird or butterfly garden, help set up a pond or plant trees that will give birds and insects food and/or shelter. Visit your nature reserve and keep a log of all the creatures you see.

6. Choose a park, campground, green-space, rock embankment, forest or stretch of shoreline. List all the signs that people have been there. Collect all items that don’t belong naturally in this green space. Lay these items on a tarp and decide which ones would naturally disintegrate into the soil with no consequences; which would have some consequences; and which would still be there one hundred years from now. Afterwards, discard all items properly by recycling or throwing them away. Expand your clean-up to another location. Take some before-and-after photos or make a list of what you collected to show what you have a done. Reward yourselves by looking at
the difference you have made! For safety in handling waste materials, wear gloves, footwear and any other gear that will protect you from cuts or other hazards.

7. Find out how natural habitats are affected by changes in land use. Consider visiting someone who has lived in your area for more than 20 years who can tell you how land use has changed and why. What changes have you noticed?

Alternatively, you could learn about land management around your community. For example, you could visit or learn about a fish hatchery, reforestation area or similar conservation project, or go to a provincial or national park and meet with a park ranger to find out about the park’s land use and management program. Are there ways that you could volunteer (e.g., by planting trees or helping with trail maintenance)? Create a brochure of your findings and encourage others to get involved in the program.

8. Outdoor recreation is a big industry. It is lots of fun to get active outdoors, but some activities have a greater impact on the environment than others. Brainstorm a list of high-impact and low-impact activities. Include a column for low-impact alternatives for high-impact activities, such as walking instead of using an all-terrain vehicle or even a bicycle on a trail. What makes each activity fun? What are the consequences of motorized vehicles used for recreation? What are the benefits of using human-powered vehicles for recreation? Participate in some activities that the group feels have the least impact on the environment.

9. Pick up a map of Canada and look at how much blue there is. We are lucky to have so much water. There is no shortage of summer holiday destinations or drinking water. But let’s look a little more closely. Choose a waterway in your province/territory. Is it healthy? How do we depend on it? What things could have an impact on its health? What are the regulations for waste disposal using this waterway? How can that have an impact on us?
Getting Food on the Table

We can enjoy healthy, delicious food by heading out to the grocery store. Have you ever wondered about the trip it took to get there? Where did it come from before it arrived at the grocery store? Looking at the origins of food can be a trip around the world!

To complete this module, do four activities or more.

1. From home (or when preparing for camp), collect a number of different foods from the fridge or kitchen pantry and bring them to a meeting. If you can, try to bring foods that could be prepared and eaten together as a group (e.g., salad in a bag, a tomato and a cucumber). Make sure that all food items are packaged or have their fruit/vegetable stickers still on them. You will also need a map of the world, a ruler, a calculator, pens and paper.

   In small groups, choose one or two items and find out the origins of the food from the label. On your map of the world, work out the approximate distance, in kilometers, that your food travelled. Are you surprised at the total? Discuss why you think we need to have our food shipped to us from other countries. What effect does this have on our economy and environment as well as on those of the countries we are importing from?

2. In Canada, we are surrounded by oceans and lakes. What food resources are found in these bodies of water? Which ones are found near where you live? How do humans affect these resources? Share your findings with others in your unit.

3. Create a food quiz game. This might take a bit of research, but you’re up for the challenge! Here are some sample questions: Do you know what tapioca
is? Where are kiwis grown? How many countries can you find that use noodles or pasta in their cuisine? Are all noodles made of wheat flour? What does a sesame seed plant look like? What’s the main flavouring in ketchup? Think of foods that are popular in different countries that we can sometimes also get here. Find out about the equivalents of some of the staple foods we eat here in Canada. For example, not everyone eats bread; or the bread doesn’t look like it does here. Almost every culture has some grain-based carbohydrate in their diet that is either baked or fried. The Internet or library will be your friend for this activity. Make a list of questions. Divide them among your group to research. The next week, create your quiz with true and false or multiple-choice questions.

4. Organize a world food night during one of your meetings. The basic diet for many people around the world consists of rice, beans (or lentils) and spices. Try cooking dishes from various countries and cultures around the world that use these, or similar, ingredients. If you do not have access to a kitchen, cook the dishes beforehand and bring them with you.

In North America, our diets tend to be largely made up of meat and carbohydrates. The food experts tell us that the foods we should be eating the most of are fruits and vegetables. Compare the number of fruits or vegetables in a rice and lentils dish with what’s in a typical North American dinner.

5. Go to the grocery store and make a list of the different types of foods we can choose from. In Canada, we have the opportunity to eat a variety of foods. In some countries, especially in the developing world, they may not be as fortunate. What foods are needed for people to maintain health and what can be done to help those in developing countries get the nutrition they need?

6. You’ve likely seen the organic food section in your local grocery store, but what makes this food so different from the regular stuff? Make plans to visit an organic farm. Find out what it means to grow produce organically. How is this type of
farming different from the traditional ways? What are the advantages of organic food? What are some of the disadvantages? If there is not an organic farm in your community, use the library or the Internet to research these questions, or visit a health food store that sells organic produce and ask some questions.
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Rise to the Challenge

Pathfinders can be an opportunity for you to set challenging goals and dream big! The special awards that you can earn in Pathfinders are:

- the Community Service award
- the Citizenship certificate
- the Canada Cord – To earn your Canada Cord you also need to earn the Community Service award and the Citizenship certificate

Community Service Award

The Community Service award is your opportunity to find out what’s going on in your community and to learn how you can make a difference in the lives of others.

To complete the award, you will need to do three different types of service projects on these themes:

- Supporting Your Community
- Going Global International
- Environmental Awareness

To earn the award, you must complete it while you are a Pathfinder.

You must volunteer for approximately 15 hours of service altogether, including your preparation time. The award can be earned any time during your years as a Pathfinder. You can do one project every year, spread the projects out over three years, or do all three in the same year. It’s up to you!
Guidelines for service:

- The service hours can be divided among the three projects in any way you choose. For example, you can take part in two projects that are two hours long and one that is 11 hours.
- You must participate in the planning as well as in the project.
- While some of your service can include service in Guiding (e.g., facilitating a program day for a younger group of girls), the focus should be on service that benefits other organizations or the general community outside of Guiding.
- You must demonstrate commitment and leadership in planning the project.
- You can do these projects on your own or with others.

Many modules include activities that can be expanded and counted toward your Community Service award. Your discussions could become the basis for an issue awareness project in your school, or developed in some way to assist others in your community.

The following program areas and modules are places to look for these activities:

- Finding the Path
  - Choosing Your Own Direction
  - Beyond Pathfinders
- A World to Discover
  - Girl Guides International
- Creating Your Future
  - Lending a Hand
- Girl Stuff
  - Hot Topics for Youth
- On My Own
  - Skills for Around the Home
  - Moneywise
- Exploring a Theme
  - Puzzle Me
  - Creating a Garden
  - Computer Whiz
  - Our Environment
- My Music, Movies and More!
  - Get Musical
**Be a Model Citizen:**  
**Earn your Citizenship Certificate**

You can certainly be proud of getting your Citizenship certificate. It shows that you actively care about Canada and the people around you. What’s more, you can be a true inspiration to others, including your fellow Pathfinders! To earn this certificate, you need to complete eight activities from the Be a Model Citizen module in the Creating Your Future program area.

