



THE RANGER PROGRAM

You Lead the Way

Acknowledgments

Girl Guides of Canada–Guides du Canada wishes to gratefully acknowledge the invaluable assistance of the Members who worked on the development of this new Ranger program:

Michele Rivest, Manitoba - National Program Adviser
Chrystal Crozier-Smith, Saskatchewan
Vicki Ferguson, Alberta (formerly British Columbia)
Kris McGee, Ontario
Jennifer Mullane, Ontario
Barbara Pepin, Ontario
Margaret Vail, Nova Scotia

A special thanks is also extended to the Senior Branches Members and Guiders who provided ideas and participated in discussion groups:

1st Naitaka Senior Branches, British Columbia
Orion Rangers, British Columbia
1st Red Deer Senior Branches, Alberta
3rd Saskatoon Senior Branches, Saskatchewan
8th Winnipeg Rangers, Manitoba
1st Mount Pleasant Senior Branches, Ontario
1st Kingsway Rangers, Ontario
1st Ashford Rangers, Ontario
Ottawa Senior Branches, Ontario
1st Sheppard Senior Branches, Ontario
1st Kitchener Trex, Ontario
1st York South Senior Branches, Ontario
1st Hayes Cadets, Ontario
Thornhill Junior Leaders, Ontario
1st Kitchener Donnacona Rangers, Ontario
1st St. Jacobs Rangers, Ontario
Fraser Area Senior Branches, Nova Scotia
Participants of the Spring CAJURA 2007
Participants of Your Voices Your Future Youth Summit
All Senior Branches who participated in online surveys

Merci/Thank you,
Tania Dungca, Manager
Girl Programs Department

The Ranger Program: You Lead the Way
Project Coordinators: Jacqueline Lacroix and Anne McRuer
Edited by: Jennifer M. Hutchison, Diane Young and Jill Noble
Diversity Audit by: Building Equitable Environments
Art Direction and Graphic Design by: Greg Tabor, HarperCollinsCanadaLtd

Girl Guides of Canada-Guides du Canada gratefully acknowledges the support of HarperCollinsCanadaLtd in the design of this program.

 HarperCollinsCanadaLtd

© 2011 by Girl Guides of Canada-Guides du Canada
Title The Ranger Program: You Lead the Way
ISBN 1-896444-45-8



Inquiries related to *The Ranger Program: You Lead the Way* should be directed to:
Marketing and Strategic Alliances
Girl Guides of Canada
50 Merton Street
Toronto, ON M4S 1A3
commhelp@girlguides.ca • www.girlguides.ca

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Guiding Contacts

Unit name: **District:** **Division:** **Area:**

Guiders

Name: Phone: E-mail:

Name: Phone: E-mail:

Name: Phone: E-mail:

Commissioners

Name: Phone: E-mail:

Name: Phone: E-mail:

Name: Phone: E-mail:

Advisers

Camping: Phone: E-mail:

International: Phone: E-mail:

Membership: Phone: E-mail:

Program: Phone: E-mail:

Training: Phone: E-mail:

PR: Phone: E-mail:

Other: Phone: E-mail:

Phone: E-mail:

Resource People

Name: Phone: E-mail:

Name: Phone: E-mail:

Provincial/Territorial Office

Name: Phone: E-mail:

Practice Unit

Branch: Unit name: Meeting time/place:

Contact Guider:

Start/finish dates:



Introduction

RANGERS

Girl Guides of Canada-Guides du Canada (GGC) was founded in 1910. By 1916, the original Guides in the United Kingdom were beginning to outgrow the program, but they did not want to drop out completely. At first they formed groups of "Senior Guides." Various other names were suggested but Lord Baden-Powell resolved the situation by suggesting "Rangers," which was in full use in Canada by 1920. Later, the Cadets leadership program was added for older girls to prepare them to become Guiders. Much later, the term

Junior Leader was introduced for those who helped in units but did not want to follow a specific program.

Today we have returned to our beginnings and all Members aged 15-17+ are known as Rangers. The title Junior Leader is still used to refer to older girls when they are working in units with younger girls.

The Guiding Movement has a strong social ethic of promoting opportunities for girls to fulfill their potential while

providing service to society. It is built on the solidarity of its members who have a common cause and a personal commitment to its values.

Rangers is the final branch before making the transition to adult membership as a Guider or Link Member.

Sparks: ages 5 and 6

Brownies: ages 7 and 8

Guides: ages 9 to 11

Pathfinders: ages 12 to 14

Peer Group

You can join Guiding at any branch without completing prior levels. This ensures that you remain with your peer group (girls in the same school grade). This means that if you have a birthday in March, you will be finishing Pathfinders when you are 15, while if you have a birthday in November, you will be finishing when you are still 14. During the overlap year, you can move up to an older group whenever you are ready.

Transitioning to Adult Membership

The transition to adult membership is made at the end of your final Rangers year, which varies across the country but generally corresponds to the end of high school and the provincial age of majority.

The knowledge and experience you gain in Guiding allow you to meet some of the training requirements for adult Members. Please see *Guiding Essentials* online at www.girlguides.ca.

MAKING CONNECTIONS

Guiding is a great organization for girls and young women. All of us work together to keep it going and growing. Bring friends to your meetings, outings or camps. Invite them to become Members. Spread the word about the exciting opportunities that are available. Set a challenge for your unit to increase membership by two, three or even ten!

Keeping Members is vital to maintaining a strong organization. You can be an ambassador to other branches by giving them a feel for their future in Guiding. Hold bridging events with Pathfinders. Join them for camps, meetings or other outings and activities. Organize opportunities to meet Link Members.

Link (ages 18 to 30)

Link provides ways for you to stay connected with Guides as you transition into adulthood. You may be continuing your education, beginning full-time work or starting a family. Link Members meet informally for fun and friendship. Contact your provincial/territorial office for more information.

Other options for adult Members are the following:

- Unit Guider
- Resource person
- Trainer
- Adviser
- Council/Committee members

VISION, MISSION AND VALUES

All Guiding is based on the **Vision, Mission and Values** of the organization.

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. Every Member of Girl Guides of Canada is enrolled by making the Promise that is her commitment to Girl Guiding.

Promise

I Promise to do my best,
To be true to myself, my beliefs and
Canada

I will take action for a better world
And respect the Guiding Law

Law

The Guiding Law challenges me to:

- be honest and trustworthy
- use my resources wisely

- respect myself and others
- recognize and use my talents and abilities
- protect our common environment
- live with courage and strength
- share in the sisterhood of Guiding.

The Motto

Be Prepared

The Sign and Handshake

Members of Guiding and Girl Scouting all over the world use the Sign and Handshake when greeting each other.

The sign is made by raising your right hand to shoulder height, close to your body, with your elbow down. Hold down your little finger with your thumb. Your three raised fingers symbolize the three parts of the Guide.

The Handshake is done with the left hand. This greeting comes from the legend that people put down their shields (that were held in the left hand) to show their trust.

More about the philosophy of Girl Guides of Canada is found in *Guiding Essentials* on our website.

ENROLMENT

To show your commitment to Rangers, set a personal challenge and carry it out. Choose one from the program or think up your own. Discuss it with your Guider or Guiding unit before you start and after you finish. It is not meant to be complicated or time consuming. Look for challenges that do the following:

- Test your ability to think independently and make decisions
- Provide adventure and enjoyment
- Require self-reliance, endurance and responsibility
- Promote new skills and/or knowledge
- Involve teamwork
- Make you look honestly at your own attitudes and actions

Develop a purpose statement of what you hope to achieve during your time as a Member. Here are a couple of examples:

- I wish to develop my leadership skills by working in a unit with younger girls.
- I wish to expand my skills and interests by giving service to the community.

With your group organize a celebration where new Members are recognized and reaffirm their Promise and where Members who haven't been in Guiding before can formally make the Promise. This could also be an opportunity for girls to talk about their purpose statement and why they chose it.

ORGANIZING YOUR GROUP

The organization and administration of Rangers units is completely flexible, with a variety of meeting schedules (most meet once or twice a month). Groups can be made up exclusively of Rangers, Rangers working as Junior Leaders or a mixture of both! Some girls might like to work on their program and set goals to achieve awards, while others would prefer to participate in activities. Some may focus on working with younger girls, dropping in only occasionally to catch up with friends or take part in a camp or trip. In any case, the group will figure out its dynamics to create an environment that works for them.

To organize your group, you will need a members' contact list and a communications strategy.

Here are some guidelines:

1. Decide how often you'll meet. Just because you met twice a month last year doesn't mean you must this year.
2. Develop a long-range plan using a calendar or monthly chart:
 - Brainstorm ideas for challenges and events.
 - Include the two cookie campaigns (fall and spring).
 - Find out what else is going on (community initiatives, special events, camps, trips, training

sessions, etc.). Ask your Guide to help you with this.

3. For bigger projects create subgroups to work on timelines and detailed plans.
4. Draw up a short-term plan that covers at least four meetings, including activities and notice of dates or action steps for the larger projects (e.g., tour of farmers market, application deadline for provincial Rangers event).
5. To keep your unit and parents informed, consider making your short-term plan in the form of a unit newsletter or e-mail.

MANAGING THE ADMINISTRATION

To run smoothly and efficiently, the group needs to take care of administration. Some groups may be more informal than others, but there are certain roles that need to be filled, including the following:

- Chair – facilitates the meeting
- Secretary – keeps track of decisions, who is doing what and when
- Treasurer – helps Guiders to manage funds
- Communications coordinator – ensures that everyone is informed about activities and events

Other roles include photographer, snacks coordinator, social convener and any position suitable to your unit.

Your Guider will help you with administration and planning.

THINGS TO REMEMBER WHEN PLANNING

You likely have some experience in planning activities. Nevertheless, as a Ranger you will take on all aspects of the planning, from the short-term to the long-range. Long-range plans start by mapping out your activities chronologically:

- List the months.
- Record confirmed dates or activities for each month (e.g., skating in February) and fill in other activities around those. You may need to adjust as you go and think of other opportunities or obstacles for a particular period.
- Determine planning deadlines for individual activities. For example, if you're going on a trip in May, you will need to work on the details in January (e.g., booking, budgeting, assigning roles, etc.).

For your short-term plans, work out the details for each month. Remember that some activities require permission from parents/guardians and from GGC, so you will need to allot time for this.

Planning a couple of months in advance may seem excessive. Nevertheless, some activities will need more time to organize than others. For example, a neighbourhood cookie blitz begins by alerting other units several months beforehand to ensure your date works for them.

Check your unit's copy of Safe Guide regarding safety procedures for activities as well as supervision, health management and emergency preparedness.

Chief Commissioner's Gold Award

If you're planning on earning this award, you will need to start planning early in your Rangers career. Set annual goals and break them down into interim objectives. Your goals will likely coincide with those of other members of your group, so you can work together. If you work as a Junior Leader, be sure to discuss your goals with the Unit Guiders and incorporate them into the unit's plans. In any case, you must work with a Guider who will confirm that you have completed your challenges.

Here's an example:

Goal Year 1 – earn Bronze pin

Objective 1: four challenges completed by Dec. 31

Objective 2: two more challenges by March 1

Objective 3: one challenge at camp in April (maybe two depending on camp program)

Objective 4: complete final challenge by May 31st

COOKIE CAMPAIGN

Cookie funds are used to run your activities and programs. As part of your long-range planning, use the Cookie Campaign Challenge to set goals and build life skills to help you when apply-

ing for jobs or volunteer opportunities. The Cookie Campaign Challenge is required for the Chief Commissioner's Gold award.

Resources to Support Your Planning

Check out the list of resources under "How the Program Works," below. Consult the Program Planning Worksheet at the end of each program area. And check online at www.girlguides.ca for resources such as Getting the Most Out of Your Program and Inviting a Guest Speaker.

HOW THE PROGRAM WORKS

WHAT'S IN THE PROGRAM?

The program consists of eight program areas:

- Celebrate Guiding
- Community Connection
- Environment, Outdoors and Camping
- Explore Your Creativity
- Global Awareness
- Healthy Living
- Leadership and Management
- Your Future

Each begins with an objective and background information, followed by a variety of activities that will give you ideas for setting challenges.

When you first join Rangers, you'll need to set a challenge for yourself before your enrolment. The eight program

areas offer a wide range of options to choose from.

Ranger Service Project

The Ranger Service Project is designed to help you use your skills, creativity, and feelings to make a positive contribution to your community.

Cookie Campaign Challenge

This challenge is designed to develop skills in event planning, money management, communications, public speaking and customer service.

Commonwealth Award

This award was developed in 1985 at the Commonwealth Chief Commissioners' meeting to strengthen the bonds between Commonwealth countries. It is available to all members of these countries.

Duke of Edinburgh's Award

Take the **challenge**.
Live the **achievement**.

If you are between the ages of 14 and 25 and you enjoy a personal challenge, this award program is for you. There are three achievement levels: Bronze, Silver and Gold. You can design your own challenge (which will be credited to you in Guiding) by setting goals in four areas: Service, Adventurous Journey, Skills and Physical Recreation.

The Duke of Edinburgh's Award National Office

Suite 450, 207 Queen's Quay West
PO Box 124

Toronto, Ontario M5J 1A7

Tel: 416 203 0674

E-mail: info@dukeofed.org

EARNING CHALLENGES

The Rangers program focuses on "action," whether you're exploring something, sharing knowledge with others, leading activities or participating in an event or service project. Choosing what you are going to do and how it is to be done is an essential part of the experience. By helping to develop your own program, you have great opportunities to get together with other Members, meet new people and share your passion.

Earning a challenge is straightforward. Each program area has a list of suggested activities. Choose one and expand on it to make a complete challenge. We illustrate this with a few examples from each list. Most should take several meetings to complete.

You can also create your own activities that spark your interest and passions. Follow the program area objective to come up with your own ideas or expand on the suggestions in the program book.

Your challenges can be done as follows:

- As a group (going on a trip or organizing a speaker to meet with your group)

- Individually (taking a first aid course, doing a photo essay or writing an article about a community event).
- Either individually or as a group to share knowledge or skills with others (planning an activity with younger girls).

local or school library and the Internet. Librarians are information specialists and can direct you to appropriate material. Internet searches can help you find words to songs, contact information for resource people, dates of special events and basic information about a subject.

Some challenges are best done in a group, which could include:

- Other Rangers
- Some non-Guiding friends
- Younger girls from a unit in another branch.

This means that you can lead your peers, younger girls or another group, regardless of whether or not they are Members of Guiding. This gives you lots of options for completing challenges!

Finding Resources to Support You

To help you complete your program, there are resources available on the website <http://patrol.girlguides.ca>. Some are listed below. These will be added to and updated periodically.

- Conflict Resolution
- Effective Communications
- Event Planning
- Getting the Most out of Your Program
- Facilitating Brainstorming
- Inviting a Guest Speaker
- Leading Games
- Building Girl Power
- Service Projects
- WAGGGS Takes a Stand
- Who am I?
- Facilitating a Group

You can also get help through your

PROGRAM RECOGNITION

You can be recognized for your work with the following awards:

Chief Commissioner's Bronze Award	Complete nine challenges from at least four different program areas
Chief Commissioner's Silver Award	Complete nine additional challenges from at least four areas (which can be the same as or different than those above). Note that to earn your gold level, you must have at least one challenge from each of the program areas.
Chief Commissioner's Gold Award	Complete the bronze and silver levels (total of 18 challenges), including at least one challenge from each area and the following: <ul style="list-style-type: none"> • The Cookie Campaign Challenge • The Ranger Service Project

Additional recognition:

The Ranger Service Project	A Ranger Service Project can be anything you make it, from helping an elderly neighbour care for his or her yard to organizing a winter coat drive at your school. It can be done on your own or with a group. You should play an active role in organizing the project and on the project itself. Your commitment to the project must be approximately 20 hours (including the planning).
Cookie Campaign Challenge	This challenge is earned by taking a role in supporting at least four cookie campaigns. You must earn it to complete your Chief Commissioner's Gold Award.
Junior Leader Certificate of Appreciation	This certificate is presented to Rangers working as Junior Leaders in a practice unit to recognize their commitment to leading a younger branch over the course of a year. You may earn more than one certificate. To be eligible, you need to attend approximately fifty percent of the practice unit's meetings and activities and actively assist Unit Guiders with leading and planning.
Ranger Certificate	This certificate recognizes your participation in your Rangers unit. It may be presented annually.

WORKING ON YOUR CHALLENGES

An important part of learning, even in an activity-based program, is the following:

- Knowing what you want to accomplish
- Figuring out how to do it
- Assessing what you've discovered or sharing your new knowledge or skill
- Reflecting on how it has changed you

Making the Plan – Using the Five Ws

Before you get started, think about:

- **WHY** an activity, event or experience interests you. This helps you to focus and make your challenge meaningful to you.
- **WHAT** you hope to achieve or learn from doing this challenge. Make a clear, actionable statement that sets your goal.
- **WHEN** you want to do it. Planning on a "one day, some day" basis means the opportunity could pass you by. Be as specific as possible with your time frame.
- **WHERE** you will do this. This may not apply to all your activities, but can be an important consideration.
- **WHO** can help you.

Preparing to Take Action

The next stage is making a plan to accomplish a program challenge. For example:

- Figuring out what is needed
- Finding out where to get resources
- Choosing a resource person to facilitate the challenge

- Getting information
- Gathering equipment or tools (e.g., craft supplies, maps, stationery, camping gear, etc.) or booking a space
- Determining the cost and source of funds

Doing Your Challenge

You are now ready to discover, share, learn and experience something new!