---

**Canada Cord**

The Canada Cord is the highest award you can earn as a Pathfinder. It allows you to meet new people, learn great things about yourself and your capabilities, put your leadership skills into action and, best of all, make a difference in your community.

If you’d like to take this challenge, you should work on components of it throughout your three years in Pathfinders. That way, you will have enough time to complete the award. Three years seems like a long time, when you’ve got a lot on the go. The trick to achieving a goal is to break it down into small steps.

There are six parts to earning the Canada Cord:

Part 1: Complete specific modules in the Pathfinder program (see list on page 240).

Part 2: Learn and demonstrate leadership. There are two ways you can do this:
	- plan and participate in three camps  
	OR  
	- plan and participate in three leadership events.
Part 3: Earn your Community Service award.
Part 4: Participate in bridging activities with Rangers and younger girls.
Part 5: Learn about first aid (as described on page 243).
Part 6: Earn your Citizenship certificate.

To earn this award, you must complete it as a Pathfinder. At the end of this section, you’ll find a worksheet to help you develop your plan for earning the award.

Part 1: Program Modules

To earn your Canada Cord, you will need to complete the program modules listed shown in the chart on the next page. The modules you need to complete under Creating Your Future and Let’s Take It Outside! vary, depending on whether you decide to do your leadership at a camp or by participating in an event or project.
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Module</th>
<th>Camping option</th>
<th>Leadership event/project option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding the Path</td>
<td>Choosing Your Own Direction</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>(You can use these modules to complete the bridging requirement.)</td>
<td>Bridging the Gap</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Beyond Pathfinders</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Broaden Your Horizons</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Creating Your Future</td>
<td>Find Your Inner Leader</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Be a Model Citizen—Eight Activities for the Citizenship certificate</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Lending a Hand</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Event Planning</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a module of your choice</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Let’s Take It Outside!</td>
<td>Outdoor Know-How</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Survivor Girl – Prepared for the Outdoors!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Camping, Here We Come!</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a module of your choice</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Girl Stuff</td>
<td>Relationships, Values and Choices</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>On My Own</td>
<td>Safe at Home or Out and About</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Prepare for the Unexpected</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>A World to Discover</td>
<td>any module of your choice</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Exploring a Theme</td>
<td>any module of your choice</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Living Well</td>
<td>any module of your choice</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>My Music, My Movies and More!</td>
<td>any module of your choice</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
Part 2: Leadership Role

You have the option of taking a leadership role at a camp, at an event or in a special project.

Option A: Camping
You must participate in three outdoor camps where you sleep in tents or shelters, have at least five meals, and stay at least one night. You will participate as part of a small team of girls, with whom you will ideally share a tent or shelter.

- 1st camp: as a participant, helping in the planning and at camp
- 2nd camp: as an assistant to the leader, with responsibility for a specific aspect of the program
- 3rd camp: as a leader of a team. You will need to coordinate the camp using the Camping, Here We Come! module as your guide. Only one girl in the group may use this camp for her Canada Cord.

Option B: Leadership Event or Project
You must participate in three events or projects that, together, take a total of approximately 25 hours. Two of these events or projects should take approximately five hours, including any planning time, and one should take approximately 15 hours.

- 1st event: as a participant, helping in the planning and at the event
- 2nd event: as an assistant to the leader with responsibility for a specific aspect of the event
- 3rd event: as a leader of a team. You can use the Event Planning module to coordinate the event. Only one girl on the team may use the event for her Canada Cord.

NOTE: Five hours from your leadership event can be counted toward your 15 hours for the Community Service award.
Part 3: Community Service Award

Complete the requirements for the Community Service award, as described on page 236.

Guidelines

- If you are doing the camping option, you will do 15 hours of service.
- If you are doing the event leadership option, five hours from your leadership event can be counted toward your 15 hours for the Community Service award.

Part 4: Bridging Activities

Many activities in the program modules (especially in the Finding the Path program area) include options for working with older or younger girls. You can set up these activities so that they count as part of your Canada Cord bridging requirement.

These activities can be completed at any time while you are a Pathfinder.

1. Participate in two activities with Rangers Members. Alternatively, plan how you could set up a Rangers unit for yourself and other Pathfinders.

2. Prepare and lead each of the following for younger girls:
   - outdoor games and/or activities
   - games and/or activities about Guiding values and/or international Guiding
   - programming based on a theme.

Guidelines:

- Bridging activities are in addition to the Community Service award and camping or leadership event options.
- The activities where you are leading younger girls could be done over a minimum of:
  - four unit meetings, or
  - two half-days of a special-event program, or
  - one day at a camp.
**Part 5: First Aid**

Complete an emergency first aid course given by a recognized agency. If you organize this course for others in your community, it could be counted toward your service requirement. Alternatively, do the First Aid module in the On My Own program area.

**Part 6: Citizenship Certificate**

Complete the requirements for the Citizenship certificate by doing eight activities in the Be A Model Citizen module. Two activities from the Citizenship Certificate could be counted towards the 15 hours of the Community Service award.

**Prepare Your Canada Cord Plan**

To earn your Canada Cord, you will need to spread your activities and projects over the time you are in Pathfinders.

You will need to set some deadlines, think of people who can help you and list the things you will need to do. Working out your plan can be done as you work on the Choosing Your Own Direction module in the Finding the Path program area.

Use the SMART goal approach:

- **S** = Specific: Be as specific as you can about what you would like to do.
- **M** = Measurable: Note tasks that measure progress toward your goal.
- **A** = Attainable: Check with your Guider or others who will be involved in your plans to make sure your goal is achievable.
- **R** = Realistic: Is your goal realistic? Is this something you can achieve or is it too hard?
- **T** = Time: Set a series of deadlines for yourself. When do you need to complete each task or plan each event?
If you prefer, you can choose to do your activities in a shorter period (e.g., two camps in one year or all of your service in one year). Adapt the following worksheet to make it relevant to your projects, or find another tool to help you organize yourself. If you would like to work on your organization and planning skills, complete the Organize This module in Girl Stuff.

The following worksheets will help you to organize your thoughts and plan how you will accomplish your goal.
YEAR 1
Service Project
My service project will be: _______________________________________________________
It will take place by: _________________________________________________________
People who can help me are: _________________________________________________
I will contact them by: ______________________________________________________
I will create a timeline that will show what I need to do and when I need to do it by: _______________________________________________________

Event or Camp
My event or camp will be on: _________________________________________________
People who are on my team are: _____________________________________________
Adults who can help me are: ________________________________________________
I will create a timeline that will show what I need to do and when I need to do it by: _______________________________________________________
I will complete these six required modules by: _________________________________

Bridging Activity
I will contact a unit Guider in another branch about setting a date for doing bridging activities by: _________________________________
My bridging activities will be on: ____________________________________________
I will design my activities by: _____________________________________________
I will recruit others to assist me by: ___________________________________________
YEAR 2
Service Project

My service project will be: _________________________________________________________

It will take place by: ____________________________________________________________

People who can help me are: ____________________________________________________

I will contact them by: ___________________________________________________________

I will create a timeline that will show what I need to do and when I need to do it by: ________________________________________________________

Event or Camp

My event or camp will be on: _____________________________________________________

People who are on my team are: _________________________________________________

Adults who can help me are: ____________________________________________________

I will create a timeline that will show what I need to do and when I need to do it by: ________________________________________________________

I will complete these six required modules by: ______________________________________

Bridging Activity

I will contact a unit Guider in another branch about setting a date for doing bridging activities by: ______________________________________

My bridging activities will be on: ________________________________________________

I will design my activities by: _________________________________________________

I will recruit others to assist me by: _____________________________________________
YEARS 3
Service Project

My service project will be: _______________________________________________________

It will take place by: _________________________________________________________

People who can help me are: ________________________________________________

I will contact them by: _______________________________________________________

I will create a timeline that will show what
I need to do and when I need to do it by: ______________________________________

Event or Camp

My event or camp will be on: ________________________________________________

People who are on my team are: _____________________________________________

Adults who can help me are: ________________________________________________

I will create a timeline that will show what
I need to do and when I need to do it by: ______________________________________

I will complete these six required modules by: _________________________________

Bridging Activity

I will contact a unit Guider in another branch
about setting a date for doing bridging activities by: __________________________

My bridging activities will be on: _____________________________________________

I will design my activities by: _______________________________________________

I will recruit others to assist me by: _________________________________________
<table>
<thead>
<tr>
<th>Resource Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
</tr>
<tr>
<td>Ceremonies</td>
</tr>
<tr>
<td>Taps</td>
</tr>
<tr>
<td>Insignia and Badges</td>
</tr>
<tr>
<td>Pathfinders and Service</td>
</tr>
<tr>
<td>Unit Planning</td>
</tr>
<tr>
<td>Activity Evaluation</td>
</tr>
<tr>
<td>Internet Know-How</td>
</tr>
<tr>
<td>Outdoor Skills</td>
</tr>
<tr>
<td>Canadian Guiding</td>
</tr>
<tr>
<td>International Guiding</td>
</tr>
<tr>
<td>Symbols of Guiding</td>
</tr>
<tr>
<td>Guiding History</td>
</tr>
<tr>
<td>Guiding Terms and Words</td>
</tr>
<tr>
<td>Keeping Track of Your Progress</td>
</tr>
</tbody>
</table>
Resource Section

The Resource section provides you with additional background information to help you run your program.

Enrolment

All girls joining Pathfinders make or reaffirm the Promise. If you have not been enrolled previously, you will learn about the values of Guiding in the Promise and Law and the Motto. You will also learn the tradition of the Sign and Handshake. An enrolment ceremony welcomes new Members as they state their Promise. If you are new, this will be the first time you make your commitment to Guiding. If you were in Guides, you will be reaffirming your commitment based on the deeper understanding of the Promise that you have gained now that you are older.
A member of the unit presents you to the Guider(s) and says: “I present . . . who is ready to become a Pathfinder.”

A Guider responds:
(for girls who were Guides)
“You first made your Promise when you were enrolled as a Guide. Do you have a deeper understanding of the Promise and Law?”
(or for girls just joining Guiding)
“Are you prepared to make the Guiding Promise and Law part of you life?”

Pathfinder responds:
“Yes, I do.” or “Yes, I will.”

Guider:
“Please say your Promise.”

The Pathfinder repeats her promise:
“I promise to do my best . . . etc.”

Guider:
“The . . . Pathfinder unit welcomes you as a Member. We congratulate you on your commitment to the sisterhood of Girl Guides.”
The Meaning of Your Promise

Let’s consider what a promise means: a promise is a commitment to do what you say you’re going to do, when you say you’re going to do it! Making a promise rashly can make it harder to live up to. Are there valid reasons to break a promise? Have you experienced a situation where someone has broken their promise? How did it feel?

<table>
<thead>
<tr>
<th>To do my best</th>
<th>We all have a wide range of skills and abilities – we can’t do everything perfectly. Promising to do your best means that you will try to do the best according to your skills and abilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be true to myself</td>
<td>This suggests honesty to yourself and self-awareness. It means accepting yourself, accepting how you feel, and taking responsibility for your actions, both good and bad.</td>
</tr>
<tr>
<td>Be true to my beliefs</td>
<td>This is based on your personal convictions. This statements is about understanding your spirituality or underlying tenets or beliefs for living. Each of us has a responsibility to respect the beliefs of others.</td>
</tr>
<tr>
<td>Be true to Canada</td>
<td>This demonstrates your commitment to this country.</td>
</tr>
<tr>
<td>Take action for a better world</td>
<td>This further demonstrates your commitment to other people and to your community through service projects, advocacy, good turns or random acts of kindness. A better world will be created by supporting and caring for the needs of others.</td>
</tr>
<tr>
<td>And respect the Guiding Law.</td>
<td>These words reinforce the importance of the Guiding Law and all that it encompasses.</td>
</tr>
</tbody>
</table>

Ceremonies

In Guiding, there are different types of ceremonies:
Meeting, Event or Camp Ceremonies: opening and closings, campfires, reflections, Guides’ Own. Descriptions of these ceremonies are in the Guiding Terms and Words section.

Special Ceremonies: enrolment, advancement (when girls move to the next branch), and to recognize girls’ achievements.

You may want to create a ceremony for your unit. When planning a ceremony, keep in mind the various backgrounds, realities, needs and experiences of the Members of your unit. Recognize that, in order for each girl to participate fully in the ceremony, she must feel comfortable. To achieve this, make sure everyone is part of the planning process and that there are ways they can provide feedback anonymously in case they don’t feel comfortable doing so in a group or in person.

Here are some questions to consider in organizing your ceremony:

- Where will it be held? Perhaps somewhere that has special meaning for your unit — a clearing at a camp, a nearby park with a great view, a special building, on a boat, etc.
- When should it be held? Time of day, month, year.
- Who will attend? Are there special guests to invite (parents, Commissioners, mayor, etc.)?
- What form will the ceremony take?
- How will everyone participate?
- Will there be music, readings or poems?
- Will there be entertainment or food?
- What about a rehearsal?
- What about props?
- Is a memento being given out?

**Celebrations**

Celebrations are a great way to end off a ceremony recognizing someone’s achievement. They can also mark the completion of a big service project or can just be held for a fun seasonal occasion such as Halloween, Diwali, Valentine’s Day, Eid ul Fitr or Thinking Day.
## Taps

Taps is the traditional closing for Girl Guide activities.

There is also a daytime version:

Thanks and praise, for our days,

’Neath the sun, ’neath the stars, ’neath the sky.

As we go, this we know - God is nigh.