Reflecting on What You've Achieved

Reflecting on what you've done and measuring its success is the final step in completing a challenge—a process that deepens your learning, enriches your experience and heightens self-awareness.

When a challenge doesn't work out, examine the circumstances and your actions carefully. Likely there were aspects that you were responsible for, and others that were beyond your control. Being aware of how people will act and react will help you plan, prepare for and influence future situations.

Here's a sample format for reflecting on your work. Not all of these statements will apply to every activity and you may think of others that would be appropriate.

Rate yourself by placing a mark on the arrow. Base this on your own personal accomplishment, ability and understanding of yourself.

Below Expectation		Above Expectation
My goal was unclear and I did not know how the challenge would fit the program.	←————→	My goal was clear and I knew which part of the program I would complete.
I didn't answer the five Ws.	←————→	I answered the five Ws.
I only did what was in the book.	←————→	I expanded the activity, met new people, discovered more information, took action to make a difference.
I did not have the resources.	←————→	I had the resources and information I needed.
My preparation was minimal. I made it up as I went along. OR My instructions were confusing and the group was unable to take on the activity.	←————→	I was well prepared so I could participate in the discussion or lead and inspire the group. OR My instructions were clear and I was well prepared to teach the activity to the group.
I did not take initiative to enhance the challenge.	←————→	I did everything I could to make this challenge work.
My skills did not change.	←————→	My skills increased and improved.
I followed others.	←————→	I took the lead.

I'm not confident.	↔	I feel confident.
I only did what was necessary.	↔	I challenged myself to do my absolute best.
I did not learn anything about myself.	↔	I discovered something new about myself.
I made a minimal contribution to the community.	↔	I made a significant contribution to the community.
I did not take my new skill or knowledge further.	↔	I've expanded my skills or knowledge by sharing it with my group or keeping notes for future reference.

Questions about Earning Challenges

- Q.** Can we do activities first and then see what program they fit into?
- A.** Completing activities and having a good time are great. But to complete your program, you need to decide beforehand what you want to accomplish and then follow through.
- Q.** Can one activity turn into several challenges?
- A.** Challenges can be counted one for one, which means that a challenge can give you credit for one program area only. For example, learning how to knit finger puppets to donate to a children's hospital would count as a single challenge under "Explore Your

Creativity," while organizing Guides or Pathfinders and teaching them to make a bunch of finger puppets would count as a challenge under "Guiding." Doing a puppet show at the hospital and leaving the puppets for the children would constitute a challenge under "Community Connections."

- Q.** Some of the things we studied in school are in the program. Can I count them?
- A.** School work and projects are already earning you credit at school and cannot be counted toward earning your program. Nevertheless, if you use them to lead activities that share your knowledge, then they can be consid-

ered. For example, you could invite friends to your school performance and organize an activity that teaches them what goes on behind the scenes. Or you could arrange for a bus trip of seniors to the show. As another example, you may have completed a project on weather phenomena and their effects on people and the environment. Use this knowledge to show a Sparks or Brownies unit how to build a homemade weather vane, teach Guides about weather predictions and associated folklore or take Pathfinders to a local weather station.

- Q.** How do I know if I've been successful?
- A.** If you built your challenge with time, effort and thought, chances are you were successful. For example, helping out at the food bank once involves a small time commitment so wouldn't count as a challenge. In contrast, if you extended your commitment over several months, researching the organization and how it works, finding out about initiatives to reduce the need for food banks, organizing a food drive with a younger group or your school, then your success would be guaranteed!

LEADERSHIP IN OTHER BRANCH UNITS

Often when you are working with younger girls in other branches, you will see that their program requirements are similar to yours. This doesn't mean that they are doing the same things, just that they are investigating the same topics on different levels.

For example, if your challenge requires you to "do a project to help reduce erosion in your area," adapt the activity to suit Sparks, Brownies, Guides or Pathfinders. Work with your Guider team to incorporate your challenges into the unit's planning.

A great way to develop your leadership skills is to work as a Junior Leader in a practice unit (with girls that are at least two years younger than you). This will allow you to:

- Understand girls in the age group and how they learn and interact
- Identify individual and group needs, moods and realities to adapt the program accordingly
- Help girls work together and learn techniques for resolving conflicts
- Try different things and evaluate and improve activities if necessary
- Do long-range planning
- Develop teamwork and personal skills

Practice unit activities include the following:

- Music and singing games
- Storytelling
- Active games
- Sharing circles and campfires
- Crafts
- Ceremonies
- Program work
- Camp skills
- Field trips and outings
- Promise and Law events
- Nature and environment explorations

Here is what you can expect from the Guiders in your practice unit:

- Time to prepare a portion of the program
- Materials and sources of information
- Inclusion in planning meetings
- Encouragement
- Responsibility for part of the unit's administration
- Trust in your abilities and the challenge to try new things

Aside from working in a practice unit, you can also develop your leadership skills in a Rangers unit, working with a Guider toward a particular goal.

If you choose to work as a Junior Leader in a unit, you may qualify for the Junior Leader Certificate of Appreciation, which recognizes your commitment to the leadership of a unit over the course of a year. To qualify, you must actively assist in at least 50% of the practice unit's meet-

ings and be actively involved in planning meetings. This certificate can be awarded annually, so it is not necessary to work in the same practice unit for all three of your Rangers years.

The Unit Guider in your practice unit should receive a copy of these requirements so that she can help you work out your program.

CAMPING AND TRAVEL

Camping and travel opportunities abound and are a great way to work on your program as you develop your planning, organizing and leadership skills. Start your year by brainstorming these events and their timing.

Many Guiding Members love camping. Nevertheless, not all cultures think of it as something to enjoy. When making your plans keep in mind the background of your group, especially if they or their parents are new to Canada. You may need to help them become aware of what a great opportunity it is for building skills and self-reliance. Work with everyone to create an event that you can all enjoy.

As always, safety is the priority in these activities. Be sure to consult *Safe Guide* to create plans that are safe and well thought out.

INTERNATIONAL TRAVEL

You, as a Member of GGC, have the chance to share wonderful experiences with girls and women from around the world. These special Guiding and Girl Scouting events include outdoor activities such as camping, hiking and sailing as well as service projects and conferences in other countries.

Nationally Sponsored International Events

Each year GGC accepts a variety of invitations for exciting international events, camps and conferences. Information on these events is circulated through National Fact Sheets and provincial/territorial newsletters. If you want to participate, it is important that you keep a record of your Guiding activities. A variety of camping experiences are required for certain events.

How to Apply

Your International Adviser, Guider or Commissioner can get details and applications for you. These trips are subsidized through the Canadian World Friendship Fund (CWFF) and often through other levels of Guiding as well. After attending an event, participants are usually asked to share their experience by giving a presentation. Contact your International Adviser for further information.

Independent Group Trips

Many units organize trips to the World Centres or other countries. Your International Adviser can help you to plan your trip and follow the policies and procedures outlined in the Safe Guide. The planning alone gives you valuable experience, not to mention the fun, friendship and adventure of the trip itself.

RECORD KEEPING

Keeping track of where you are in your program is critical to your challenges. For example, if you want to work toward your Chief Commissioner's Gold Award, you must work with a Guider who will help you set goals and determine when you have achieved them.

SERVICE AND GIRL GUIDES

Service has always been a cornerstone of Guiding. Meaningful service is about making a difference to others. The starting point is meeting people in your community to determine what they need. If you're going to change the world, you need to know what will make a difference from the perspective of the community or people you are serving. Service is more successful and meaningful when it is based on a clear understanding of people's needs, not what you think they

need. Consider how you do things and the message it sends. Don't try to take things over; work with people and be open to different approaches. Explore possible areas for service. Check the Internet, newspapers and library. Meet with people from social service agencies, hospitals, institutions, public health units, nursing homes and volunteer agencies. Friends, neighbours and acquaintances may belong to organizations in need of help.

Some people may feel more comfortable accepting a service if they can give a little in return. If payment is given for what was intended to be a voluntary act of service, ask if you can use the money to help with other services or donate it to a charitable cause such as the Canadian World Friendship Fund.

Service projects can be incorporated throughout your program. Keep this in mind as you develop your challenges.

You can help agencies by working at events, campaigning, doing communications and so on, but you cannot directly fundraise on their behalf.

FUNDRAISING

Girl Guide Cookies

Girl Guide cookie sales are the official, largest and most important fundraiser for the organization and benefit all levels of Guiding. Successful cookie campaigns

would not be possible without your help and commitment. Many people in Canada associate Guiding with Girl Guide cookies. Our supporters purchase the cookies for two reasons. One is simply the delicious taste, while the other is that they realize the importance of these sales to the work we do with girls and young women across the country.

Cookies are sold twice a year, the chocolate and vanilla classic ones in the spring and the chocolatey mint cookies in the fall. By selling these popular treats you help to increase public awareness of Guiding, gain self-confidence and learn valuable communications, marketing and public relations skills. You also help keep the Guiding Movement alive in Canada and throughout the world.

The Cookie Campaign Challenge is designed to help you get the most out of your sales. Use it not only to sell cookies, but also to develop valuable experience in customer service, event planning, money management and team leadership. This demonstrated experience will be a tremendous asset on the job market, along with the "soft skills" you will gain in terms of initiative, time management and working with others.

Any other fundraising venture that you undertake must have the support of your Guider and Commissioner. Be sure to get their input early in the planning process and then plan carefully.

Other Fundraising Ideas

Extra money is sometimes necessary when your unit wishes to do something special.

Examples of fundraising activities that are consistent with the Girl of Guides Canada image include:

- Other GGC product sales
- Craft sales
- Grants from a Provincial Lottery Corporation if applied for at the provincial/territorial level
- Other local or municipal grants
- Raffles with a prize value of less than \$1,000
- Auctions
- Delivering fliers
- Bazaars
- Coat checks
- Recycling
- Yard sales
- Garage sales
- Car washes
- Fashion shows
- Bottle drives
- Card nights
- Service club donations

All money collected belongs to GGC and must be spent on the project, trip or event for which it was raised. If someone decides she can't participate or the event is cancelled, the money cannot be assigned to another activity. You must return it or ask the donor for their permission to use it for a different project.

Details of the GGC fund development

policy is available on our website, www.girlguides.ca.

UNIFORM AND INSIGNIA

GGC is a uniformed organization. A uniform gives a sense of belonging and is worn whenever Members participate in Guiding activities.

For uniform options, consult the national catalogue or website.

Insignia

Only the badges and insignia outlined below are worn on the Rangers uniform. All pins, other than the Enrolment pin, are attached to the pin tab, which is worn on the left breast below the GGC logo on the T-shirt. An additional pin tab may be worn either beside the first on the left breast or on the left at the waist of the pants or skirt. Pins include:

- Enrolment pin
- Rangers program pins
- World pin
- Lady Baden Powell Award or Pathfinder Enrolment pin
- Canada Cord pin
- Membership pin
- Commonwealth award
- Friendship pin of another country or World Centre pin
- Western Hemisphere pin
- Valour and/or Fortitude awards are worn on your ribbon on ceremonial occasions.

- Awards from various levels (national, provincial/territorial, area) of the organization that recognize outstanding contributions to Guiding. (See *Guiding Essentials* for details on national awards. Contact provincial or area councils for information about their awards).

Crests and Badges

- Spark Helper, Brownie Helper or Guide Helper crest – worn on the right sleeve, above cuff, only while holding the position.
- Guides Canada flashes – worn centred below the left shoulder seam when visiting other countries.
- Provincial Title tapes/flashes – worn centred below the right shoulder seam when wearing the uniform for events in other provinces.
- Anniversary crests and Challenge crests – worn on the back of the T-shirt, centred below the collar or on your camp blanket, camp hat or other Guiding gear of your choice.

Pins of Other Organizations

- Poppies (worn at Remembrance Day events)
- The Duke of Edinburgh's Award Young Canadian's Challenge pin (highest level earned)
- First Aid pin of the Canadian Red Cross or St. John Ambulance (currently valid)
- Lifesaving Society (currently valid)
- Canadian Ski Patrol System (currently valid)

SCHOLARSHIPS

GGC offers many different scholarships/bursaries at the national, provincial and local levels. The criteria and amounts vary, but they all have a common goal: to recognize the achievements of GGC Members and to help them finance further education.

There are two categories of national scholarships available:

- National Girl Guides of Canada-Guides du Canada Scholarship
- Roberta Bondar Scholarship

The National Girl Guides of Canada-Guides du Canada Scholarship is open to any Member who is pursuing full-time education/training at a recognized post-secondary institution, while the Roberta Bondar Scholarship is specifically for students entering third or fourth year or postgraduate studies in the fields of mathematics, science, applied science or technology.

For both of the national level scholarships, each candidate is evaluated on her participation in the organization, her employment history, confidential recommendations, additional interests and activities, volunteer work, grades and her statement on Guiding (What does Guiding mean to you?).

The application forms list detailed guidelines and are available from the

national office. The deadline for completed applications is April 1.

For more information, see

www.girlguides.ca.

Contact your provincial/territorial office for more information on scholarships.



Program Areas

Celebrate Guiding

OBJECTIVE: TO COMMIT YOURSELF AND YOUR SKILLS TO HELPING OTHERS IN GUIDING.

The Girl Guides of Canada-Guides du Canada philosophy has its roots in the World Association of Girl Guides and Girl Scouts (WAGGGS) philosophy as expressed in the Promise and Law. These include the following Fundamental Principles:

- spirituality
- a commitment to country or community
- the principle of service
- the Guiding Law

Celebrate Guiding by using these principles to serve the wider Guiding community. Learn about Canada's support of "twinning" through the Canadian World Friendship Fund and explore global travel and volunteer opportunities through Guiding and the World Association of Girl Guides and Girl Scouts (WAGGGS) advocacy initiatives.

- 1. Modern Women, Modern Guiding**
– Write an article about you and your unit explaining how, as Rangers, you represent contemporary women.

Send the article to a newspaper or magazine as well as to the GGC for publication.

2. **Just Us Girls** – Why do you think Guiding is a girls-only organization? Why is this concept viable in today's world? What are the benefits or drawbacks of being a girls-only organization? Decide how you feel about this facet of Guiding. Write a letter or an article or make a video. Send to the Chief Commissioner or *Canadian Guider* to let everyone know!
3. **Guiding Around the World** – Organize a “WAGGGS Day” for Sparks, Brownies, Guides or Pathfinders. Include games, dances, songs, art, crafts and talks by visitors from other Member Countries.
4. **What About WAGGGS?** – Visit the WAGGGS website and learn about WAGGGS projects. Choose one and work on it.
5. **Girls Worldwide Say!** – Look at the WAGGGS website and find out about the “Girls Worldwide Say!” campaign. What issues has it taken on? Create an advocacy campaign about one of them for your community.
6. **We're in the Western Hemisphere** – Plan a Western Hemisphere party. Include decorations, food, games and music from Member Countries in the Western Hemisphere.
7. **Who Else Is Out There?** – Find out about all the regions of WAGGGS. Choose a country from each region and learn how Guiding works in that

country.

8. **A World of Opportunities** – Find out about upcoming provincial or international travel opportunities and how you can take advantage of them. Many provinces have inter-provincial camps or sponsor international trips. The National Office sponsors trips to the World Centres. Visit your provincial website or the Girl Guides of Canada website or talk to your International Adviser.
9. **Working for WAGGGS** – Once you turn 18, you'll be able to work as a volunteer for WAGGGS or the World Centres. Find out what's involved, and start planning now!
10. **Working Together** – Find out about Girl Guides of Canada's Twinning Project. What country are we twinned with? What happens in a twinning project? What can you or your unit do to support twinning? Help organize a twinning activity.
11. **Come Join Us** – Help a Pathfinder work toward earning her Canada Cord. Then welcome her into Rangers with a bridging ceremony. Work with her and with other Pathfinders to plan, organize and run this ceremony.
12. **Inspiring Others** – Help bridge the gap between the various branches of Guiding. Work with younger girls to show them the benefits of continuing on to the next level.
13. **Who Can Be a Ranger?** – What do Rangers have to offer young women who have never been in Guiding

before? Work on a project to attract and invite new Members. When you are planning your activities, consider what your guests might enjoy or find interesting or meaningful. Make sure that they feel comfortable and welcome.

14. **Guiding in the Real World** – How do you play the many roles in your life (i.e., Girl Guide, friend, student and so on) smoothly? Do you talk about your Guiding life with your non-Guiding friends? If so, how? Try role playing. Does it help you respond with assurance to your friends' questions or comments about Guiding?
15. **The Guiding Movement** – How is Guiding more than just an after-school activity? Find out what it means to be part of a movement and how you can help our movement progress. Write your own personal philosophy that guides your life and compare it to the GGC philosophy. How has Guiding's philosophy affected your own? Has your personal philosophy changed over time? Will it change in the future? Why? Why not? Consider creating a scrapbook page or another form of art to express and share your philosophy with others.
16. **For Fun and Friendship** – Girls repeatedly say that they love Guiding because of the friendships they make. Work with a group of Members—your age or younger—to create a display in a medium of your choice showing what Guiding friendships mean to the group. Get some GGC promotional

materials from your Public Relations Adviser. Put them on display at your meeting place, town hall, library or school.