## Insignia and Badges

Only the badges and insignia outlined below are worn on the Pathfinder uniform. All pins other than the Enrolment pin and Canada Cord pin are worn on the pin tab. The pin tab is placed on the left side of the shirt, above or below the Pathfinder logo. An additional pin tab may be placed either beside the first one or on the left at the waist of the pants or skirt.

You can display your badges earned from program work on a camp blanket, in a scrapbook or in any way you choose.

- **Enrolment pin (green)**
  
  This pin is worn on the left breast of the T-shirt.
Pin Tab

- Membership pin
- Lady Baden-Powell award and/or Guide Challenge pin (worn if you were a Guide)
- Community Service award pin
- World pin
- Pins of Other Organizations
  - Friendship pin of another country or World Centre pin
  - First Aid pin of the Canadian Red Cross or St. John Ambulance (currently valid)
  - Poppies (worn at Remembrance Day events)
  - Awards — Valour and/or Fortitude (worn on your ribbon during ceremonies)
  - Western Hemisphere pin
- Canada Cord pin
  This pin may be worn on its ceremonial ribbon for special occasions, or on the pin tab.
- Other Badges and Insignia
  - Spark Helper, Brownie Helper or Guide Helper crest
    These are placed on the right sleeve, above the cuff and are worn only while holding the position.
  - Guides Canada flashes
    These are centred below the left shoulder seam of the shirt or blouse of the official uniform and are worn when visiting other countries. They may be obtained from the national merchandising centre.
  - Provincial/Territorial title tapes/flashes
    These are centred below the right shoulder seam when wearing the official uniform for events in other provinces.
• Anniversary crests and Challenge crests
You can place these on the back of the shirt or blouse of your casual uniform (centred below the collar) or on your camp blanket, camp hat or other Guiding gear of your choice.
Pathfinders and Service

Service is an important part of being a Pathfinder. In doing your service, you can also earn your Community Service award. Look around your community or call your local municipality or school to see what is needed and where you could help.

Here are places to look and people to talk to about helping in your community:

◆ Ask your friends, Guiders, community leaders, faith community leaders or parents.
◆ Watch bulletin boards at community centres or libraries.
◆ Contact the local volunteer bureau.
◆ Look in your local newspaper.
◆ Look outside the community to find innovative ideas for service. What are people doing across your province/territory and across Canada?
◆ Educate yourself on existing organizations and their needs.
◆ Research global projects.

Here are some ideas for activities:

◆ Find an instructor and set up a special course for others your age (for example a babysitting course, a first aid course or a self-defense course).
◆ Teach a skill to a group of children (for example, Sparks or Brownies).
◆ Spend time playing Scrabble or doing puzzles with seniors or volunteer at an after school program for younger kids.
◆ Develop an awareness campaign in your school on an issue such as: HIV/AIDS, environmental protection, career awareness, healthy living or road safety.
◆ Volunteer to assist people with disabilities participate in sports at a local community centre.
◆ Make a tray decoration for patients at your local hospital.
◆ Help with Meals on Wheels for senior citizens.
◆ Provide taped books or magazines for a person with impaired vision.
Read to young children at your local library, participate in a school reading program or read to seniors.

Provide companionship for elderly people or people with special needs.

Run a shopping service for senior citizens or people with disabilities.

Take pets for a walk for a neighbour or an elderly person.

Help with spring cleaning or gardening.

Clean up a hiking trail or campsite.

Improve a natural area by planting windbreaks or putting up birdhouses.

Clean up a playground and paint equipment.

Help out at a bazaar.

Make teddy bears or other crafts for hospital patients.

Provide entertainment at a senior citizens’ home.

Help with a food drive or at a food bank.

Help at a Spark or Brownie outing or camp.

Help at a senior citizens’ home, by writing letters and cards for residents, or helping to organize outings.

Make jam or gifts that can be sold at a bazaar.
Visit your local hospital and discover how many ways you can help, from working in the gift shop to pushing the book cart.

Collect toys for needy children.

Prepare special occasion cards and grow plants to take to a senior citizens’ home.

Deliver flyers for daycare centres and volunteer agencies.

**Unit Planning**

Creating a great program doesn’t just happen. It requires planning, creativity, organization, cooperation and evaluation. Your program will be more successful if you make both long- and short-range plans. It is important to communicate with everyone and to keep everyone up-to-date as you go along so, that they know what’s expected of them.

**Unit Newsletter**

To help keep each other and your families up-to-date about your plans, prepare a unit newsletter that lists outings or activities being held away from the regular meeting place over the next two or three months, including camps or trips. Be sure to note any activities for which you will require permission or transportation assistance. Take turns being responsible for the overall design (which can be as simple or as creative as you like) and content. You can send your newsletter by e-mail or hand it out at meetings.
**Long-Range Plans**

Long-range plans will show the major events such as camps or trips that are organized around the school year and seasonal holidays. Consult a multi-faith calendar to ensure that your plans don’t fall on significant holidays as this could have an impact on participation for unit Members or for people from your communities. Use the calendar to map out the big picture and see where you can slot in your outings and other activities that require advanced planning.

Here’s a sample of a long-range plan:

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Climbing wall at gym</td>
<td>• Halloween party for Brownie unit</td>
<td>• First aid course</td>
<td>• Service for seniors</td>
</tr>
<tr>
<td>• Service for park trails</td>
<td>• Enroll new members</td>
<td>• Cookie sales in mall</td>
<td>• Fundraiser for Winterlude trip</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Skating party</td>
<td>• Feb. 15–16, trip to Winterlude</td>
<td>• Winter residential camp?</td>
<td>• Cookie sales</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Pool day &amp; swim test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Canoe trip prep</td>
<td>• New members night</td>
<td>• BBQ for everyone</td>
<td>• Send everyone a reminder for coming year.</td>
</tr>
<tr>
<td>• Canoeing skills day</td>
<td>• Canoe camp June 24–25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Short-Range Plans

Here are two ideas that you could use for setting up your weekly plans or for planning a specific activity, such as a camp.

## Monthly Plan

<table>
<thead>
<tr>
<th>What</th>
<th>Jan 6</th>
<th>Jan 13</th>
<th>Jan 21</th>
<th>Jan 28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Program activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Brittany</strong> to lead team-building activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Phoebe</strong> to lead planning for Brownie meeting.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Build gadgets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make list of questions about camping gear for next week’s visit to outdoor store.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Visit</strong> outdoor store.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Team service activity — Assist with learn-to-skate program at arena.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Meeting opening reading</td>
<td><strong>Jenn</strong></td>
<td><strong>Cindy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• E-mail/phone call</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Tania</strong> to call outdoor store to arrange visit on Jan 21.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Tania</strong> to send reminders on Jan 20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Annemarie to send reminder on Jan 27.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Book guest or reserve facility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Ms. J</strong> to confirm help from Rangers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Heather to confirm with store on Jan 19 and to let Tania know.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ms. J to check in with learn-to-skate program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Materials needed</td>
<td><strong>Ms. J</strong> to bring cord to make obstacle course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ms J to bring rod for team challenge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ms J to bring poles and instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bring notebooks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wear boots that won’t slip on ice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Duty Chart

A duty chart is an excellent way for everyone to keep track of the details of an activity and to know what their contribution will be. Here’s a sample for the first part of a camp.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Who’s Leading</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri. 7:00 p.m.</td>
<td>Set up camp:</td>
<td>Heather and Jenn</td>
<td>tents, rope, stove, dishwashing, pots, dining shelter</td>
</tr>
<tr>
<td></td>
<td>• tent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• dining shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• kitchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fri. 9:00 p.m.</td>
<td>Tania and Sue</td>
<td>songbooks, firewood, mugs, large pot (the black one used for the fire)</td>
</tr>
<tr>
<td></td>
<td>Organize campfire:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• fire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• heat water for hot chocolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• wash up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat. 8:30 a.m.</td>
<td>Give “wake-up call” for cooks.</td>
<td>Ms J, Megan and Anna</td>
<td></td>
</tr>
<tr>
<td>(sleep in)</td>
<td>Give “wake-up call” for everyone else.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Make pancake breakfast.</td>
<td>Megan and Anna</td>
<td>see menu</td>
</tr>
</tbody>
</table>
**Menu Plan**

These charts are samples of how to plan meals for your camps. It’s a good idea to shop in advance for the food that doesn’t need refrigeration and then assign people to bring the other food. After you’ve designed your menus, make your grocery list.

**Meal: Friday evening snack**

<table>
<thead>
<tr>
<th>What</th>
<th>Quantity</th>
<th>Buy</th>
<th>Bring</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice Crispy squares</td>
<td>24</td>
<td></td>
<td>✓</td>
<td>Sonia</td>
</tr>
<tr>
<td>hot chocolate</td>
<td>1 tin</td>
<td>✓</td>
<td></td>
<td>Ms. J with groceries</td>
</tr>
</tbody>
</table>

**Meal: Saturday breakfast — pancakes, eggs and sausages 12 people**

<table>
<thead>
<tr>
<th>What</th>
<th>Quantity</th>
<th>Buy</th>
<th>Bring</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>pancake mix</td>
<td>4 cups</td>
<td>✓</td>
<td></td>
<td>Ms. J with groceries</td>
</tr>
<tr>
<td>milk</td>
<td>1 litre</td>
<td>✓</td>
<td></td>
<td>Heather</td>
</tr>
<tr>
<td>eggs</td>
<td>1 doz.</td>
<td>✓</td>
<td></td>
<td>Annemarie</td>
</tr>
<tr>
<td>syrup</td>
<td>1 bottle</td>
<td></td>
<td>✓</td>
<td>Ms. J (left over from last camp)</td>
</tr>
<tr>
<td>sausages</td>
<td>24</td>
<td>✓</td>
<td></td>
<td>Cindy</td>
</tr>
<tr>
<td>juice</td>
<td>1 litre orange</td>
<td>✓</td>
<td></td>
<td>Anna</td>
</tr>
</tbody>
</table>
Budgeting

Budgeting will always be a part of your activities. You need to list the revenue (money you anticipate receiving) and the expenses (money you expect to spend). Your budget can be simple or complicated, depending on the activity. The following is a basic format for an activity such as a camp.

Revenue
activity fee $ ____________
money assigned from unit $ ____________
other $ ____________
$ ____________
$ ____________
$ ____________
$ ____________
$ ____________
$ ____________
Total $ ____________ $ ____________

Expenses
facility rental $ ____________
food $ ____________
equipment rental $ ____________
craft supplies $ ____________
transportation $ ____________
first aid supplies $ ____________
other $ ____________
$ ____________
$ ____________
$ ____________
$ ____________
$ ____________
$ ____________
Total $ ____________ $ ____________

NET PROFIT (LOSS) $ ____________
**Activity Evaluation**

Evaluating your activities can help you to improve things for next time, or it can help you decide to do away with a particular activity altogether! Remember, some people may prefer to be anonymous when providing feedback. As an option, have a suggestions box or other system where girls can provide their thoughts without giving their names.

Here are examples of how you can reflect on your program and activities as a group:

**Dreams, Wishes and Nightmares**

In a group, list all the parts of your activity that went as you “dreamed” they would. Next, list things that you “wish” you’d done differently that are worth considering for the future. Then list all the “nightmares” or the things that didn’t go so well and that you would never do again.

**Interview Questions**

Individually, list about three or four things you think went well, didn’t go well or that you would like to change for the next time. Next, interview each other to find out what everyone thought and to see who experienced things differently from you. Follow up with a circle review of the activity. Remember, some people may prefer to be anonymous in providing feedback.

**Create an Evaluation Sheet**

Before your activity, decide on your goals (i.e., what you would like to get out of it). Use this to create a quick evaluation sheet. Your sheet could include questions with “yes” or “no” answers (Were the activities fun?), those with a rating scale (On a scale of 1 to 4 how would you rate the outing?), and fill-in-the-blanks (I learned how to ___________________________).
Internet Know-How

The Internet is a great place to get information. Nevertheless, finding it and knowing whether or not it is accurate can be a challenge. Here are some tips based on a handout from the Media Awareness Network called The 5 W’s of Cyberspace.

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>.gov</td>
<td>In the US, .gov applies to federal departments. In Canada, provincial governments use .gov followed by a provincial abbreviation and .ca. Here are two government examples: Ontario is <a href="http://www.gov.on.ca">www.gov.on.ca</a> and British Columbia is <a href="http://www.gov.bc.ca">www.gov.bc.ca</a>.</td>
</tr>
<tr>
<td>.gc</td>
<td>The federal government in Canada uses .gc in its domain name and in the domain names of many of its departments. For example, the main website for the Canadian government is <a href="http://www.canada.gc.ca">www.canada.gc.ca</a> and for Environment Canada it is <a href="http://www.ec.gc.ca">www.ec.gc.ca</a>.</td>
</tr>
<tr>
<td>.ca</td>
<td>Schools, educational organizations, libraries, museums and some government departments may be registered under a two-letter country of origin code, such as .ca, .uk or .au.</td>
</tr>
<tr>
<td>.edu</td>
<td>The United States originally created .edu to indicate American colleges and universities. .edu is sometimes used in Canada, but most Canadian universities tend to use .ca.</td>
</tr>
</tbody>
</table>
| .org, .com, .net | When the web was first being set up:  
  - .org was used for a wide assortment of groups, including non-profit organizations.
  - .com indicated commercial organizations.
  - .net was intended for organizations directly involved in Internet operations, such as Internet service providers.
  
Now, anyone can apply for, and use, these letters in their domain names. For example, the Alberta provincial Girl Guide website ends with .com, and the Ontario provincial Girl Guide website ends with .org. |

For more information, visit: www.media-awareness.ca
When you go to a website look for:

- the source of the information (Do you know who wrote it or is it associated with a recognized organization that has expertise on the subject?)
- the date the information was put online or updated (Is the information up-to-date?)