17. **Get Up and Have Fun** – Plan and carry out an activity that brings lots of Rangers from different units together just for fun!
18. **Where's the Link?** – Interview a young woman in Link. Find out what she's doing and why she has remained connected to Guiding through Link. Share your information with others. If you're going to continue your education in another community or if you're moving because of work, now is the time to make connections with Link in your new area.
19. **Make a Game of It** – Make up an outdoor game or activity to teach Brownies or Guides about the Promise and Law. Make the rules simple and easy to understand. Play the game and then assess how well it worked.
20. **Let's Get Serious** – As a Ranger, what does the Promise and Law mean to you? Is it different from when you were a Guide or Pathfinder? Does it mean different things to the different members of your unit? Show or tell how you live the Promise and Law in your life outside of Guiding. Using the Promise and Law as your base, create a list of rights and responsibilities for your group members.
21. **As the World Changes** – The Promise and Law were written a long time ago when life was quite different

than it is today. How do the Promise and Law stay relevant? Talk to women who first made their Promise many years ago. Try to speak to women of as many different ages as possible. Talk to them about what the Promise meant to them when they first made it and what it has meant throughout their lives.

- 22. Guides' Own** – A "Guides' Own" is a ceremony that celebrates the ideals and spirit of Guiding. Think about the components that must be considered for a well-planned Guides' Own (e.g., location, content, inclusivity, Guiding ideals and spirit). If using faith-based materials, include and acknowledge elements from different faith communities. Create an outline to help others easily plan a Guides' Own that focuses on the shared aims of goodwill, peace and living in harmony. Teach your younger Guiding sisters about the meaning and value of a Guides' Own. Look for songs, readings, quotations and stories that could be used in an inclusive Guides' Own. Find out what Lord and Lady Baden-Powell had to say about this special event. Use this outline to plan and run a Guides' Own or mentor others in creating their own.
- 23. Making a Difference** – Guiding was started by individual girls and units who wanted to change their lives and the lives of others. They were revolutionaries! In the twenty-first century, how can Girl Guides and Guiding remain revolutionary? What can you

and/or your unit do to make a difference and continue the revolution? Whatever ideas you have, decide on a plan—and follow it.

- 24. Our Founding Mothers** – Explore the life of Agnes Baden-Powell, Olave Baden-Powell or Lady Mary Pellatt. Write an article, story or play or create a visual display or online resource to teach others about one of these pioneering women. Help Guides who are working on their Lady Baden-Powell Award.
- 25. Acting Out** – Write and stage your own play about the beginning of Guiding. Don't just cover the same old information! Instead, look at the emotions and the beliefs of the people involved.
- 26. Make it Special** – Ceremonies are the rituals and traditions that make Guiding what it is. But just because they've been around for 100 years doesn't mean they always have to be done in the same way. Create and hold a ceremony, such as an enrolment ceremony, a Guides' Own, a Thinking Day event, a Canada Day ceremony or a Chief Commissioner's Gold Award presentation, but do it in a way that is new, interesting and inclusive of members from diverse groups. Make sure it is special and meaningful for the girls and women who are participating in it.
- 27. Helping Ourselves** – In other program areas, you do service for outside organizations. In this program area, think about what you can do for

the other GGC Members. Plan and carry out a project that will enable you to meet other Guiding Members and find out how you can make a difference for them by providing resources, planning activities or holding an event. Evaluate whether you have made a difference by talking to the people you have helped.

- 28. Guiding Gear** – With a group of Guiding Members, discuss why we wear a uniform and whether we should have to. Explore past uniforms and talk about how the uniform reflects the period in which it was worn. Are uniforms similar to the fashion of the period? Look at them from the perspective of the role the military played in the culture of the time. Design a uniform you think is appropriate for Guiding and makes everyone feel more included and comfortable. Work with your unit and other levels of Guiding to create your own Guiding gear. For example, go to the mall, choose clothes that would make a good uniform, try them on and take pictures. Make a scrapbook and display the pictures.
- 29. What's Out There?** – How do you and your unit fit into the greater structure of Guiding in Canada? Create an easy way to teach others about this structure.
- 30. Your Interests** – If you don't see anything that interests you on this list, use your own ideas and topics to create challenges for this program area.

TURNING ACTIVITIES INTO CHALLENGES

You can transform any of the activities above (or any others that come to mind!) into challenges. Here's how to take your topic further, using examples from the previous list.

PLANNING A GROUP ACTIVITY:

Guiding Around the World – Why not plan an International Rally for Sparks, Brownies or Guides? Plan many round-robin activities based on the country (or countries) you are featuring, divide the participants into teams and send them to different stations that include:

- Playing games
- Singing songs
- Making traditional crafts
- Learning phrases in the local language
- Dressing in traditional clothing (find out if this clothing is worn daily or only on certain occasions)
- Making traditional food (that can be eaten in a large group for lunch or a snack; a good way to do this is to divide up the menu and larger recipes so each team is making a portion of the lunch; afterwards each team cleans up a portion of the mess!)

- Learning the World Centre songs and the World song
- Reading or acting out stories
- Looking at or making traditional art
- Watching music videos (get that pop culture in; not just traditional culture! Meeting someone from that country)

Make sure you have someone taking pictures throughout the event. At the end, make up a book that includes your plans and a report. Share it with others so they can follow your example.

PLANNING AN INDIVIDUAL ACTIVITY:

A World of Opportunities – Notice is often rather short when it comes to applying for provincially or nationally sponsored trips. You don't want to wait until the week before an application is due to start filling in paper work. Get everything ready in advance so you are ready when your dream trip is posted.

1. Start putting together a portfolio of your work and experiences. A portfolio is a collection of the best examples of your work, knowledge and experiences. It highlights what you excel at. And don't forget it can be used for more than just getting accepted on a trip. It can also help you land that perfect job! In your portfolio, you should have:

- Your complete resume.
 - Real examples or representative samples of your work. These can include writing or design samples, finished product examples, success stories (especially ones written by other people), report cards or other performance reviews (only the great ones!), letters of recommendation, training and award certificates and so on.
 - A list of your accomplishments that highlight all the special things you have done.
 - A list of your skills, qualifications and characteristics.
 - A short list of the ways you can enrich and enhance the trip.
2. Ask your Guider to help you set up a meeting with your International Adviser to go over the necessary forms and the application process.
 3. Work on the forms. Fill them in as best you can and ask your International Adviser to review them with you. Make any necessary adjustments.
 4. Contact the people you think would be good referees. Let them know that you are interested in applying for a trip at some time during your years as a Ranger, and ask if they would be willing to provide you with a reference. Let them know that these things often come up at the last minute and require a quick

- turnaround, so they might be getting a call from you just before the application goes in.
5. Keep all these things in a safe place. That way, when a trip comes up, you can make brief changes or updates. This will enable you to get an excellent trip application in on time!
 6. And when that trip does come up, apply for a passport right away. The processing of your passport application can take several months, and you don't want your trip cancelled at the last minute because your passport didn't arrive in time. If you already have a passport, look into the renewal process. A passport needs to be valid for at least six months after the travel time.

PLANNING AN ACTIVITY TO SHARE SKILLS AND KNOWLEDGE WITH OTHERS:

The Guiding Movement – Help Guiders engage Members in relevant program planning by preparing a presentation on what's important to the girls and young women they work with. Here's how you can do it:

1. Arrange a time to make a presentation. This could be at a district or local Guider meeting, a recognition or social dinner, a training day or any other event where you will be able to present information to Guiders. Ask your

Guider to get you the necessary contacts.

2. Start a conversation in your unit about what you think are important things for Guiders to know about the girls and young women in your community.
3. Based on your conversation, do some research. Go out to other units and groups to find out what Sparks, Brownies, Guides, Pathfinders, Rangers and girls and young women outside of Guiding think are important things for adults to know about them.
4. Start working on your presentation. Instead of a long lecture, create an interesting and relevant presentation that raises the awareness of the Guiders in your community about the needs and desires of girls and young women. Provide your audience with real actions they can take. For example, suggest specific actions like recruiting Guiders with the specific skills or traits you feel are necessary, running a Girl Guide day camp in the summer or connecting with specific community organizations and groups to increase knowledge and opportunities.
5. Provide your audience with your unit's contact information so they can reach you if they would like more assistance or information.

Program Planning Worksheet

MAKING THE PLAN

What interests you about this program area?

What knowledge, skills or resources do you have related to this program area?

What knowledge, skills or resources would you like to develop?

Whom can you go to for help?

Do you want to work with peers, with younger girls or on your own?

When do you think you could do this? Think about the appropriate time of year as well as the preparation time you will need.

Where can you find or access resources related to this program area?

Why do you want to do this? How does this fit in with your larger program goals?

PREPARING TO TAKE ACTION

My program challenge is: _____

My goal is: _____

The completion date will be: _____

I will be working with:

I need to prepare by doing the following:

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

The resources I need are the following (include where you can find these resources and who will be responsible for obtaining each one):

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

The resource people who will be helping me are (include contact information):

The location will be (include all contact information):

The activity will cost (cost of all supplies whether or not they are covered by the participants or unit):

DOING YOUR CHALLENGE

Get out and have fun!

REFLECTING ON WHAT YOU HAVE ACHIEVED

Refer to the assessment tool under “Working on Your Challenges,” and complete the following statements:

What I thought would happen was:

What actually happened was:

What I learned is:

I feel I was successful because:



Community Connections

OBJECTIVE: TO GAIN INSIGHT INTO YOUR COMMUNITIES, HOW THEY WORK AND WHAT YOU CAN OFFER THEM.

There are physical communities (local, regional, national) and there are social communities (families, religions, friends, age, work, culture). The latter can be harder to identify since they are based on common interests (e.g., your Guiding community). Community building is at the heart of the Promise and Law. Members are committed to providing service to their communities. By participating in local organizations, you can put your own ideas into action. Discover your commu-

nities, connect with people and implement your ideas by providing service or advocating for others, which means supporting or speaking for others.

1. **Identify Your Communities** – How we identify ourselves has a lot to do with the community that we are in. Reflect on how you define yourself and how that changes depending on where you are, whom you are with and what you are doing. For example, how do you identify

yourself when you are at Rangers, at home, in school, at work or at any of the other clubs or organizations you belong to? Create a visual representation (collage, word map, storyboard, scrapbook, etc.) to reveal your various identities. Take pictures of the different communities you belong to. Get others to do the same. Display and compare.

- 2. Act Local** – Make a video about your municipal council. Interview councillors, the mayor, employees and so on about what the council is responsible for and how it works.
- 3. Take a Closer Look** – Before you can help in a community, you need to know what's already there and what people need. Talk to several members of a particular community (children, people with disabilities, people from different cultural backgrounds, seniors, etc.) and ask them what it is that they want or need. With a group, do an audit of existing resources in that community. Choose a certain area such as the downtown core, the radius covering a half-hour walk from your high school or the rural area surrounding your town. Walk, drive or ride your bike and look at the services, resources and interest groups available. Go into these places and find out what they offer.
- 4. Young Voters** – Find out about the different political parties and your local representatives. Ask speakers from the youth sections of these parties to come and talk to your

unit or group.

- 5. Raise Your Voice** – Got something to say to your federal Member of Parliament, provincial member or local councillor? Write a letter and send it off.
- 6. Get Your Message Out** – Write up a list of local radio and television stations. Approach them about doing a feature about Guiding in your area, your unit or a unit event. Don't forget the human interest—include your experiences and why you value Girl Guides of Canada. If applicable, contact your provincial Public Relations Adviser and ask for help if you need it.
- 7. Ride the Bus** – Research public transportation options in your community. Are they accessible to everyone? Choose a location and divide your group into teams. Have each team pick a different mode of transportation (bus, car, bike, train, ferry) and arrange for everyone to meet at a location at a certain time. When you get there, compare price, ease of use, comfort, time, accessibility and environmental impact. Discuss what it is like for people who are unable to use the different forms of transportation. Use this information when making travel arrangements for Rangers activities.
- 8. Students Speak Out** – What organizations or clubs exist at your school for teens to advocate different topics (e.g., Students Against Destructive Decisions, Amnesty

International, Greenpeace, Gay-Straight Alliance)? Go to some meetings and get involved with one that interests you. Alternatively, approach your teachers with a plan about starting an organization on an issue that is important to you and your peers.

- 9. Say What?** – Discover what it is like to be a newcomer to Canada. Identify what facilities, organizations and programs are available in your community for those who don't speak English. Share what you learn with other Girl Guide Members and invite newly arrived girls and women to a meeting. Think about how you can make them feel welcome.
- 10. Be Prepared** – What types of emergencies could happen in your community? What safety plans does your community have in place? Talk to Red Cross volunteers, firefighters and police officers to learn how to be prepared for an emergency. Raise awareness of emergency preparedness in your community.
- 11. Raising Kids** – Talk to a teenaged mother about her life: challenges she faces, supports she has, supports she would like to have, how she deals with the judgment and assumptions of others and balancing school with raising a child. Ask her about housing, income, expenses, school, work and healthy eating.
- 12. Coming Out** – Would it be hard for someone you know to come out as lesbian, gay, bisexual or transsexual? Would it depend on the community,

such as school, home, work or Rangers? Talk to the local agencies and organizations that work with youth in your community. Ask about the ways they support all sexual orientations and whether they have explicit mandates or policies regarding homophobia and inclusivity. Make a skit or adapt a story that does not use pronouns to identify the gender of the characters. Talk about how challenging it is for people to talk about their partners without having to reveal gender or sexual orientation.

- 13. Canadiana** – There are many great things about Canada – and we should shout about them! Choose and develop a fun and spirited way to teach people about our country.
- 14. Local Culture** – Discover something unique about the cultures and communities near you. How can you get the word out to celebrate this special feature? Some suggestions are to hold a festival, get a booth at a community fair, make a video, create a brochure or paint a mural.
- 15. Art and Life** – Write a play inspired by the people in your communities. Create characters who engage in a community issue. Find a public space to present your play – street busking, in the park, at the library and so on. Or share your play at a festival, party, parade or social event sponsored by your community. Why not join a couple of communities together? Bring Guiding along by having a display, selling some cookies or inviting

Members to share in the celebration.

16. **Changing Spaces** – Find a Rangers unit in a different part of your province/territory or a different part of Canada. Set up an exchange – go stay with them and then they can come and stay with you! A different option is to set up a visit with a Link unit.
17. **Promoting Your Guiding Community** Organize an event for Pathfinders or Rangers to feature the community you share as sisters in Guiding. Your Public Relations Adviser can help you advertise it and raise the profile of your Guiding community.
18. **Speaking of Canada** – Think about all the slang words we have that could be really confusing for someone who is learning English. Create a book of Canadian slang with pictures or definitions for each word. Give the book to an organization that helps new immigrants to Canada.
19. **Spruce It Up** – Contact a local organization that has a tired-looking meeting space (indoor or out) such as a seniors' centre or youth club. Work with the organization to determine what needs to be done then roll up your sleeves and get going!
20. **Influence Others** – Design and carry out a project to change attitudes, and hopefully behaviour, regarding an important issue in your community, such as drunk driving, racial or religious prejudice, homophobia and global warming. Remember that attitudes are often emotional and deeply ingrained. Presenting a good, logical argument may not be enough to change people's attitudes. What else could you do?
21. **Take Back the Night** – Gather together your Rangers unit and other girlfriends and participate in a Take Back the Night or similar rally for women's rights in your community. If one doesn't exist, look into starting one of your own.
22. **Volunteerism** – Canadians have a rich history of volunteerism and community involvement. Check out how volunteers (firefighters, trustees, coaches) keep your community going. Learn about what they do and the qualifications they have. What would happen in your community if there were no volunteers? What can you do to show volunteers your appreciation?
23. **Sharing and Supporting Each Other** Organize a clothing swap with unit members, friends or classmates. Everyone brings in the clothes that they don't want or that don't fit anymore (cleaned first of course!). The girls can sort through it all and pick out the clothes they want. Any clothes left at the end of the day can be taken to a charity thrift store.
24. **Social Aggression and Bullying** Make a list of all the communities within your school (e.g., clubs, organizations, cliques, friendships and social groups.) With a group, rent a movie that focuses on the way girls interact such as *Mean Girls*,

Odd Girl Out or the documentary *It's a Girl's World* (by the National Film Board). After watching the movie, talk about how it made you feel and whether it changed any of your ideas or opinions.

25. **Oral History** – Talk with someone who has immigrated to Canada and write up his or her story about life here compared to back home. If you do this as a group, you could publish these stories together in one book and present it to an elementary or high school for class use.
26. **Community Challenges** – Is your community facing any issues? Who will be affected and how? Find out what you can about an issue and write a letter to the editor of a newspaper expressing your opinion about it.
27. **Global Ties** – Visit the WAGGGS website to learn about the community projects led by our Guiding sisters around the world. Choose one of the themes, such as adolescent health, and work with your unit or another group to set up a similar project in your community.
28. **Changing Communities** – Communities are always evolving. They continually grow and shrink, but in different ways. Change can be both good and bad. How is your community changing? How do you feel about these changes? How are they affecting people? Work with your unit or a group to understand why these changes are taking place and

what you can do with your community to ensure that everyone benefits from them.

29. **Online World** – Do you belong to any online or cyber-communities? What are they? How do they grow or become redundant? What's the point of these communities and what attracts so many people to them? Join an online community and track your participation for one month. Ask yourself if you are an active member, a passive observer or merely passing through. Create a tips list to help new users understand the socially appropriate ways to interact with the world of online communities.
30. **Your Interests** – If you don't see anything that interests you on this list, use your own ideas and topics to create challenges for this program area.

TURNING ACTIVITIES INTO CHALLENGES

You can transform any of the above activities (or any others that come to mind!) into challenges. Using examples from the above list, we will show you how to take your topic further.

PLANNING A GROUP ACTIVITY:

Act Local – Is there a local issue you are concerned about – an environmental problem, a social justice issue, an educational matter or a political dispute? Make a video to tell people about it! Here are some steps you can follow to make it easier:

- **Plan it** – Think about your message, your intended audience, necessary resources (money, equipment, people, time, etc.) and when and where you will show it.
- **Produce it** – Some of the jobs involved in creating a film include scriptwriting, casting, camera work, making the soundtrack and editing. Will you and your unit be able to do all of these yourself? Will you need some outside help?
- **View it** – Watch all the footage and decide on the final edit.
- **Review it** – Watch the final film.

Consider inviting some of the people who helped you with it, or other people whose opinions you trust to watch with you. Discuss whether it fulfills its purpose and whether you have met the budget and time constraints.

- **Screen it** – Show the video to a group of people who have had nothing to do with its production. Judge their responses. Is this something you could send out to the wider world?

PLANNING AN INDIVIDUAL ACTIVITY

Oral History – Choose an immigrant to interview about his or her experiences. Look within your own communities: family, neighbours, friends, classmates, a parent's co-worker or someone who belongs to a mutual group or organization. Do some background research about your interviewee's country of origin including language, customs, location and basic history, then write some questions such as the following:

- What country did you emigrate from?
- When did you come to Canada?
- Why did you come here?
- What was your trip like?
- What was your first impression of Canada?
- Did you bring anything special

with you? Why?

- What did you do for a living before you came here? What do you do in Canada? (for adult immigrant)
- How does school in Canada compare with your old school? (for child immigrant)
- What did you do for fun in the country where you used to live?
- What challenges did you encounter while settling into your new community?

Get prepared for the interview and set a time, date and place. Ask the interviewee to bring some pictures. Get your pencil and paper ready. If you want to use a tape recorder, ask permission first.

Always be respectful. Remember that this person is sharing important memories with you. Go through your questions and make careful notes of what he or she says, but don't be afraid to ask questions that aren't on your list. If the interviewee starts talking about something you think is interesting, ask some follow-up questions. Don't forget to thank the person for sharing his or her time and memories with you. Tell the interviewee that you will provide him or her with a copy of your final writing.

Write the oral history. Review your notes and think about what you have

learned from this person and his or her story. Be sure to check your facts—call the interviewee back if necessary. Highlight the most interesting aspects of the interview and support them with notes or quotes. A good oral history includes as many details as possible that bring forth the story and convey the interviewee's personality. Use direct quotes from the interview and your thoughts.

As a courtesy, show your final product to the interviewee and make sure he or she is happy with it before sharing it with others. You could read it to Rangers or to younger girls depending on how appropriate the material is. You could send it to a local paper (with permission from the interviewee!) to highlight immigrants in Canada and your community. You could share it with geography or social science teachers for use in their classes. Just don't forget to send a copy to the interviewee.

PLANNING AN ACTIVITY TO SHARE SKILLS AND KNOWLEDGE WITH OTHERS:

Local Culture – Plan a trip to help you and your unit or a similar group of friends discover the communities and people in your area.

Think of all the communities, towns, villages and cities that are near you

Program Planning Worksheet

MAKING THE PLAN

What interests you about this program area?

What knowledge, skills or resources do you have related to this program area?

What knowledge, skills or resources would you like to develop?

Whom can you go to for help?

Do you want to work with peers, with younger girls or on your own?

When do you think you could do this? Think about the appropriate time of year as well as the preparation time you will need.

that you have never visited or only passed through. Find a map of your area. Where do you want to go? Plan a route that will take you through several of these communities. Some units have done this randomly by throwing darts at the map!

Figure out how you are going to see all these places. You could do it all in one long trip or you could spread it out over the year through day or overnight trips. Choose something that works for your group. Remember to be inclusive; think about transportation, costs and special needs.

When you get to your destination, talk to some locals. Find out about life in the community, its history and what they think will happen to it in the future. Ask if they would mind being in a picture with you in an identifiable part of town (e.g., in front of a statue or town sign.) One group even brought an inflatable couch for everyone to sit on in the pictures! When they made their scrapbook they called it "The Sisterhood of the Travelling Couch." You could use any item as your "theme," as long as it is in every picture (or most of them).

After you create your scrapbook, on paper or even on a computer, you could take it around to other units and branches to show them life in other communities.

Where can you find or access resources related to this program area?

Why do you want to do this? How does this fit in with your larger program goals?

PREPARING TO TAKE ACTION

My program challenge is: _____

My goal is: _____

The completion date will be: _____

I will be working with:

I need to prepare by doing the following:

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

The resources I need are the following (include where you can find these resources and who will be responsible for obtaining each one):

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

The resource people who will be helping me are (include contact information):

The location will be (include all contact information):

The activity will cost (cost of all supplies whether or not they are covered by the participants or unit):

DOING YOUR CHALLENGE

Get out and have fun!

REFLECTING ON WHAT YOU HAVE ACHIEVED

Refer to the assessment tool under “Working on Your Challenges,” and complete the following statements:

What I thought would happen was:

What actually happened was:

What I learned is:

I feel I was successful because:



Environment, Outdoors and Camping

OBJECTIVE: TO DEVELOP YOUR KNOWLEDGE AND APPRECIATION OF THE NATURAL ENVIRONMENT, AND TO PARTICIPATE IN ACTIVITIES WHICH DEVELOP YOUR SKILLS AND LEADERSHIP OUTDOORS

Investigate what you can do to protect our beautiful home – the earth. Everything we use comes from the earth, whether it's mined, grown to be eaten or manufactured into other products. Being outside shows us first-hand how dependent we are on the environment and how we interact with it, even when we're in the city. This is your opportunity to investigate our impact on nature

and to get out and have fun by exploring astronomy, zoology and camping.

- 1. Shopping and the Environment**
Shopping environmentally means looking at where and how a product is made, how far it is transported, who makes it and how the workers are treated, what environmental standards exist and how much

packaging has been used. Go on an environmentally friendly shopping scavenger hunt. Hunt for a wide variety of environmentally friendly items (e.g., clothing, food, furniture, media, technology, cleaning or educational products). Examine the difference in price, quality and impact between environmentally friendly products and the ones you would normally buy and use. Do you believe most people would prefer to use environmentally friendly items?

2. **Reduce, Reuse, Recycle** – Learn what you and your family can do to be more environmentally aware. Investigate recycling, composting, reducing water consumption, conserving energy and buying environmentally friendly products or products with less packaging. Find alternatives to the use of chemicals and pesticides that harm the environment. Incorporate environmentally friendly steps into your lifestyle for one month. Look at whether these environmental options cost you more money or save you money. Evaluate your actions and make any necessary adjustments to continue your commitment.
3. **Energy Check** – Find out about alternative energy sources to power your home. Look into the types of energy your community uses and the pros and cons of each type. What do other communities and countries use? What are the pros and cons of these types of energy?
4. **Falling from the Sky** – Learn how you and your community can ensure the water that falls from the sky enters the water table (e.g., through the use of green roofs, rain barrels, gardens and grass rather than pavement). Try using a rain barrel at home for a season. Measure how much water you save. See if you can convince your community to take up one of these ideas.
5. **A Life Outdoors** – Invite someone who works outdoors (e.g., a farmer, forester, gardener or vintner) to talk to your group about his or her job. You might ask this person what he or she loves about the job, what is challenging, what the lifestyle is like, what education is necessary and what job opportunities exist. This activity could be part of badge work for younger girls.
6. **Our Local Environment** – Learn about a local issue concerning wildlife or a natural resource. Talk to the concerned parties to find out the facts. What is the actual issue? What started it? How do people's attitudes and the information they provide affect it? What are some feasible solutions? After you have learned the facts, design a poster campaign, public service announcement or awareness project to bring this issue to the public.
7. **Take a Hike** – Organize a hike for your community to raise awareness about a local environmental problem.
8. **Going Natural** – Talk to an expert

about natural plant species in your area. If possible, visit an area that is being naturalized (a provincial park is probably a good place to look). Investigate the process involved and the benefits that will come from this naturalized area. Plant a natural garden in your backyard or community.

9. **Get Creative** – Try designing and landscaping an indoor or outdoor garden. There are many different gardening styles to choose from. Find out about making a sustainable garden by choosing plants that are native to your area and will survive and thrive in your climate. Consider winter weather, summer droughts and rainfall. Learn about caring for container gardens to create an indoor or balcony garden. For a small plot, consider using a mixture of vegetables, flowers, herbs and fruit.
10. **Get Involved** – There are many outdoor community projects waiting for volunteers like you! Help with the watering and weeding at a community garden or brush clearing on a nature trail, volunteer as an educational assistant at a nature camp or building trails with a local hiking club.
11. **Slipping Away** – Do a project to reduce erosion in your area. The project might include planting trees, shrubs or dune grasses. You might reduce trail erosion at a natural area or campsite by relocating the trail to avoid steep grades or wet areas, or by adding steps and barriers in appropriate places.
12. **Protecting Our Natural Resources** – What natural resources does your community depend on? Find out how these support your community and what your community is doing to protect them. Get involved with a group that works to protect these natural resources or start your own group.
13. **Water, Water Everywhere** – Work on a project that will help to protect Canada's water sources, such as wetlands protection, ground water protection, water and oceanfront cleanup or erosion prevention. Link with groups that support this type of community action.
14. **Urban Wildlife** – Plan an expedition to investigate the wildlife (flora and fauna) that lives in your city or town. Look into what's native and what has been introduced. What agencies or groups work to protect urban wildlife? Does protection matter? Hold a debate or have a discussion about the pros and cons of protecting urban wildlife and the different ways people deal with this issue. Check other branches' programs to create activities on this topic.
15. **Camping Skills** – Build and improve your camping skills in a way that will help you do the things you love outdoors. This could involve learning more about taking younger girls camping. Take Outdoor Activity Leadership training, a canoe or kayak course with a certified instructor or

improve your physical fitness level by hiking or trekking. Set a goal and reach for it!

16. **The Outdoor Community** – Be on the lookout for a local outdoor activity club (e.g., a canoeing, caving, gardening, hiking, rowing, running, skiing or snowmobiling club). Then visit it to learn what they offer.
17. **Oops!** – Outdoor activities often increase the distance between you and emergency help. Get your Standard First Aid and CPR. If you already have this training, get additional qualifications to keep you safe outdoors (e.g., wilderness first aid, farm safety, boating or snowmobiling training, or swimming qualifications like the Bronze Cross).
18. **Engineering and the Outdoors** Look into the technology, engineering and effort that went into making the camping and outdoor equipment we now take for granted (e.g., ergonomic backpacks, propane stoves, nylon tents, modern outdoor clothing and lightweight canoes and kayaks). Find out how these items are made and what camping was like before all these conveniences.
19. **Love the Outdoors** – Plan and carry out a camp program for younger girls that will teach them camp skills. It could be day camping or sleep-over camping. Similarly, you could organize a trip for your Rangers unit or similar group to try something they

have never tried before.

20. **Lost** – How can you prevent getting lost in the bush? Discuss what to do if you discover someone is missing. What should you do if your whole party loses their way? If you were lost, how would you help searchers find you? Once you are knowledgeable, teach these skills to younger children. Contact your local RCMP (check out their website for details!) and find out about organizing a Hug-a-Tree Program presentation for younger girls.
21. **Safety First** – Safety is the first consideration when planning a camp. But some of the fun things about camping do involve a risk (e.g., fires, using a knife, swimming or hiking on a rugged trail). Create round-robin activities that will teach younger girls about safety at camp.
22. **Hide and Seek** – Geocaching is quickly becoming popular all over the world. With the use of GPS (Global Positioning System) units you can hunt for “treasures” in your neighbourhood or on other continents. Letterboxing allows you to hunt down “treasures” without needing high-tech gadgets and gizmos. Do some online research for a basic introduction. Plan a “Treasure Hunt” for friends, family or Guiding Members.
23. **Natural vs. Unnatural** – Prepare an “unnatural” hike for younger girls. Place manmade items at various points along a trail. Give a

list of the items to each team and ask the girls to find them. Talk about litter and what it does to the environment.

24. **Are We Almost There?** – Plan a hike with a goal other than simply covering a certain distance in a certain time. For example, take a photography, sketching or bird-watching hike with your peers or younger girls. Or find out about what's involved in a silent hike or walk and organize one in a natural area near you.
25. **For the Birds** – Introduce a group of younger girls to birding by taking them on an early morning or evening bird walk or bird watch. Share your knowledge about ways to identify birds and how to use binoculars and field guides. Make a list of the birds seen by the group for all the participants. If they are Guiding Members, help them complete an appropriate interest badge.
26. **To Camp or Not to Camp** – Discuss the environmental impact of camping. Find out what you can do to make your camping trips less harmful to the environment. You might want to investigate Leave No Trace, an organization dedicated to outdoor skills and environmental education.
27. **A Winter Wonderland** – Get your friends out of hibernation this winter by planning an outdoor (tobogganing, skating, cross-country skiing or snowshoeing) party

complete with music, snacks, hot chocolate and games. Or plan a Winter Carnival for your neighbourhood, community centre, another branch of Guiding or another organization.

28. **Mmmm Dinner** – Eating outdoors doesn't have to mean instant oatmeal or hot dogs over a fire. Plan, shop for, prepare and cook a gourmet breakfast, lunch, dinner and snack in the great outdoors.
29. **Dinner Anyone?** – Is planning meals for your unit camp getting too easy? Volunteer your skills and be camp cook for a multi-unit camp.
30. **Your Interests** – If you don't see anything that interests you on this list, use your own ideas and topics to create challenges for this program area.

TURNING ACTIVITIES INTO CHALLENGES

You can transform any of the above activities (or any others that come to mind!) into challenges. Using examples from the above list, we will show you how to take your topic further.

PLANNING A GROUP ACTIVITY:

Oops! – Now that you've taken your wilderness first aid course, you wonder what you should do with it. You hope you will never have to use it in real life, but if you don't practise your new skills, you will forget them. So plan a reality-TV-themed camp for other Rangers or bridge with Pathfinders to pass on your wilderness survival skills to them.

1. The first thing to do is take a wilderness survival and first aid course. Then plan a "Survivor Camp."
2. The camp starts when everyone gets "shipwrecked" in a hidden location, which they find using a map and compass, or maybe a GPS unit.
3. At the location they find a tarp, some twine, a cooler with food, a clean water source and a few matches.

4. The group's challenge is to set up camp for the night. Teach the girls how to build a shelter, start a fire without a match and purify water – and any other outdoor survival skill you can pass on.
5. In the morning, have one person on each team pretend to be hurt. The others are in charge of helping these individuals, using first aid to ensure they are stable enough to be moved.
6. Now it's time to pack up your camp. Be sure to have a different map back to the starting point, or designate a new location as the exit so the girls can't simply retrace their steps.
7. The campers may not have had the most wonderful dinner and breakfast, depending on how successful they were with the fire. Have a special breakfast waiting for them.
8. When doing this activity with Pathfinders, have at least one Ranger who has taken the wilderness survival and first aid course in each group to help the Pathfinders and ensure everyone is safe. The rest of the Ranger Unit will be the supervisors, running the camp.

PLANNING AN INDIVIDUAL ACTIVITY:

Reduce, Reuse, Recycle – The environment is a hot topic, and

everywhere you turn someone is telling you what you should or shouldn't do to protect it. But it's hard to know what to do if you haven't had a chance to investigate any environmental issues for yourself. This activity will give you the opportunity to examine your lifestyle and see what impact you make on natural resources and the environment and what changes you are willing to make.

1. Think about your daily life. Brainstorm all the ways that your daily activities and choices affect the environment, natural resources and wildlife and its habitat. You might start by thinking about the electricity you use, the fabrics that make up your clothes, the products you buy and the recreation activities you choose.
2. Think about environmental issues in your community, in Canada and around the world. Make a list of the issues that are most important to you. Your list could be 5, 10 or 20 items long. It's really up to you.
3. Think about your daily activities. For each of the environment issues you find most important, describe something you do that directly or indirectly contributes to this problem. Then, for each issue, describe something you do that directly or indirectly lessens the problem.
4. Make a list of all the things you can do or change in your lifestyle to

help reduce the problem.

Brainstorm big! This isn't the implementation stage, so you don't have to do everything you write down.

5. Use the Guiding Law to help you write a Code of Environmental Ethics for you to follow in your daily life. You should take into consideration what you feel is important: actions you believe are beneficial and actions you believe are harmful. Write up your Code of Ethics while you're thinking about lessening your environmental footprint. Once you have some ideas, format them in a way that will be meaningful for you: in a song, poem, painting, spreadsheet file or whatever!
6. Use your code. Keep track of how hard or easy it is to live by your Code of Environmental Ethics. Tell someone about it and talk to them regularly about your progress.

PLANNING AN ACTIVITY TO SHARE SKILLS AND KNOWLEDGE WITH OTHERS:

We spend time outdoors because we enjoy what nature has to offer us. But what do we offer nature? When you go for even a short walk through the park, you can see evidence that people have been there, from the garbage they leave behind, the bits of wood they burn, the trees they cut and the dead-

Program Planning Worksheet

MAKING THE PLAN

What interests you about this program area?