You should look further if:

- the information has only one viewpoint or represents a stereotype of people or communities
- emotional language is used
- there are general statements that have no backing from people or institutions that have recognized expertise
- there is anything missing from the information

Here’s how you can dissect a website address (known as a URL) using the national website for Girl Guides of Canada, www.girlguides.ca, as an example. The first part just tells you what format the document is in and where it’s found (on the worldwide web or www). The second part of a URL contains the domain name, which is the person or organization hosting the website (the Girl Guides).

The last part, in this case “.ca”, usually — but not always — tells you what type of organization it is, which can help you to determine its credibility.

There are a variety of search engines and each has a different way of gathering, grouping and presenting the information. For example:

- Ask Jeeves (www.ask.com) allows you to type in a question.
- Google (www.google.ca) provides results based on the importance and relevance of the site.
- Yahoo (www.yahoo.ca) has a directory where you search by topic.

Many people use just one search engine. Nevertheless, some researchers say that no single search engine can capture more than 16% of the information and that you should use several.
Use several keywords (six to eight) to help narrow your search. Put quotations around keywords to help the search engine look for phrases such as “Girl Guide camp”. Adding “and” or “+” between words or phrases means you only want documents that contain both those words or phrases. (i.e., “Girl Guide camp”+Quebec).

It is also suggested that, to confirm accuracy, you should find at least three separate online sources that point to the same answer.

**Outdoor Skills**

**Knots**

Being able to work with rope effectively is a great skill that can help you make your camp safer and more comfortable. Here are some knots, their uses and instructions for tying them.

Reef knot:

- joins the ends of ropes or strings that are the same thickness
- can be used to fix a shoelace or to make one long string from two pieces
- creates a neat, flat knot (e.g., for tying a bandage)
- Do not use it with synthetic rope or ropes of different thicknesses because it might come undone.
Bowline:
- makes a loop that won’t slip
- can be used to tie a rope to a boat or to make a series of loops in a rope.

Sheet bend:
- joins two ropes of different thicknesses
- joins a rope to a loop or bight (A bight is like a loop only the ends of the rope don’t cross over.)
- is a more secure knot than a reef knot
- uses the larger rope as the bight.

Clove hitch:
- ties a rope to something stationary
- can be used to attach a clothesline rope to a tree, but not to tie up a dog as the dog’s movement will loosen the knot.
- can be used to tie a halyard to a flagpole (A halyard is the rope that hauls the flag up the pole.)
- can be used to start a lashing
- is easily untied.
Lashing:

- Square lashing – used to tie two poles at right angles to each other. Start and end lashing with a clove hitch.

- Sheer lashing – used to tie two or more poles parallel to each other

- Tripod lashing – used to tie three poles together to make a tripod stand

- Continuous lashing – used to join sticks together to make a flat surface.
Fire Making Tips

The basics for lighting a fire are in the Survivor Girl - Prepared for the Outdoors! module. Here are few more tips and safety precautions:

- The three types of materials you will need for a fire are tinder (to start it), kindling (to help the firewood catch) and firewood.
  - For tinder, try to find the smallest, driest materials you can. Birch bark is an excellent fire starter, as are shavings from soft wood, like pine or cedar.
  - Kindling should be little sticks that will catch fire easily from the tinder.
  - For firewood, use large pieces to produce a long-lasting fire.

- Whatever arrangement you use to build your fire, be sure that air can get in and around the wood.
- Light your match close to the fire. That way, it won’t go out in a draft. Insert the match at the bottom of the tinder, as the flame will travel upward and light the materials on top.
- Gently lay bigger and bigger pieces of wood on the fire as the smaller ones burn away. Putting too much wood on the fire can smother it and make it go out.
Tips for Fire Safety

- Make sure anything flammable (like your pile of firewood or your clothing) is kept well away from the fire and any sparks.
- Tie back long hair to keep it away from the fire.
- Be careful of clothing, especially sleeves, when reaching toward the fire.
- Do not play with the fire.
- If you’re cooking on the fire, be sure to have plenty of potholders handy.
- Do not put grease on the fire, as it could flare and spread the fire unexpectedly.
- Make sure everyone knows the “stop, drop and roll” rule.
- If you burn yourself, immerse the burn in cold water and leave it there to cool.

Homemade Fire Starters

Fire starters are used along with tinder to help you get a fire going quickly in wet conditions. Be sure you have an adult supervising you if you’re working with heated wax. Caution: when melting wax, always use a double boiler or set the can in a pan of hot water. Wax melted over direct heat can burst into flames.

- Gather lint from a clothes dryer. Place it in a cardboard egg carton. Fill the carton carefully with melted wax adding a bit of string, or leaving a bit of the lint above the wax to act as a wick.
Save small candle stubs. Wrap them in several layers of waxed paper and twist the ends.

Tightly roll up a newspaper. Every two to three inches, tie it with string. Cut the newspaper between the string and dip it into melted wax.
Canadian Guiding

The first Canadian Guide Company, which was officially registered in January, 1910, was started by Mary Malcolmson in St. Catharines, Ontario. Later that same year, other units were registered in Toronto, Moose Jaw and Winnipeg. The first recorded Girl Guide Camp in Canada was on the banks of the Credit River in Ontario in June, 1911. During 1910 and 1911, the Movement spread quickly to most of the provinces, while Newfoundland’s first Guide Company was established in 1918.

How Brownies started in Canada is not known, but it was probably much the same way as in England. In 1913, a Toronto paper mentioned “tiny girls of seven” being entertained at Casa Loma — the home of the first Chief Commissioner. By 1919, the name Brownies had become official in Canada. On April 22, 1920, the 1st Hanover Brownies pack was the first pack to be officially registered.

In 1979, Pathfinders began, giving 12- to 14-year-old girls a different program. The name Pathfinders was chosen from the writings of Lord Baden-Powell who described pathfinders as those who could find their way in a strange country.

Sparks are the newest Members of Guiding in Canada. These five-year-olds were given their own branch in 1988. Now, both five- and six-year-olds can join Sparks.

Lones

Lones started in Great Britain, with a Guider writing to girls who lived too far from a community to join a unit. The earliest record of a Lone Guide Company in Canada dates back to 1916. Some Lones were quite isolated, while others were able to form Lone Patrols if there were not enough girls for a unit. Lones continue to be active in many provinces and territories.

Lady Pellatt — The First Chief Commissioner

In 1912, Lady Pellatt was appointed Chief Commissioner of the Guides in Canada, a position she held until 1921 when she resigned due to ill health. Many Guide
events and rallies were held at her home — Casa Loma, in Toronto. This beautiful house, which resembles a castle, is now a tourist attraction. In 1973, the Girl Guide Room opened in honour of our first Chief Commissioner.

**Canadian Units on Foreign Soil (CUFS)**

Companies and Packs on Foreign Soil began in 1952 for children of the Canadian Armed Forces who were living and working outside Canada. Because of changes in our terminology, Companies and Packs on Foreign Soil became Canadian Units on Foreign Soil in 1999.