What knowledge, skills or resources do you have related to this program area?

What knowledge, skills or resources would you like to develop?

Whom can you go to for help?

Do you want to work with peers, with younger girls or on your own?

When do you think you could do this? Think about the appropriate time of year as well as the preparation time you will need.

fall they collect. Not only is this human litter unsightly, but it also exposes wildlife to illness, injury and death. Spend some time finding out about the effects of litter and debris left in nature. You can contact local wildlife agencies for information. Then, do an activity that helps to educate people about the impact their actions have on nature.

1. Go for a walk. You can do this with friends, family or your Ranger unit. You can choose to walk locally, on a nature trail through or near your town or you can go farther afield. In either case, bring along your camera and a large, sturdy plastic bag (along with all the items you normally need for a hike!).
2. As you walk along, look for signs of human activity – where people have gone off the trail, where they have broken plants, where they have left litter and where litter dropped in other places has turned up due to wind or water. Take lots of pictures of all this human activity and collect the litter in your garbage bag.
3. When you get home, create a collage using your photographs and whatever other media you like to highlight what we do to nature – even when we think we are being kind and appreciative.

4. Display your artwork for the public to see. Talk to your school, local library, town hall or other public space about displaying your work.

Where can you find or access resources related to this program area?

Why do you want to do this? How does this fit in with your larger program goals?

PREPARING TO TAKE ACTION

My program challenge is: _____

My goal is: _____

The completion date will be: _____

I will be working with:

I need to prepare by doing the following:

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

The resources I need are the following (include where you can find these resources and who will be responsible for obtaining each one):

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

The resource people who will be helping me are (include contact information):

The location will be (include all contact information):

The activity will cost (cost of all supplies whether or not they are covered by the participants or unit):

DOING YOUR CHALLENGE

Get out and have fun!

REFLECTING ON WHAT YOU HAVE ACHIEVED

Refer to the assessment tool under “Working on Your Challenges,” and complete the following statements:

What I thought would happen was:

What actually happened was:

What I learned is:

I feel I was successful because:



Explore Your Creativity

OBJECTIVE: TO ENCOURAGE SELF-EXPRESSION AND TO EXPLORE THE ARTS.

Art falls into three basic categories: visual, performing or language arts. There is a lot of overlap between categories, and there are many ways to look at the arts.

- The performing arts include music, dance and theatre. Within each category there are further subcategories, such as music theatre, opera, ballet, the circus arts and so on.
 - The language arts can include any form of written expression including poetry, the novel, short story, essay or article.
1. **Artists and the Natural World** – Nature influences art and artists in a profound way. Discover the work

of an artist who has been influenced by a natural area near you. Design your own piece of art based on this artist's style.

2. **The Arts as a Career** – Which art do you have a passion for? Investigate possible careers that are associated with this art. Interview someone who works in this field, asking about the education required, the opportunities available and anything else you are interested in knowing.
3. **Public Art** – Help organize and paint a mural in a public place in your community. Be sure to check with your local municipal council first for permission.
4. **Hollywood North** – Find out about the impact Canada has had on the entertainment industry in the United States and what it means for Canadians. Create a video montage using clips from Canadian performances, films and so on. What made you select these clips?
5. **Let's Dance** – Learn a new dance form: folk, ballet, ballroom, Irish, flamenco, contemporary, jazz, salsa, Scottish, merengue, step, belly, odissi, Bharatanatyam, Ikariotikos, tinikling, hip hop, tap or another style of your choice. Teach the dance to your unit and have them perform it.
6. **Let Everyone Know** – If your culture has a particular tradition that you participate in (e.g., dance, music, folk art or writing), let the wider community know about it. Research venues (such as community

fairs or art shows) and get your group a spot for a demonstration.

7. **Documenting Reality** – Documentaries can be a great way to learn about a topic or issue. Watch a documentary with your unit or friends, then have a "debriefing" so everyone can talk about what they learned.
8. **Videography** – Video has become extremely important for storytelling. Do you have a story you want to share? Express yourself by making a video.
9. **Design 101** – What makes a web page, poster or illustration look good? Research web or graphic design ideas and principles. Design your own web page or poster advertisement for a Rangers event.
10. **Fashion around the World** – How we dress and how we decorate our bodies are forms of expression. Investigate how these forms – clothing, jewellery and makeup – differ for women around the world. Plan an activity where you can try fashions and customs from other countries. For example, you might organize a henna party or a craft done with seed jewelry in the style of another culture.
11. **Chic but Cheap** – Design, organize and run a fashion show based on items bought at a second-hand store or donated by unit members. You can even design your own clothing either from scratch (make your own pattern to make the

perfect dress, shirt or sweater), or by recycling your old, unwanted clothing (alter or update a piece of clothing that you don't want to wear anymore).

12. **Architecture** – Look at the architecture around you. What inspired it? What influenced it? If you could design a building in your city or town, what would it look like? Try designing a model of it using the medium of your choice.
13. **Photo Essay** – Photograph interesting features in your area, such as a locally significant building or green space, or create a photo essay to promote a cause you support. If you are working with a younger group, use the girls' photos to create a group collage.
14. **Picture Perfect** – How much can we trust our eyes now that there is so much photo manipulation software available? See what you can do to enhance one of your digital pictures – correct errors to make it a better photo or alter it to make it a piece of art.
15. **Comic Relief** – Sometimes an important message is better received if it is told in a fun way. Try making a comic book about a story that is important to you. Use it to teach others.
16. **It's Child's Play** – Create puppets to help tell a story to younger children. The story could be yours or someone else's.
17. **Behind the Masks** – Masks have a long tradition in theatre and cultures around the world. Examples

include the dance masks of the First Nations Peoples of the Northwest Coast, Venetian Carnival masks, Greek drama masks and Balinese theatrical masks. Create masks for a play and stage the play for others to see.

18. **Theatre Sports** – Theatre isn't just Shakespeare and opera. Try something different. Attend classes where improvisation and drama games are taught. Go to a theatre sports competition or have one of your own. Try your hand at learning how to juggle, perform magic or act like a clown. Or if you already know how to do this, teach someone else.
19. **Being Crafty** – Try a new handicraft. For example, you might learn jewellery making, quilting, tapestry, leatherwork, crocheting, pottery making or woodworking. Keep in mind that different countries practise these crafts in distinctive ways. Try a craft you have never done before from a country of your choice. You might also go to a craft show or meet an artisan for inspiration. Show others your new skill.
20. **Getting Better** – Just because you already know how to knit, sew, woodwork, weave baskets or arrange flowers, doesn't mean you can't learn more. Take a course, read a book, talk to an artisan or learn about how your favourite art or craft is done in another country or culture in order to improve your skills.
21. **Book Club** – Understanding literature

is an important part of understanding life and culture around the world. Start or join a book club. A book club is a great way to be introduced to new authors. Most publishers now provide guides for book club use, so check the publisher's website when you choose a title.

22. **Zines** – Look into the world of zines (i.e., on-line magazines) to see if you can write for one or start one of your own.
23. **Can Lit** – Canadian writers need our support. Organize a reading and signing to promote a local author.
24. **An Evening at the Opera** – Attend a performance of a musical, an opera or a dance. Before going, research the history of the art form and the playwright, lyricist, composer or choreographer. Afterwards, write a review.
25. **On a Happy Note** – Explore the improvisational side of music. Organize a jam session with people from different musical styles. If you don't play an instrument, learn to be a DJ and try it out at a party. Just have fun trying something new, like learning to play a new musical instrument or inviting people from diverse backgrounds to talk about their music and play their traditional instruments for you.
26. **Musical Fusion** – What happened when blues music met gospel and country? Rock and roll was born. Now what happens when hip hop meets traditional Punjabi music? Have you

heard of Bhangra? Try out some musical fusions of your own. Try playing Verdi on your electric guitar or Feist on the steel drums. Perform for your unit or another group of people. Or look into the musical development of your favourite musician or band. Where did their style come from?

27. **Women and Art** – Traditionally, women were discouraged from becoming professional artists, actors, musicians or writers. Find out about what women have done to overcome this barrier or have their work recognized. Create a work of your own or lead other girls to create a work that celebrates women as artists.
28. **The Science of Art** – How does glass-blowing work? What is perspective? How have the arches of the ancient Roman aqueducts managed to stay up for 2,000 years? How does music affect our bodies? Look into the science that lies behind the art you love.
29. **Art All Around** – People always have and always will find ways to express themselves artistically. Look into something that isn't normally considered mainstream art (e.g., graffiti, folk art, tattooing, experimental art or comics) and explore what this art represents and how. Try making some art of your own.
30. **Your Interests** – If you don't see anything that interests you on this list, use your own ideas and topics to create challenges for this program area.

TURNING ACTIVITIES INTO CHALLENGES

You can transform any of the activities above (or any others that come to mind!) into challenges. Here's how to take your topic further, using examples from the previous list.

PLANNING A GROUP ACTIVITY:

Documenting Reality – There are lots of great documentaries to see. Some are shown in major movie theatres and some aren't, but almost all documentaries offer us the chance to learn about a new topic or view a familiar one from another perspective. Many documentaries are available at public libraries. Select a topic of interest and ask your school or local librarian to help you find an appropriate film. Afterwards, discuss what you saw with your group. Here's how to set up a screening:

1. Arrange a time and location that suits your group.
2. Pre-screen the film so that you are fully aware of what you are going to show your audience. Just because a film is being talked about doesn't mean it will be appropriate for your viewers.
3. Write some discussion questions.

Some of these should be general and some should be specific to the film. Try adapting some of the following examples:

- What are the underlying themes and issues presented in the film?
 - What did you like about the film?
 - What did you dislike about the film?
 - Did the film cause you to re-examine any assumptions you have lived with?
 - How do you feel about the way information was presented in the film?
 - What film techniques were used to tell the story? How effective do you think they were?
 - What questions about _____ are raised in the film?
 - Has the film changed your opinions or perceptions of _____ in any way? If so, how?
 - Do you think the film will or has influenced national or world politics? If so, to what degree?
 - How do you think the film was received in other parts of the world?
 - Do you feel it is important to examine the issues presented in the film?
4. Beforehand, tell your audience a little about the documentary they are going to see (the topic,

Program Planning Worksheet

MAKING THE PLAN

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What knowledge, skills or resources would you like to develop?

Whom can you go to for help?

Do you want to work with peers, with younger girls or on your own?

When do you think you could do this? Think about the appropriate time of year as well as the preparation time you will need.

filmmaker, production date, and any relevant social or political facts that will make understanding the film a little easier). Also tell them that there will be a discussion following the film and you hope they will participate.

5. Screen the film. You may want to offer snacks.
6. Following the screening, you may want to offer some drinks, coffee, tea or juice.
7. Initiate the conversation. Remember that you aren't the "teacher." You just want to share with others a film that you think is important. Use the questions to guide discussion, but don't expect everyone to answer every question and don't stop a good conversation to ask another question. Don't pressure people to answer questions or have the "right answer."
8. Once the discussion is over or you have reached your time limit, thank everyone for participating.

PLANNING AN INDIVIDUAL ACTIVITY:

Musical Fusion – Who is your favourite musician, singer or band? What do you know about the music they make? Check out their website, fan sites and music magazines (e.g., *Spin* or *Rolling Stone*). Find out which musicians, singers and bands your favourites listen to and

admire. Then listen to that music. Try to find similarities and influences. Play these songs for your unit or friends. Describe the similarities.

PLANNING AN ACTIVITY TO SHARE SKILLS AND KNOWLEDGE WITH OTHERS:

Let's Dance – Use your knowledge of dance to inspire younger girls.

1. Choose a form of dancing that is appropriate for the age group.
2. Demonstrate and then teach the girls some steps.
3. Take time over a number of meetings to help the girls choreograph and practise a routine that they can present to their parents or friends.
4. Arrange for someone to videotape the performance so the girls can watch themselves at the next meeting.
5. Make sure that the presentation is special! Work with the girls to organize costumes (this could be as simple as blue jeans and a white T-shirt), make a stage, create a program and bring snacks for an after-performance party. Make sure you involve the girls in all these steps so that they can take on roles that are appropriate to their skills and abilities.

Where can you find or access resources related to this program area?

Why do you want to do this? How does this fit in with your larger program goals?

PREPARING TO TAKE ACTION

My program challenge is: _____

My goal is: _____

The completion date will be: _____

I will be working with:

I need to prepare by doing the following:

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

The resources I need are the following (include where you can find these resources and who will be responsible for obtaining each one):

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

The resource people who will be helping me are (include contact information):

The location will be (include all contact information):

The activity will cost (cost of all supplies whether or not they are covered by the participants or unit):

DOING YOUR CHALLENGE

Get out and have fun!

REFLECTING ON WHAT YOU HAVE ACHIEVED

Refer to the assessment tool under "Working on Your Challenges," and complete the following statements:

What I thought would happen was:

What actually happened was:

What I learned is:

I feel I was successful because:



Global Awareness

OBJECTIVE: TO EXPLORE THE CULTURES AND BELIEFS OF PEOPLE IN OTHER PARTS OF THE WORLD, AND TO IDENTIFY GLOBAL ISSUES THAT CONCERN US ALL AND WHAT WE CAN DO TO HELP.

With today's technology, the world is a smaller place. How cultures are influencing each other is a rich area to explore. Understanding global issues and their impact on resources, the environment and international events is key to making positive contributions worldwide.

1. **Learning About the World** – There are many organizations that offer young people the opportunity to

work abroad, such as Canada World Youth, SWAP, Global Vision International and CIDA. Talk to someone from one of these organizations about their programs and the people they serve. Find out the roles of young Canadians here and abroad and what you can do to get involved.

2. **A Global Education** – Would you like to go to school overseas, go on a high-school or university exchange or attend college or university in

another country? Find out who can help you and what you need to do to make this happen. Share your research with friends or family.

3. **The World on Your TV** – With 24-hour news channels and the Internet, we can find out more about the world than ever before. Choose a current international story and follow it in the newspapers, magazine, online and on TV. If possible, read reports from the country where the story is happening. How are these reports different from those in Canada? How does your perspective change depending on how close (geographically or personally) you are to the story? Share what you have discovered with your unit or a group of friends. How could you get involved?
4. **We're Twins** – Find out whether your town or city has a twin in another country. Arrange an exchange (of people or letters) with Guiding Members or other young women from that place.
5. **First, Second and Third** – Use international rankings to see where Canada places compared to other countries. Look at matters such as child poverty, status of women, health care, air quality and so on. What are the sources of the differences? Find out about groups that are addressing these issues and their advocacy initiatives, or invite a speaker to a meeting.
6. **Folk Tales** – Collect stories, nursery rhymes, songs and drawings from

around the world. Put them together into a book to share with younger children.

7. **Tell Me a Story** – What are the folk tales from your culture or heritage? Invite a folklorist or storyteller to do a workshop on storytelling techniques. Practise a story of your own and present it to a group of younger girls.
8. **Advocacy** – WAGGGS defines advocacy as speaking, acting and educating on an issue that affects girls and young women. Discover how you could be an advocate for girls and women around the world. Choose something you would like to advocate for and develop a strategy to promote your issue.
9. **That's Illegal?** – In some cultures and countries the laws are very different from those in Canada. Discover laws around the world such as those against chewing gum, spitting, having more than one child or being homosexual. What would it be like for you to live in a place with those laws? Find out why they were implemented and what they mean to the country or culture.
10. **Women and the Law** – Choose a country that interests you (even Canada!) and research three laws that make life easier or more difficult for girls and women. Watch a video, listen to a CD or read a book about a woman who has challenged the laws in her country. Share how this has changed your perspective on women's issues with friends or family.

11. **Food Awareness** – Create a meal with food from a culture different from your own. Invite family, friends or your Guiding unit to share it with you. Prepare, serve and eat the meal following the customs of the people from that country or region. Over dinner talk about how the meal differs from the ones you normally eat and what role the environment plays in people's diet.
12. **Where in the World?** – Plan a fun activity to get people to learn about countries they have never heard of before.
13. **Civil War** – Find out about civil war and its impact on the country and its people. Think about what it is like to live in a war zone. Write a play about a girl or young woman living through a civil war and present it to others.
14. **World Religions** – Some faiths have certain customs, foods, dress or other conventions for religious leaders or the community as a whole. Talk to people from two different faiths and discover some of the special rules in their lives. Think about how you would have to change your life to follow them.
15. **A Helping Hand** – Find out about international aid agencies and where they focus their work, such as the rights of girls and women, education, disaster relief and food distribution. Choose an agency and see how you can help by collecting materials (clothing, food, books, blankets, etc.), assisting at an event, putting up

posters, handing out information and so on.

16. **Talk About It** – Invite someone who works as a translator or interpreter to your unit or group to share some stories and experiences about his or her job.
17. **What Matters to You** – Educate your unit or a similar group about a global issue that concerns you. Facilitate an activity about how food, money and resources are allotted. Follow up by thinking of solutions. How easy is it to find one that everyone agrees with?
18. **Canadian World Friendship Fund** – Find out how and where the money you donate to the Canadian World Friendship Fund (CWFF) is spent. Fundraise for the CWFF in your community.
19. **Canadian Foreign Aid** – Look at how the Canadian government's money is spent overseas. Do you think Canada is doing all it can in the world? What should it be doing with its foreign aid money? Tell others what you think.
20. **Roving Reporter** – Planning an overseas trip, Guiding or otherwise? Tell someone about it! Write an article for the local media, a school paper or the *Canadian Guider*—don't forget those amazing pictures!
21. **International Days** – Take part in activities, plan your own or develop a themed meeting for an upcoming International/World Day (e.g., International Women's Day, March 8; World Environment Day, June 5; International Youth Day, August 12;

Person's Day, October 18; World AIDS Day, December 1 or Human Rights Day, December 10).

22. **The World at Home** – Find out about waves of immigration to your area. How have these immigrants integrated into your community? Are there visible signs of their influence? What have been some barriers for them? Make a display that represents your community and the people who have formed it. What can you do to make recent immigrants feel more comfortable and part of your community?
23. **Right On!** – Draw cartoons to educate younger children about children's rights.
24. **What's Fair?** – What does fair trade mean? Compare the fair trade and non-fair trade value of a product, such as chocolate or coffee, based on price, environmental impact and wages of producers. Make an appointment to visit a café or store that sells fair trade products and talk with the owner, manager or staff about the merchandise.
25. **Conflict and Non-Violence** – Find out about non-violent direct action (work strikes, work-to-rule, sit-ins, protest marches, petitions, etc.) and how it is used throughout the world. Attend a workshop or invite a guest to speak to your unit.
26. **I'm So Hungry** – Run a fun activity to help teach people about global food distribution; some countries have abundant sources while others don't have enough to feed their citizens.
27. **Ecotourism** – Find out about ecotourism and whether it is beneficial to the people and environment. Compare it to traditional tourism. Design an imaginary (or real) ecotrip. Where would you go? When? Why? How?
28. **An Unfair Fashion Show** – Look at some of your clothing. Find out what country it is made in, the age of the workers who made it, how much they are paid and what their lives are like. Put on a fashion show to educate people about the clothes they wear.
29. **The Power of One** – Learn about an individual who is working for positive change in the world and who has made a difference.
30. **Your Interests** – If you don't see anything that interests you on this list, use your own ideas and topics to create challenges for this program area.

TURNING ACTIVITIES INTO CHALLENGES

You can transform any of the above activities (or any others that come to mind!) into challenges. Using examples from the above list, we will show you how to take your topic further.

PLANNING A GROUP ACTIVITY:

Women and the Law – Check out the biographies, memoirs and autobiographies section at your local library. As a group, choose a book about a woman (and her place, time or issue) you are all interested in such as *The Diary of a Young Girl* by Anne Frank or *Reading Lolita in Tehran* by Azar Nafisi. Agree on a date for everyone to have finished reading the book. Then it's time for a book club party!

Look for reading and discussion points. Book clubs are so popular now that many publishers provide suggestions on their websites. You can also Google "reading group guides" or "book club questions" to see what other people have done. Or, simply have everyone come up with two or three of their own ideas for discussion.

Once you have read your book and

come up with discussion points, don't forget the party part! You'll need to have treats and drinks to refresh you after all that talking! Try to have your book club in a place that will be relaxing and welcoming and at a convenient time for all, so that everyone feels comfortable sharing.

PLANNING AN INDIVIDUAL ACTIVITY

We're Twins – Learn as much as you can about Girl Guides of Canada's twinning projects and the country we are presently paired up with. There is plenty of information on the web and in the *Canadian Guider* magazine.

If your hometown is twinned with Wakayama, Japan; Echuca, Australia; or Beersheba, Israel, chances are you won't be getting on a plane to visit them any time soon. But this doesn't mean you can't learn about them and they can't learn about you!

Make a travel video about your hometown. Talk to the historical society, the museum, the library and the chamber of commerce for ideas. Find interesting locals to interview.

Get in contact with your local cable company or television station and let them know what you want to do. They may be able to provide you with

footage. Plus, if you don't have the equipment and software at home, you can ask them for technical or editing expertise. You never know, maybe when it's all done, they'll air it for you! Another option is to talk with your teachers about getting access to the school or school board's video equipment and editing software.

Don't forget that different areas of the world have different videotape and DVD formats and settings. Once you have it in the appropriate format, send it off to your twin city and see what they think!

PLANNING AN ACTIVITY TO SHARE SKILLS AND KNOWLEDGE WITH OTHERS:

I'm So Hungry – For this activity (a good one for Guides), you will need a map of the world, three bowls and popcorn. Before getting started, get some information from a reliable source on problems of hunger, malnutrition and food insecurity. Take this opportunity to talk about how and why we label countries (developed, developing, Third World, First World, etc.) and what message this sends.

Randomly divide the girls into three groups, 15% in group one, 25% in group two and 60% in group three. Explain that the three groups

represent the upper, middle and lower-income countries respectively as outlined below. Ask the girls to tell you what they know about the countries in each category. Use the map as a guide.

Group one (15%) represents countries such as Canada, the United States, Japan, Australia, the United Kingdom, Barbados and Saudi Arabia. Higher-income countries account for about one-sixth of people in the world. Most of them make enough money to live comfortably. Most children have safe water and good doctors. Many people get more to eat than they need and obesity is generally more of a health issue than hunger.

Countries in group two (25%) include Poland, Cuba, Thailand, Dominica, Philippines, Lesotho and Fiji. Middle-income countries account for a quarter of the world's population. Many people in these countries do not get enough to eat. Child poverty and hunger are big problems; five times more children die in this group than in group one.

Group three (60%) includes countries such as Haiti, Pakistan, Bangladesh, Madagascar, Ethiopia, Vietnam and Uganda. Lower-income countries

account for more than half the people in the world. People generally earn less than \$2.00 (Cdn) a day and most go hungry every day. Drinking water is unsafe, causing sickness and even death.

Give one person from each group a bowl and ask them to come up and get their group's allotment of food. Tell them not to eat anything yet! Group one gets fifty pieces per individual, group two gets seven pieces, while group three receives one piece for every three people.

Ask each group how it feels about its share in relation to the other groups. Is it fair? If not, what can make it fair? Get everyone to think about other things the middle and lower-income countries might not have and the causes of hunger and uneven food distribution.

At the end of the discussion, tell the Guides they can eat their popcorn. Don't redistribute the food. Let the Guides work out a way that is fair for them.

Program Planning Worksheet

MAKING THE PLAN

What interests you about this program area?

What knowledge, skills or resources do you have related to this program area?

What knowledge, skills or resources would you like to develop?

Whom can you go to for help?

Do you want to work with peers, with younger girls or on your own?

When do you think you could do this? Think about the appropriate time of year as well as the preparation time you will need.

Where can you find or access resources related to this program area?

Why do you want to do this? How does this fit in with your larger program goals?

PREPARING TO TAKE ACTION

My program challenge is: _____

My goal is: _____

The completion date will be: _____

I will be working with:

I need to prepare by doing the following:

1. _____
2. _____
3. _____
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The resources I need are the following (include where you can find these resources and who will be responsible for obtaining each one):

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4. _____
5. _____

The resource people who will be helping me are (include contact information):

The location will be (include all contact information):

The activity will cost (cost of all supplies whether or not they are covered by the participants or unit):

DOING YOUR CHALLENGE

Get out and have fun!

REFLECTING ON WHAT YOU HAVE ACHIEVED

Refer to the assessment tool under “Working on Your Challenges,” and complete the following statements:

What I thought would happen was:

What actually happened was:

What I learned is:

I feel I was successful because:



Healthy Living

OBJECTIVE: TO ENHANCE PHYSICAL AND EMOTIONAL HEALTH AND WELL-BEING BY EMBRACING POSITIVE LIFESTYLE CHOICES SUCH AS EATING NUTRITIOUSLY, BEING PHYSICALLY ACTIVE AND MAKING A COMMITMENT TO A HEALTHY LIFESTYLE.

Embracing a healthy lifestyle is about understanding yourself and connecting with others in a constructive way. It's about developing strategies that help you become more active. It's about knowing how to react to your peers in potentially risky situations. It's about knowing and liking who you are, choosing positive self-talk and encouraging others around you to do the same. Making healthy living a priority is a

great way to feel good about yourself and those around you. This area is one in which you might be able to link with outside organizations or individuals who can provide expertise and support to help you meet your personal healthy living goals.

1. **Where's the Motivation?** – Young women need to get 90 minutes of exercise daily, but finding the



motivation to do that when you're busy can be difficult. To get moving, you might start an exercise club with friends, play on a recreational sports team or combine exercise with another activity (e.g., walk on the treadmill while you read). Set yourself an exercise goal and find a motivation, such as an exercise log, a fitness partner or a mentor to keep you at it.

2. **Get Personal** – So you want to improve your fitness level but don't know where to start. Try working with a sports instructor, personal trainer, gym teacher or friend with expertise. With this person's help, design a program that builds you up slowly and safely toward your fitness goal. Now go out and enjoy your new-found flexibility, strength and endurance in a yoga class, multi-day backpacking trip or 5km fun run.
3. **A Winter Wonderland** – When winter comes, we often want to stay inside and avoid the snow, but there are so many great outdoor winter activities! Learn a new winter game or sport, or work to improve your skills in a winter activity you are already familiar with. Share your new skills with your peers, or teach your activity to a younger branch of Guiding. Ensure everyone knows how to dress properly for the cold weather.
4. **Pass It On** – Encourage Sparks, Brownies, Guides or Pathfinders to improve their level of fitness by planning and leading an interesting physical activity for them. Try to work

this activity into their program and do it every week.

5. **Dance, Dance, Dance** – Want a fun way to get fit? Try dancing! Many community centres and local dance studios offer beginner classes for teens and adults. Sign up for a session, and then show your friends what you learned. Or, if you've been doing some form of dance for years, step up and give some lessons to your unit, Brownies or Guides, or even a group of Guiders.
6. **The Wide World of Sports** – Are you bored with the sports you watch on TV or play at school? Investigate popular or traditional sports from other countries and cultures. Some popular sports around the world include handball, cricket, dragon boat racing, netball, kite flying, futsal, bocce, waterpolo or shinty. Learn the rules for one or more of these games and organize an international sports day or competition for younger girls or your peers.
7. **Getting Help** – Invite someone from a community agency or distress centre to visit your unit to discuss the basic facts about mental health, including warning signs, how you can help a friend and where to get help in your community.
8. **Chill Out!** – Why not help some Pathfinders find out how to relax and be stress free. Organize a program day for Pathfinders where they can complete the "Let Go and Chill Out!" module.

9. **Meditation** – What is it? How is it done? Find out about meditation and the different ways that people practise it. Try meditating in a way that feels right for you and see if it can help your relaxation, insight, mental discipline and self-awareness.
10. **Nobody Understands Me** – Put together a booklet to help parents, teachers and other adults gain a better understanding of what it means to be a teenager today. Use cartoons, photographs, poems, stories or any other way to get your point across. Share your booklet with the adults in your life.
11. **Let's Talk about Sex** – Are there questions you don't want to ask or things you don't want to talk about in your sex-ed classes at school? Do you think your Ranger unit might be a more comfortable place to discuss sex and relationships or get the answers you're looking for? Invite someone from a sexual health centre to talk to your unit about the emotional and physical aspects of a sexual relationship. Create an activity that can help other Ranger Members, peers, friends or Pathfinders learn about the risks of unprotected sex (e.g., unplanned pregnancies and STIs).
12. **Starting a Relationship** – Before you can have a healthy relationship with someone else, you have to know what you value. Look into the characteristics of a healthy relationship and the symptoms of an abusive one.

Think about the standards and expectations you have for a relationship and understand the times when flexibility may be appropriate.

13. **Healthy Relationships** – Find out the facts about violence against women, dating violence, bullying and abuse. If you are working with a unit, each person might choose a topic, learn about it and teach the others. Or, come up with some interesting ways to teach teens about equality in relationships. For example, you might consider using plays, public service announcements or poster campaigns. Work with a community organization to get the message out.
14. **Young Mothers** – Talk to a health professional to find out what is required for a healthy pregnancy. How can you help young mothers get the information and support they need?
15. **Canada's Food Guide** – What is healthy eating? Create a well-balanced menu plan for a week and then produce a shopping list to match. Track your own eating habits for a week to see if you're following Canada's Food Guide or work with younger girls and organize an activity to teach them about healthy eating. If the Food Guide confuses you, invite a dietitian to help you plan healthy meals and snacks for different situations, such as an after-school snack, a family dinner, a breakfast on-the-go or a meal to refuel after a day of hiking. Think up some questions to ask regarding food

and how it affects our bodies, minds and overall health.

16. **Eating Local** – Discover the goodness of local and in-season foods. Create a menu for your next camp using only (or mostly) local ingredients. What are some of the difficulties? What are some of the benefits? Why would people choose to follow diets of strictly local food?
17. **Fun and Fancy Fare** – Being healthy isn't just about eating fruits and vegetables. It is about enjoying all kinds of foods in moderation. For fun, try inventing your own dessert, complete with an elegant name, or try stepping up your party food from pop and chips to homemade appetizers, finger foods, hors d'oeuvres and canapés. Use ingredients or techniques you've never used before. Do this on your own, with others in your unit or with younger girls.
18. **Down on the Farm** – Visit a farm or farmer's market to talk to the people who produce your food. Come up with some questions before you go. For example, you might ask about farming lifestyles, farming methods, hours of work, farm safety, what education farmers need or how weather affects crops. If you work with younger girls, check out their program so you can include badge requirements.
19. **Going Organic** – Are you confused by all the news about organic food? Get in touch with at least three people who purchase it and find out

why they chose organic food. Then interview the manager of a health food store, a naturopathic MD, an organic farmer or some other expert on organic food – or do some digging on the internet or at the library – to see what else you can learn. Last but not least, try sampling something organic. Is the taste better or is it the same?

20. **How You Feel About Food** – Talk to someone who has overcome an eating disorder such as anorexia, bulimia or binge eating or read an account in a book or article. If you want more information, find an expert (e.g., a doctor, nurse or social worker) to tell you about the signs and symptoms of eating disorders, how and where to get help for yourself or a friend and how to offer support.
21. **What's For Lunch** – Lunch can be the most annoying meal of the day. It can be time consuming to prepare, pricey to buy, bad tasting or, if it's fast food, completely unhealthy! To avoid these problems, use the weekend to create a lunch plan for the week ahead. Consult some cookbooks for ideas, then figure out when you will have the time to make the lunches you've chosen. Try out your plan to see how it works.
22. **Caffeine!** – Challenge yourself or a group to cut out caffeine from your diet completely. That means no tea, coffee, soft drinks, energy drinks or chocolate! Drink water or herbal tea instead. Try this for a month. Look

into the symptoms of caffeine withdrawal and see how long it takes this substance to leave the body.

23. **What Do You Need?** – Think about some of the things you are dependent on. Do you need a coffee to get going in the morning? Is an afternoon candy fix a necessity? List everything positive as well as negative that you get from this dependency. Figure out how you can play up the positives and reduce the negatives. For example, if you need an energy boost in the afternoon, can you satisfy your craving with a piece of fruit instead of a chocolate bar?
24. **Let's Talk** – Run a creative workshop for younger girls on substance abuse prevention and healthy lifestyle choices.
25. **Cover up** – How much sun is too much? Why is sunscreen so important? What does it really do anyway? How do tanning beds affect your skin and your risk of cancer? Talk to a dermatologist about the benefits and limitations of sunscreen and the impact of too much tanning. Share what you learn with other girls and teach them "slip, slap, slop" (slip on a T-shirt, slap on a hat, slop on sunscreen).
26. **Body Art** – Visit a local tattoo or piercing parlour and interview the owner. If possible, also talk with some of the clients. Find out why people go there, how to care for a tattoo or piercing, what to look for in a reputable artist, what the health risks are

and what happens if you change your mind later.

27. **Going Natural** – What is naturopathy, homeopathy and traditional Chinese medicine (TCM)? Invite a naturopath or another alternative health-care practitioner to demonstrate a treatment and talk about careers. Ask him or her to teach you a few techniques you can try on each other, such as reflexology, Reiki or acupuncture.
28. **Is There a Health Professional in the House?** – What areas of health care interest you? Look into possible career opportunities in this field. See if you can find a health-care practitioner and interview this person about his or her job, the education required, opportunities available and anything else you are interested in knowing.
29. **Health Sciences** – Visit a hospital, health clinic or research lab to learn about the engineering and technology used to diagnose and treat health problems. Look at one piece of medical technology in particular to see how it works, how it was developed, how it helps people and what health care was like before it.
30. **Staying Healthy** – A yearly check-up is an important part of staying healthy. Talk to your doctor about what should be included in a health check-up for young women, how to make the best use of the short time you have with your doctor, the things you should be doing between visits

to stay on top of your health and how to address questions of appropriate medications, vaccinations and screening tests.

- 31. H₂O** – Safe drinking water is a concern for everyone. But if we don't know all the facts, we can get carried away by advertisers. Find out about the differences between bottled water, filtered water and tap water. What regulations exist? Do a taste test to see if your friends can tell the difference. Track how much water you drink during one day. Are you getting eight glasses daily?
- 32. Your Interests** – If you don't see anything that interests you on this list, use your own ideas and topics to create challenges for this program area.

TURNING ACTIVITIES INTO CHALLENGES

You can transform any of the activities above (or any others that come to mind!) into challenges. Here's how to take your topic further, using examples from the previous list.