**Link and the Trefoil Guild**

Link and the Trefoil Guild provide a way for adult women to retain their contact with the Movement. Link Members are younger women who are often too busy with education or new careers to be active leaders. Trefoil Guild Members are older women who are usually not active as leaders and who support Guiding through the Guild.

**International Guiding**

**International Travel**

You, as a Member of the Girl Guides of Canada-Guides du Canada, may have the opportunity to participate in special Guiding and Girl Scouting events all around the world. Some of these activities may be special outdoor events where girls and women from other countries meet to share wonderful experiences — including camping, hiking and sailing. Or these events may be service-oriented projects that enable people from different countries to come together to learn new ways of helping others. Ask your Guider how you can get involved.
Canadian World Friendship Fund (CWFF)

Girl Guides of Canada-Guides du Canada maintains and administers the Canadian World Friendship Fund to support WAGGGS projects. These projects include the World Centres, Mutual Aid, the World Thinking Day Fund and assistance to countries starting or re-establishing Guiding. It also provides financial assistance to Members (both girls and adults) selected to represent Canada at international events and to girls from other WAGGGS countries visiting Canada through the travel grants program. Contributions to the CWFF are voluntary and may be made at any time.

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

The World Association of Girl Guides and Girl Scouts (WAGGGS) was formed in 1928 to link the national organizations of Girl Guides and Girl Scouts all over the world. You, as a Pathfinder, are also a member of WAGGGS. Today there are more than 145 member countries in WAGGGS. WAGGGS is divided into five regions:

- Africa Region
- Western Hemisphere Region (of which Canada is part)
- Europe Region
- Asia Pacific Region
- Arab Region

Symbols of Guiding

The World Trefoil

The World Trefoil is the symbol of WAGGGS. Each part has a meaning:

- The gold colour of the Trefoil represents the sun shining over all the children of the world.
The base of the stalk symbolizes the flame of the love of humanity.

The vein pointing upwards through the centre of the Trefoil represents a compass needle, pointing the way.

The two stars represent the Promise and Law.

The flowing line encircling the Trefoil depicts a worldwide Movement.

The World Trefoil, which is also used on the World flag and the World pin, is the unifying symbol of Guiding.

The World Flag

The World flag is blue, with the World Trefoil in the upper left corner. The design of the flag has meaning:

- The gold on the blue background represents the sun shining over the children of the world.
- The blaze of white in the lower right corner represents world peace.
- The three gold squares represent the threefold Girl Guide/Girl Scout Promise.
- The World Trefoil has its own meaning; see above.

Colours

“Colours” refers to flags and the ceremonies for raising and lowering flags. The Canadian flag and the World flag are the flags used in your Pathfinder unit. Flags are important symbols and should be treated with respect and care.

On special occasions and ceremonies, flags are carried on a staff or flown from a flagpole. Often a colour party of girls is assigned to carry or hoist flags. More information on flying and displaying flags is in the ‘Be a Model Citizen’ module in Creating Your Future.
Guides Canada Flag
Units in all branches of Guiding can use the Guides Canada flag. The red maple leaves represent our 13 provinces and territories. Their playful flight reflects the spirit of the girls and women in our Girl Guide Movement. The Trefoil is positioned in the centre because it represents the central principles of Guiding. The word Canada rising on the horizon symbolizes the dawn of a new day – a reminder each day to be prepared to do our best.

Guiding History

The Baden-Powells
Lord Robert Baden-Powell (known in Guiding and Scouting as B-P) was born in England on February 22, 1857. When he was 19-years-old, he joined the army and went to South Africa and India. He was responsible for teaching military scouting, which included learning about the surrounding countryside, to his fellow soldiers. To do this, he made up games. Later, Lord Baden-Powell wrote about these games in a book titled Scouting for Boys. When he returned to England, he discovered that his scouting exercises had captured the imaginations of many people.

In 1909, B-P called a rally to bring together all those who were practising his scouting games. The rally was held at the Crystal Palace in London. Thousands of boys and their leaders came – as well as a small group of girls! They wanted to join, too. B-P asked his sister Agnes to be in charge of the girls, whom he called Guides.
In England, the little sisters of Guides began tagging along to meetings. Eventually, they gathered into their own groups and were called Rosebuds — a name the adults liked, but the girls did not. It took about a year to change the name to Brownies, based on English folklore about little people who did good turns secretly.

Agnes wrote the first handbook for Girl Guides. In it, she gave girls advice and information on many subjects, including camping. Agnes also set up a Girl Guide Headquarters in London, England. During the early years of Guiding, Agnes was President of the Girl Guide Association in the United Kingdom. She always loved nature and camping. Even in her old age, she called herself the “Grandmother of the Guides.” Agnes died in 1945 at the age of 86.

In 1912, Lord Baden-Powell met Olave St. Clare Soames aboard a cruise ship going to the West Indies. The fact that they shared the same birthday, February 22, seemed like a special sign. By the end of the cruise, they were secretly engaged. They were concerned that, because Lord Baden-Powell was much older than Olave, their families would not approve of their marriage. Despite their fears, however, they were married later that year, and Olave became Lady Baden-Powell.

Olave always loved being outdoors. As a child, she learned to garden, swim, sail, row, skate, bicycle, ride a horse and play tennis. She was also musical and could play the violin very well. In later years, she described her life as a child as “a happy, sheltered, but thoroughly useless existence.” Olave had much to give and craved an opportunity to contribute. She found this opportunity — in full measure — through her marriage to Lord Baden-Powell. In 1917, after their third child was born, Olave turned her talents to Guiding. Together with B-P, she dedicated her life from that time on to promoting the ideals of Guiding and Scouting and was elected Chief Commissioner. In 1930, Olave was named World Chief Guide.

Over the years, the Baden-Powell family travelled all over the world. After Lord Baden-Powell’s death in 1941, Olave returned home to England. When she realized that the Guides still needed her, she continued visiting and encouraging Guides and Scouts all over the world. During her lifetime, she travelled to more than a hundred countries.
countries, reaching out to all girls and their leaders. Her deep feelings for these girls were described in her own words: “I feel like the mother of a very large family of children and I care for you very much.”

Everyone she met was moved by the presence of this great woman — the quiet, real strength in her voice and the sincere warmth of her ever-present smile. And she, in turn, seemed impressed by each girl and Guider she met! On many occasions, Lady Baden-Powell recalled the names of people she had met only briefly many years before. She, indeed, had an exceptional memory, but more importantly, an even more exceptional heart. Olave was over 85 when she finally had to give up her travels.

Although Lady Baden-Powell died in 1977, her strong spirit lives on in the great Movement she helped to create.