PLANNING A GROUP ACTIVITY:

Starting a Relationship – Plan a night where you can explore what you want in a relationship and where you stand on certain issues. As a group, write a list of questions that will get you thinking about yourself and your sexuality. Good questions help you see how your values and beliefs can be supported by a healthy relationship. Some examples are:

- What characteristics am I looking for in a partner?
- How closely should my partner's values match mine?
- How should I feel when I'm in a healthy relationship?
- Am I ready for an exclusive relationship?
- Do my partner and I both want the same thing from our relationship?
- Am I ready to listen to my partner's values and respect my partner's boundaries?

- Does my partner listen to my values and respect my boundaries?
- Do I want to be sexually active, or am I happy to abstain from partnered sex?
- If I choose to abstain, what can I do to support that choice?
- If I choose to be sexually active with a partner, what boundaries do I need to communicate?
- If I choose to be sexually active, how can I practise safe sex?
- Do I want to talk to a counselor or a health professional before becoming sexually active?
- Should I insist on testing for sexually transmitted infections (STI) before we become intimate?
- What choice would my boyfriend and I make if we had an unintended pregnancy?

Answer the questions you develop individually. Don't feel pressured to share your answers. Discuss whatever you feel comfortable discussing. Try some activities that will help everyone explore their boundaries. Here's one activity that focuses on sexual expression (i.e., any of the sexual activities we choose to do or not to do, the clothing we wear, and the way we interact with other people) and our boundaries.

1. With your unit, draw a line on a blackboard or some pieces of flip-chart paper (make sure everyone can see). At one end of the line, write

"No Touching." At the other end, write "Sexual Intercourse."

2. Ask everyone to come up to the board and write other possible expressions of sexual activity along the line to create a scale of sexual intimacy. It doesn't have to be exact, and people may have different opinions about what is more or less intimate. Examples of intimacy might include holding hands, kissing, massaging each other, touching a partner's genitals and oral sex.
3. When everyone has finished, have one person read the activities along the line, starting with "No Touching" and ending with "Sexual Intercourse." Everyone needs to be quiet. Try to avoid giggling, comments and raised hands. As the activities are read aloud, everyone needs to personally reflect on when her personal boundary is crossed. It will be different for everyone. It is important to remember that past experiences don't force you to move your boundary. Just because you made out with someone or had sex with someone in the past doesn't mean you have to do it again.
4. Without being specific about where your personal boundary is, talk about the ways you can make sure that no one persuades you to cross it.

PLANNING AN ACTIVITY TO SHARE SKILLS AND KNOWLEDGE WITH OTHERS:

Where's the Motivation? – The best way to ensure that you stick to an exercise plan is to have a buddy. (Better still, have two or three!) These people will rely on you to participate in workouts, and you will rely on them. This will help encourage all of you. Here's what you can do:

1. Arrange time in your schedules for exercise breaks. You don't have to start with 90 minutes daily. Begin by setting aside what is a reasonable amount of time for you. For example, if you all go to the same high school, try a 20-minute walk in the morning. If you go to different schools, schedule time after class or before your Ranger meeting.
2. Stick to those arranged times! This is the most important part of the whole plan. People lose the motivation to exercise because they think it won't hurt if they miss today, tomorrow or the next day. Exercise needs to be a part of your routine, but it won't become a routine if you don't stick to your schedule.
3. Decide on the activity you are going to do. You could do the same thing every day. Walking and chatting gives you exercise as well as stress relief. A favourite exercise video can be lots of fun, or try something new every time you meet until you all find

something you love. Consider having each member of your club lead an activity.

4. Set up a reward system. Create cards like the ones you get at coffee shops. Put a stamp on the card every time you participate in the club's activity. After 15 stamps, reward yourself with something you or your whole group will enjoy.

PLANNING AN INDIVIDUAL ACTIVITY

Pass it On – So, you're a great swimmer, basketball player or dancer. Or maybe you aren't the best on the team or in your class, but you are the one who knows all the techniques. If you think you are ready to take on more responsibility in your chosen area, talk to your coach or instructor about learning how to teach others. Maybe there are some courses you can take. Or maybe your coach would like to take you on as an apprentice. Find out what you need to do to become a coach or an instructor, set your goals, work out an action plan and start working toward your goal.

Program Planning Worksheet

MAKING THE PLAN

What interests you about this program area?

What knowledge, skills or resources do you have related to this program area?

What knowledge, skills or resources would you like to develop?

Whom can you go to for help?

Do you want to work with peers, with younger girls or on your own?

When do you think you could do this? Think about the appropriate time of year as well as the preparation time you will need.

Where can you find or access resources related to this program area?

Why do you want to do this? How does this fit in with your larger program goals?

PREPARING TO TAKE ACTION

My program challenge is: _____

My goal is: _____

The completion date will be: _____

I will be working with:

I need to prepare by doing the following:

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

The resources I need are the following (include where you can find these resources and who will be responsible for obtaining each one):

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

The resource people who will be helping me are (include contact information):

The location will be (include all contact information):

The activity will cost (cost of all supplies whether or not they are covered by the participants or unit):

DOING YOUR CHALLENGE

Get out and have fun!

REFLECTING ON WHAT YOU HAVE ACHIEVED

Refer to the assessment tool under "Working on Your Challenges," and complete the following statements:

What I thought would happen was:

What actually happened was:

What I learned is:

I feel I was successful because:



Leadership and Management

OBJECTIVE: TO DEVELOP A GREATER UNDERSTANDING OF LEADERSHIP SKILLS AND USE THESE SKILLS TO LEAD OTHERS.

This program area is about learning behaviours and skills that inspire others and help you plan, organize and communicate your project. Important leadership qualities include integrity, respect for others and the courage to move ahead. Sounds familiar, doesn't it? The Guiding Law is a great place to start examining how to be a leader. Find out how these values will enhance your leadership skills, regardless of whether

or not you are the one who always takes charge. Learn about your own communication style and facilitating a team. Use these skills to accomplish the challenges in your program.

1. **Leadership Skills** – Being a leader involves many skills: communication, motivation, negotiation, conflict resolution, delegation and team building. Attend a workshop or

seminar that will help you improve your skills in one of these areas.

2. **Leading Children** – Enhance your ability to work with younger people. Practise a leadership skill that would be appropriate for working with children (e.g., storytelling, role playing, teaching songs or organizing a game). Arrange opportunities to practise your new skills with a group.
3. **Role Models** – Create a display, do a presentation or write a feature on female role models from different social, ethnic, cultural and religious backgrounds. Include questions that help people think about the qualities that make a positive role model. Share what you learn with the larger community by presenting it to Guiding Members, children or seniors, sending an article to a local paper or setting up a display at the library or in another public space.
4. **My Inspiration** – Host a costume party for younger girls or your peers where everyone has to come dressed as the person who inspires them. At the party, ask each person to explain who they represent and why this person is inspirational.
5. **Take the Lead** – Take on the role of chair for a Guiding event or for an organization you work with. Hold this position for the duration of the project. Identify goals, then after the project, reflect on everything you have learned and whether you have met your goals. You might want to talk about this activity with your Guider

or unit.

6. **Financial Responsibility** – Offer to take on the role of treasurer for your unit or keep track of your unit's cookie money for the year. Work with your Guider to prepare and monitor a budget for a year (or half year) of programming—and stick to it!
7. **Developing Others** – Find some activities to help younger girls develop their leadership skills. Use these activities during several meetings. Afterwards, have a debriefing session with the girls so they can reflect on what they learned during the exercises. Share your experience and your ideas for next time with your unit or the unit Guiders.
8. **What You Say** – How you put your message across can make or break an idea. Invite someone to talk to your group about developing good communication skills—oral, written and electronic.
9. **Barriers to Effective Communication** With peers or younger girls, plan activities or games that can help you build your communication skills by overcoming communication barriers (e.g., jargon, noisy distractions, fatigue or boredom, body language and so on).
10. **Leadership in Action** – Attend meetings of at least three different groups (e.g., a district meeting, a city council, a school board, a community action committee, a school council or a youth group). Observe leadership

styles. Afterwards, try to discuss each leader's role with him or her and how that person felt the meeting went.

11. **It's Official** – Learn to officiate your favourite sport by taking an introductory level course. Find out how to deal with conflicts over questionable calls, fighting between players and so on. Afterwards, serve as an official in a sports event in your community.
 12. **Work It Out** – Introduce a group of younger children to the concept of conflict resolution. Show them how to express hurt or angry feelings in a non-threatening way, how to listen to another person without judging or criticizing and other conflict-resolution skills.
 13. **Be a Tutor** – Does your school have a peer tutoring program? If it does, find out the requirements to be a tutor and sign up for one semester. If your school doesn't have such a program, talk to your teachers and counsellors about starting one. Another option is to be a tutor at a local elementary school.
 14. **I Propose** – Develop a proposal that will explain to businesses in the community the importance of contributing to a special project or worthy cause that you're working on.
 15. **Meeting Themes** – Be responsible for planning a theme-based meeting appropriate for the age and interests of the girls you're working with. It can be intended for Sparks, Brownies, Guides, Pathfinders or Rangers. Remember that being responsible
- doesn't mean you have to do everything. It means you are responsible for ensuring that everything gets done!
16. **File It** – Do you have trouble finding your stuff when you need it? Put together a resource file that will help you keep all those unit activities, craft instructions or camp recipes together in an easily accessible format.
 17. **Recruiting** – Part of being a good leader is putting together a good team. Write a recruitment ad for a role on one of your teams (e.g., treasurer, event planner, volunteer manager or caterer). To make sure you attract the right candidates, highlight the necessary skills and make the ad upbeat and exciting. You don't want to attract the whole world, only those who are suitable. When the time comes time to fill that role, avoid making assumptions about people. Sometimes we exclude potentially valuable people because of what we think we know about them. Use your ad to find the right person for your team.
 18. **Leadership and Knowledge** – Do you want to take your unit on a hike in a provincial park, hold a swimming party, teach a new game, organize a cookie event or participate in an overseas trip? Think about how leadership changes depending on the situation you are in and the specialized knowledge a leader needs to have for a well-run program. Take on a leadership role for an activity, either

by yourself or in a shared leadership situation.

19. What To Do in Case of an

Emergency – Leadership is most important when something goes wrong. Learn about leadership in emergency situations. Incorporate what you learn when you complete the Emergency Response Plan for your activities.

20. Speaking of Leadership – PowerPoint is an effective tool to help convey content during a presentation. But sometimes your message can be lost or overshadowed if you focus too much on special effects. Learn how to effectively use a PowerPoint presentation so that it enhances your presentation, but doesn't distract your audience.

21. How Do You Learn? – Find out about different learning styles and decide which one you prefer. Use the Internet to find different quizzes or questionnaires. Do a couple of these tests and compare your results. How can you incorporate this information into your leadership style?

22. Dream Team – What's your favourite sport? What's your favourite team? Imagine you could form your own team for that sport and recruit any players you wanted. Who would you choose? What skills or qualities would these players bring to the team? How would they work together? If your team is made up of star players, how would leadership work on your team?

23. Make Learning Fun – Come up with a fun and unique way to teach younger girls about something they would normally think of as boring. Take your plan to a group and put your ideas into action! If you need some suggestions, talk to Guiders in another unit about a program activity that they cannot find a way to make fun.

24. Spread the Word – Give a presentation on Guiding to a group from another organization. Remember to keep your audience in mind and make your presentation relevant to them. Decide on key messages and be ready to answer questions. Before going, decide on a way to assess how successful you have been.

25. Reach For It – Is there some leadership skill or ability that you would like to develop? Make a personal plan to help you work on that skill. Revisit your plan at an appropriate time in the future and adjust it as needed. Celebrate when your goal has been met.

26. Maintaining Balance – Learn about time management. Create a plan that will help you clarify your priorities and deal with procrastination. Put your plan into action for a set period of time. Celebrate your efforts and assess your personal success.

27. Culture Influences Leadership – In North America, we prefer an informal management style. But what do other countries or cultures prefer? Find out what it would be like to work on a multicultural team.

28. Facilitating or Leading? – In order to lead, you need to know your direction. Facilitating is the process of figuring that out. Practise facilitation skills in your unit or similar group by taking on the role of facilitator to help the group find out what they want, resolve a situation, set a direction or make a decision. Watch other people who facilitate situations in your life.

29. Constructive Criticism – With people your own age, plan activities to help you learn about your reactions to criticism. Reflect on past experiences when people criticized you. Describe what happened, how the criticism was given, how you reacted, whether the other person had a point and how you could have reacted differently. When someone criticizes us, we often react by getting angry or running from the situation without really thinking about it. But this behavior won't help us learn from the criticism and take responsibility for our own actions. Discuss different ways of empowering people by giving them constructive feedback. Start by reading the "Who Am I?" resource found online at www.girlguides.ca.

30. Your Interests – If you don't see anything that interests you on this list, use your own ideas and topics to create challenges for this program area.

TURNING ACTIVITIES INTO CHALLENGES

You can transform any of the activities above (or any others that come to mind!) into challenges. Here's how to take your topic further, using examples from the previous list.

PLANNING A GROUP ACTIVITY:

Work it Out – When planning a Sparks or Brownies meeting to help girls learn how to resolve conflict, try some activities like this one:

1. Set aside a time to make puppets.

If you want to inspire artistic creations, set aside two meetings: one to make the puppets and one for the conflict-resolution activities. This way the girls will have lots of time to make and perfect their puppets. If you want to make things quick and easy, use cutouts that the girls can colour and glue to popsicle sticks.

2. Before the meeting, make a cartoon or storyboard illustrating the steps to conflict resolution:

Talk It Out Together!

- Get together
- Take turns talking and listening
- Talk about what will help
- Choose a plan
- Do it

3. Come to the meeting with two puppets and the chart. Post the chart in a visible spot at the meeting place.
4. For the activity, put on a puppet show for the Sparks or Brownies. Use the puppets to act out the following scene. Try to make it real!

The puppets are cleaning up after an activity. Two puppets are pulling at the same toy until one of them pushes the toy at the other one. That puppet falls down and starts to cry. Say, "The puppets seem to have a problem. Let's use the 'Talk It Out Together!' method to see if we can help them."

5. Read the "Talk It Out Together!" poster with the girls. Ask them to help the puppets "Talk It Out Together." Use the puppets to act out the resolution that the girls provide for you, following the steps on the poster.
6. Pair off the Sparks or Brownies. Each girl will have a puppet. (Note: if you decide to make puppets beforehand, bring extras in case a girl was not at the previous meeting.) Give each pair of girls a realistic problem to resolve by following the steps on the poster. Some examples might be:
 - One girl claims another stole her toy, book or other item.

- One girl is upset because another girl told her she couldn't play a game with the group.
 - One girl is upset because she wants to lead a game, but thinks another girl always gets the opportunity to be the leader.
 - One girl is angry with another girl for giving her a dirty look.
7. Have girls demonstrate how they would resolve these conflicts by following the steps.

PLANNING AN INDIVIDUAL ACTIVITY

Reach for It – Think about your leadership skills and brainstorm about the areas where you can improve. Use the following steps to help you work on improving your skills:

1. Select your goal. What do you want and how do you want to improve?
2. Break the goal into specific actions. What do you need to do to reach your goal?
3. Keep a record. Write down the activities you do and how you feel about them. This will help to make you aware of the improvements you are making.
4. Ask others how you are doing. What do other people think about the changes you are making to your leadership skills?
5. Assess your progress. How far have you come? Do you need to change your plan in any way?

PLANNING AN ACTIVITY TO GAIN A DEEPER UNDERSTANDING OF A TOPIC:

Take the Lead – Being organized and having a good understanding of what you need to discuss will make chairing a meeting much less scary! In addition, if you are organized, group members are more likely to accomplish their tasks and feel their time was well spent. Here are some tips to help you as you prepare for the meeting:

- Understand the issues and topics that will be discussed.
 - Know who will be in attendance.
 - Learn about the skills that are needed to effectively chair a meeting. Use the "Facilitating a Group" resource found online at <http://patrol.girlguides.ca>.
 - Know the group's ground rules and how things are done.
 - Have an agenda that everyone knows about before the meeting.
 - Ask everyone for their input on the agenda.
 - Arrange for a location for the meeting that is convenient and accessible for everyone. Consider disabilities, the distance people will have to travel and the time of the meeting.
 - Arrange for the appropriate personnel for the meeting (e.g., secretary, time keeper and so on).
- Decide how you want the meeting space arranged.
 - At the meeting, ensure everyone has a copy of the agenda.
 - Start on time.
 - Welcome all attendees and make everyone feel comfortable.
 - Have fun stuff to incorporate into the meeting.
 - Ensure you stay on time. (Use your time keeper!)
 - Don't assume that everyone has the same knowledge or information.
 - Get everyone to contribute to the meeting, but recognize that people contribute in different ways.
 - Keep people on topic.
 - Summarize discussion points before a vote or decision or to get the group to move on.
 - Think about problems that could arise and how you will deal with those problems.
 - Ensure you control the meeting without being a participant in the discussion (i.e., remain neutral).
 - Ensure you end on time and no one feels her time was wasted.

Program Planning Worksheet

MAKING THE PLAN

What interests you about this program area?

What knowledge, skills or resources do you have related to this program area?

What knowledge, skills or resources would you like to develop?

Whom can you go to for help?

Do you want to work with peers, with younger girls or on your own?

When do you think you could do this? Think about the appropriate time of year as well as the preparation time you will need.