Perhaps the best expression of her unique spirit is captured in this writing of hers:

A Challenge from the World Chief Guide:
Just ONE MORE TEST PASSED for gaining a Badge
Just ONE MORE recruit to join up with your Patrol
Just ONE MORE Guider and Scouter to be found, for
Just ONE MORE Scout Troop and Guide Company and Pack and Flock.
Just ONE MORE helper and supporter and member of the Fellowship of Former Scouts and Guides and then — above all —
Just ONE MORE “good turn” service to the Community.
Just ONE MORE KIND THOUGHT AND PRAYER that the Spirit of Guiding and Scouting may spread far and wide throughout the world.
## Guiding Terms and Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>active living</td>
<td>Active living means integrating physical activity into daily life, based on individual preferences, lifestyles and abilities.</td>
</tr>
<tr>
<td>advancement</td>
<td>This is a ceremony that celebrates the advancement of girls from one branch of Guiding to the next.</td>
</tr>
<tr>
<td>adventure camping</td>
<td>Activities that involve overnight(s); are more than one hour from EMS and/or include adventurous activities are considered to be adventure camping.</td>
</tr>
</tbody>
</table>
| adventurous activities | Any activity that poses a significant element of risk and/or potential for injury to those participating in it and requires the use of specialized equipment (see definition for specialized equipment), skilled leadership and pre-activity instruction/training for all participants is considered an adventurous activity.  
Examples include, but are not limited to:  
- kayaking, canoeing, sailing, sail boarding, whitewater rafting  
- cycle touring, mountain biking  
- winter camping  
- caving  
- scuba diving  
- backpacking, adventure hiking. |
| Baden-Powell (B-P) | Lord (Robert) Baden-Powell was the founder of Boy Scouts and Girl Guides. His sister, Agnes, developed and administered the Guiding Movement. His wife, Olave, Lady Baden-Powell, was the World Chief Guide. |
| **bridging** | Bridging means connecting different branches; making girls aware of the next, higher branch of Guiding or assisting in a unit for a younger branch of Guiding. Bridging activities are activities undertaken by two or more branches together. |
| **campsite** | Pathfinder camping is done in a variety of settings:  
   - **Established campsite**: a fully developed Girl Guide campsite or a provincial, municipal or private campground that provides latrines, piped water, cooking areas, tent areas, a garbage disposal method and is easily accessible by vehicle.  
   - **Primitive campsite**: a campsite that offers minimum facilities but includes safe, potable water, latrines, tent areas, and is accessible by road, hiking, canoeing, horseback riding or mountain biking. Transportation must be available in case of an emergency.  
   - **Wilderness campsite**: an undeveloped area with few or no facilities.  
   - **Winter camp**: an established or primitive campsite, which is occupied during the winter. |
| **campfire** | This is a short program of songs, skits, yells and games that traditionally closes a meeting or ends a day at camp. |
| **Canadian Guider** | *Canadian Guider* is the national magazine of the organization, published three times a year. |
| **closing** | A closing is the formal ending of a meeting or event. It can include a campfire and usually concludes with the singing of Taps. |
| **Commissioner** | A Commissioner is a woman appointed or elected to lead a council within Guiding. The head of Girl Guides of Canada is called the Chief Commissioner and the head of a provincial council is the Provincial Commissioner. Provinces have different administrative levels (see definition of council below). Each level would have its own Commissioner. |
| **council** | Councils are the volunteer decision-making bodies at various administrative levels, organized by geographic groupings. The following levels may exist in your province/territory: province, area, division, district. |
| **duty chart** | A duty chart can help you to structure a camp or event. It lists tasks that need doing, and says who is going to do them. If the tasks are done daily, the duty chart can be organized to show rotation of the tasks. For example, a duty chart for a camp would list tasks such as cooking, cleaning and campfire planning on the left and the days of the week across the top. The girls’ names would be written in the rows and columns underneath. |
| **enroll** | A Guider or Commissioner enrolls a girl or woman in Girl Guides of Canada when the new recruit understands and repeats her Promise to the Guider or Commissioner. Enrolment is recognized with an Enrolment pin. To be a Member of the organization, a girl or woman must be enrolled. |
**Fundamental Principles**  
These are the principles upon which Guiding was founded. Formerly known as the Essential Elements, these are 1) a search for a higher spiritual being, 2) a commitment to one’s country or community, and 3) the principle of service.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guides’ Own</td>
<td>This is a ceremony that celebrates the ideals and spirit of Guiding. It does not replace personal religious observances. Material should be universal, focusing on the shared aims of goodwill, peace, and so on that form the basis of living in harmony. If using faith-based material, include and acknowledge elements from different faith communities.</td>
</tr>
<tr>
<td>Link</td>
<td>Young women aged 18 to 30 who wish to retain contact with Guiding do so through Link. They may also hold other positions in Guiding.</td>
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<tr>
<td>Lones</td>
<td>Lones are girls who belong to a branch such as Guides or Pathfinders but cannot participate in regular meetings. They do much of the program by correspondence.</td>
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<tr>
<td>national office</td>
<td>This is the head office of Girl Guides of Canada; located at 50 Merton Street, Toronto, Ontario M4S 1A3. The national website is at: <a href="http://www.girlguides.ca">www.girlguides.ca</a></td>
</tr>
<tr>
<td>opening</td>
<td>The formal beginning of a meeting or event is called the opening. In branches of Guiding for younger girls, an opening includes a traditional format of songs and actions. For older girls and women, it often it includes reflections.</td>
</tr>
<tr>
<td>reflections</td>
<td>A reflection is a brief inspirational reading that opens a meeting or special event. If using faith-based materials, be inclusive of different religions or faiths.</td>
</tr>
</tbody>
</table>
**specialized equipment**  This is equipment that requires specialized training and/or skill for safe use. This includes, but is not limited to, rock climbing and rappelling equipment; boats and watercraft, chemically based products, power tools, soldering tools and any other equipment that is unfamiliar to the girls.

<table>
<thead>
<tr>
<th>Trefoil</th>
<th>The Trefoil is the symbol of Guiding found in our logo; it is a stylized cloverleaf.</th>
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</thead>
<tbody>
<tr>
<td>Trefoil Guild</td>
<td>The Trefoil Guild is for Members over the age of 30. Members may or may not be active in other aspects of Guiding. They meet for friendship, service and to keep the spirit of Guiding alive.</td>
</tr>
</tbody>
</table>
# Keeping Track of Your Progress

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Modules completed</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Finding the Path</td>
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<td>Creating Your Future</td>
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<tr>
<td>A World to Discover</td>
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<td>Girl Stuff</td>
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<tr>
<td>Let’s Take It Outside!</td>
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<tr>
<td>Program Area</td>
<td>Modules completed</td>
<td>Date Completed</td>
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<td>------------------------------</td>
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<tr>
<td>Living Well</td>
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<tr>
<td>My Music, My Movies, and More!</td>
<td></td>
<td></td>
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<tr>
<td>On My Own</td>
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<tr>
<td>Exploring a Theme</td>
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</tbody>
</table>
### Camps I’ve Attended

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Shelter (building, tent)</th>
<th>Where</th>
<th>No. of Nights</th>
<th>Special Activities</th>
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</table>
# Volunteer Activities and Bridging Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>What</th>
<th>Details/Time Commitment</th>
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# Travel

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<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Details (How long?, with whom? Etc.)</th>
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My Skills, Interest, Awards, Achievements
Notes
Notes
Notes