Where can you find or access resources related to this program area?

Why do you want to do this? How does this fit in with your larger program goals?

PREPARING TO TAKE ACTION

My program challenge is: _____

My goal is: _____

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DOING YOUR CHALLENGE

Get out and have fun!

REFLECTING ON WHAT YOU HAVE ACHIEVED

Refer to the assessment tool under “Working on Your Challenges,” and complete the following statements:

What I thought would happen was:

What actually happened was:

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I feel I was successful because:



Your Future

OBJECTIVE: TO PREPARE YOU FOR THE OPPORTUNITIES AND CHALLENGES OF LIVING INDEPENDENTLY.

The following activities will help you to create a future “you” that coincides with your dreams and aspirations. You will also learn what opportunities (both traditional and non-traditional) are available to you.

How will family, life partners, job, career, hobbies, passions, pastimes and education fit into your life? Are you ready to plan and create your future?

- 1. Roommate Wanted** – Although you can’t always choose your roommate (in residence, for instance) it helps to know what kind of person you are looking for. Could you really live with your best friend, for example? Write up a classified ad searching for your ideal roommate. What can you do to ensure a good relationship?
- 2. Growing Up** – What will your parents expect of you when you

become an adult? That you will live with them and go to school? That you will move out and get a job? Get married? Talk to young women from as many different cultures as possible. Find out what is expected of them and reflect on the different ways that families operate.

3. **Independent Living** – Being independent means being able to problem solve and do things yourself. Try things such as rewiring a faulty lamp plug, changing a fuse, patching a hole in the wall, fixing a dripping tap, unblocking a toilet or sink, removing stains from a carpet, turning off the gas, electricity and water or defrosting a fridge or freezer.
4. **disABILITY** – Get involved in the Special Olympics or other similar organization. Meet people your age who are living with a disability and talk about how they navigate through life.
5. **The Evolving Family** – What do changing family dynamics mean for women entering into lifelong partnerships? Invite a family lawyer, social worker or mediator to talk to your unit or a similar group about family law, divorce, common-law rights, adoption and same-sex marriages.
6. **Living in the Real World** – Create a monthly budget appropriate for a young woman who is working and living on her own (or with a roommate) or who is going to college or university. Choose the location. Don't forget to include rent, utilities, Inter-
- net/cable, groceries, entertainment, health products, clothing, transportation, telephone, savings, school or work-related costs and so on. And what about setting up the apartment? You'll need to budget for all the essentials, such as dishes, furniture, towels and appliances.
7. **Family Ties** – Being in a family isn't always easy. You don't necessarily get along just because you're related. Find out about organizations, groups and services that exist in your community to help family relationships. Plan and run an activity or do something creative to share what you have learned.
8. **Culinary Arts** – Invent your own recipe or adapt one that you like and make it your own. Use an ingredient or technique that you have never tried before. Serve your creation and get some feedback. Presentation is key, so make it as beautiful as you can and come up with a delectable name!
9. **Family Concerns** – Do you want to have lots of kids? Some kids? Or maybe none at all? If you decide to have a family, will you work outside the home, work from home or not work at all? Talk to women who have made different life choices and ask them the reasons for their decisions.
10. **Job Interview Techniques** – Talk to someone who works in or has knowledge about human resources. Ask about standard interview questions and how to make a good impression. Videotape mock interviews and evalu-

ate them. Discuss ways in which you can improve.

11. **The Job Search** – Sign up for a job-preparation workshop or organize one for your peers by getting information from job centres, local business-people and the media. Use what you learn to create a fact sheet to help other Rangers find work.
12. **Know Your Rights** – Find out what rights are guaranteed to you under provincial, territorial and federal laws (e.g., minimum wage, employment insurance and human rights). Work with your unit or a group of people to role-play situations in which your rights are breached and what you would do in response. Play out different scenarios – what would be the issues for a teenager working part time for extra cash, a single mother raising her children or a college student working to pay her tuition?
13. **Gender Roles** – Invite people with jobs that are traditionally associated with the opposite sex to come and talk to your unit or group about their experiences. Examples include women who are firefighters, engineers, woodworkers, electricians or mechanics, or men who are stay-at-home dads, nurses or primary school teachers. Ask whether prejudice and discrimination have affected their careers.
14. **Post-secondary Education** – Gather information on a variety of colleges and universities, including programs, costs, housing, extracurricular activities and location. Pool your information together and talk about what you want in a school. Invite graduates from these schools to talk to your unit about their experiences.
15. **What's for You?** – Choose a business or organization that interests you. Contact the human resources manager and ask if you can have a tour, targeting specific jobs within that organization.
16. **Canadian Ingenuity** – What does it take to be an inventor? A problem and a solution! Invent something to solve a problem in your life. Research ways to get your invention to market.
17. **Your Guiding Resumé** – Have you considered the skills that Guiding has helped you develop? Life and practical skills, communication skills, team building, planning, organization and time management, for example? Make sure you highlight all these talents on your resumé. Talk to some Guiding "graduates" to see how Guiding has helped them.
18. **Play the Market** – With a group, play a stock market game. Use a set amount of imaginary money to "buy" and "sell" stocks over a period of time. See who has done the best and what strategies she used. Invite an expert to talk to you.
19. **Student Loans** – Research the options available to help you pay for post-secondary education. What's the difference between a government loan and a bank loan? How much would you have to borrow to pay for

school? How much do you feel comfortable borrowing?

20. **Tax Complications** – Find out what income tax is. Try completing a tax return of your own.
21. **Women Entrepreneurs** – Visit a business run by a woman and ask her about what is exciting and challenging about being self-employed.
22. **The Famous Five and You** – The Famous Five were women who saw problems with Canadian society and worked hard to fix them. What issues do women face today? Violence? Wage parity? Lack of affordable daycare? Prostitution? Pornography? Educate others on the issues in an interesting way.
23. **Gotta Drive** – Add up car expenses for a year, including gasoline, insurance, registration, parking, taxes and maintenance. Compare this with the cost of using public transportation. Is the convenience of a car worth the expense? Look into car-sharing companies to see if one exists in your area and how it works.
24. **Ms. Fix-It** – Learn about regular maintenance of a motorized vehicle such as a snowmobile, car, motorcycle, motorboat or ATV (all terrain vehicle). Invite or visit someone knowledgeable to discuss maintenance.
25. **Role-playing** – Everyone plays many roles. You're a student, a Ranger, a daughter, a friend and many other things. Create a list of all

your roles and think about how you act in each of them. Now do the same for an adult you know. Spend an entire day with that adult to see how she plays out her various roles. Talk to her about how her behaviour changes depending on the role she is playing.

26. **Self-defence** – Take a women's self-defence course. Once you have completed the course, work with the instructor to sponsor a workshop for other Rangers or young women in your area.
27. **Safety First** – Arrange a visit to your local police station or invite an officer to a Spark, Brownie or Guide meeting to discuss personal safety and crime prevention.
28. **Helping Others** – What would you do if a Brownie, someone you babysit or a friend told you that he or she was being abused? Go to Member Zone or ask your Guider to get you a copy of Adult Member and Volunteer Support Resources, Module 4: "Girl Protection Procedures." Review the document and then role-play with your unit to see how you would handle this situation.
29. **What's Your Passion?** – What do you have a passion for? Where do you want to make an impact? Set a goal (e.g., having your own business by the age of 20, working as a software developer right out of college, traveling around the world, living and working in a developing country). Devise a work plan to achieve your goal and then get out there and start

learning the skills needed to make it happen!

30. **Techno Jobs** – Visit a high-tech company or a traditional company that is transitioning to high-tech equipment. Ask about skill and education requirements for employees and where the company sees their technology in 10 years.
31. **Your Interests** – If you don't see anything that interests you on this list, use your own ideas and topics to create challenges for this program area.

TURNING ACTIVITIES INTO CHALLENGES

You can transform any of the activities above (or any others that come to mind!) into challenges. Here's how to take your topic further, using examples from the previous list.

PLANNING A GROUP ACTIVITY:

Roommate Wanted – With your unit or a similar group of friends, plan a meeting about roommates. Try activities such as the following:

- Brainstorm things that can go wrong. Use them to create skits on the horrors of living with a roommate. Rewrite the skits using conflict-resolution skills to produce positive outcomes.
- Brainstorm all the ways you can avoid problems. Some of these will be realistic and some will be silly – that's okay! Then create a list of questions for a potential roommate: What is your biggest pet peeve? Do you smoke? Do you have pets? Do you listen to loud music? Do you wake up early? Do you like to stay up late?
- Get everyone to write an advertisement looking for a roommate. Come up with a catchy headline

and then provide a detailed list of what you would be looking for, including your likes/dislikes, interests and expectations. Make your ads as humorous as possible. After posting them on the wall, ask everyone to select the one they would be drawn to and why.

PLANNING A GROUP ACTIVITY:

What's for You? – Instead of bringing people in to you, why not go out to them?

Is there a company that you would be interested in working for, but you don't even know what people do there? Contact the organization and explain to the Human Resources manager that you would like to come for a tour. Explain that you would like to explore the different types of jobs people do at the organization – there are probably many that you wouldn't have thought of! After your tour, talk with the Human Resources manager or other managers about the qualifications necessary for certain jobs. Review the jobs you discovered. Are there any that interest you? If not, try another organization. You never know what kind of stimulating career is out there waiting for you!

PLANNING AN ACTIVITY TO SHARE SKILLS AND KNOWLEDGE WITH OTHERS:

The Famous Five and You – Is there a women's issue that you or your group are really concerned about? Why not have your voice heard and raise awareness through a letter-writing campaign to elected officials and decision makers? Such a campaign is relatively easy and inexpensive to organize. Here's what you have to do:

- 1. Set a goal.** Focus on one issue and one action. How many letters will you need to get attention from the recipient? The higher up you go, the more letters you will need. For example, for local officials such as the mayor or a school board trustee, you may only need about 30 letters, but for your Member of Parliament, you will need hundreds.
- 2. Research the issue.** You need to show both the recipients and those signing the letters that you know what you are talking about. Make sure you understand all sides of the issue and the perspectives of everyone involved. Be able to explain clearly why you have chosen your position.
- 3. Research the recipient.** For a campaign to be successful, the letters have to reach the appropriate person. For example, if you are concerned about the closure of a

school and you write to the mayor instead of the school board chair, your efforts have been wasted because there is nothing the mayor can do for you.

- 4. Have a letter-writing party.** While it is most effective to send many individual, heartfelt letters on an issue, the reality is that you will not be able to get a hundred people to write their own letters. Your best bet is to write them for people to read and sign. Get help by inviting everyone from your group to come over, have some pizza and write. Here are some tips on good letter writing:
 - Keep it to one page or less.
 - Identify who you are and why you are writing.
 - Address only one issue.
 - Explain why you are concerned about this issue.
 - Try to add some new information to the debate.
 - Be factual.
 - Explain how the issue affects you and your community.
 - Ask for a specific action to take place.
 - Thank the recipient for his/her time and ask for a reply.
- 5. Be prepared.** Photocopy the letters. Buy envelopes and stamps (no stamps necessary when sending a letter to your MP!). Get the correct

mailing address and print off labels

so that there won't be mistakes made when addressing hundreds (hopefully!) of letters.

- 6. Get out there and get signatures.** There are many ways to do this, including setting up a signing table in a public location favoured by your target audience, having an open letter (i.e., a big one that everyone signs – a great way for raising publicity through the media) and sending e-mails to your friends and having them send their own e-mails to the recipient.
- 7. Follow up.** Send a note to the recipient to thank him or her if you were successful in achieving the desired action, or just to check and see if you changed any opinions. Send notes to the letter signers to let them know how the campaign turned out.

Program Planning Worksheet

MAKING THE PLAN

What interests you about this program area?

What knowledge, skills or resources do you have related to this program area?

What knowledge, skills or resources would you like to develop?

Whom can you go to for help?

Do you want to work with peers, with younger girls or on your own?

When do you think you could do this? Think about the appropriate time of year as well as the preparation time you will need.

Where can you find or access resources related to this program area?

Why do you want to do this? How does this fit in with your larger program goals?

PREPARING TO TAKE ACTION

My program challenge is: _____

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The resource people who will be helping me are (include contact information):

The location will be (include all contact information):

The activity will cost (cost of all supplies whether or not they are covered by the participants or unit):

DOING YOUR CHALLENGE

Get out and have fun!

REFLECTING ON WHAT YOU HAVE ACHIEVED

Refer to the assessment tool under “Working on Your Challenges,” and complete the following statements:

What I thought would happen was:

What actually happened was:

What I learned is:

I feel I was successful because:

COMMONWEALTH AWARD

The Commonwealth Award is open to all Rangers in all Commonwealth Countries. To earn the Commonwealth Award, you must complete Challenges 1, 2 and 3, as well as two of the Optional Challenges. This award can be completed individually or as a group.

The Commonwealth Award pin is awarded on completion of the challenges. This pin is worn with your uniform.

EVALUATION

The evaluation will be done by your unit. The method of evaluation is established in advance through consultation with your unit. If you are working as a Junior Leader you can work either with the Guider of your practice unit or your Rangers Unit.

Some challenges can be completed by discussion within your unit, some will require a more formal presentation and others will be accomplished simply by doing the activity. The challenges requiring presentations can be done for others in Guiding through a skit, an audio-visual presentation, an interactive format or any other appropriate medium. The Commonwealth Award has been cross-credited to the Rangers program. Beside each Commonwealth Award challenge below, you will see the title of the program area to which it relates.

COMPULSORY CHALLENGES

1. History of Guiding (Celebrate Guiding)

- Be able to talk about Guiding from its beginning at the Crystal Palace Rally in 1909.
- Know about the development of World Guiding.
- Know how Guiding developed in your own country.
- Know the Vision, Mission, and Values of our organization, which are the underlying principles of Guiding in Canada.

2. Knowledge of the Commonwealth (Celebrate Guiding)

- Know something about the development of the Commonwealth of Nations.
- Be able to talk knowledgeably about a Commonwealth Country other than your own.
- Know about day-to-day life, cultures and religions, and how Guiding began and developed in this country.
- Do an activity related to this country (e.g., correspond with someone, prepare a typical meal, produce a scrapbook, learn a craft or create a stamp collection).

3. Service within the Community (Community Connections and CCGA Service Project)

- Volunteer within your community for 20 hours or more over a period of three to six months.
- Explain why you have chosen this particular form of service.

OPTIONAL CHALLENGES

4. Health (Healthy Living)

- Know what health services are available in Canada.
- Find out what immunization is required for entry into two other Commonwealth Countries in an area of the world other than your own (this information should be correct at the time you are doing the challenge).
- Explain how nutrition and sanitation can affect the health of your family.

5. Environment (Environment, Outdoors and Camping)

- Study in detail one of the following in Canada: environmental pollution, water supplies, forestry, conservation, soil erosion or sustainable resources.
- Research environmental issues in another Commonwealth Country and how that country is addressing them.

6. Cultural Heritage (Explore Your Creativity and Community Connections)

- Learn about the cultural heritage of Canada under two of the following headings: visual art, music (vocal or instrumental), fashion, literature, poetry, dance or handicrafts.
- Do a presentation about one of these arts or perform one of them. Alternately, you can produce a collection of items—such as pictures, programs, instruments or books—related to your chosen subject that you can share with your unit.

- Discuss or do a presentation for your unit on three religions, denominations or faiths found in Canada.

7. Active Living and the Outdoors (Healthy Living or Environment, Outdoors and Camping)

Choose one option:

- Take part in or learn about a physical activity (i.e. a sport or skill) that is new to you. List the common causes for activity-related injuries.
- Participate in a camp for at least two nights on two occasions during a three-year period.

8. Public Speaking or Debating (Leadership and Management)

Choose one option:

- Give a talk, lasting at least five minutes, to a unit on a subject of your choice.
- Take part in an organized debate as the principal speaker for or against the motion.

9. Creative Writing (Explore Your Creativity)

- Write a story or poem about life in Canada or tell a legend from your cultural heritage to other Rangers or younger girls.

10. Government (Community Connections or Global Awareness)

- Describe Canada's system of government and that of a different country in the Commonwealth.



THE DUKE OF EDINBURGH'S AWARD

Take the **challenge**

Live the **achievement**

11. Investigation (Environment, Outdoors and Camping)

- Investigate a UNESCO world heritage site in Canada and one in another Commonwealth Country.
- Investigate the public education and nature conservation programs of an institution, such as a national park, wildlife sanctuary, zoo or botanical garden.

AWARD LEVEL	SERVICE	ADVENTUROUS JOURNEY	SKILLS	PHYSICAL RECREATION
BRONZE Minimum age to start: 14. Maximum age to finish: 25. Qualify in four sections as indicated.	Choose one or more forms of service, undertake training and give practical service to others. A minimum of 15 hours of service over a period of six months is required.	Undertake basic training, carry out a practice journey and then complete an Expedition or an Exploration. A minimum of two days out is required, including one night away and an average of six hours of activity.	Follow a skills program for a minimum of six months. Activity may be changed once during this period.	Take part in physical activities and benefit from participation, effort and improvement. A minimum of 30 hours of activity over a period of 15 weeks is required.
SILVER Minimum age to start: 15. Maximum age to finish: 25. Qualify in four sections as indicated.	Choose one or more forms of service, undertake training and give practical service to others. For those who have achieved their Bronze Award, a minimum of 30 hours of service over a period of six months is required. 45 hours over 12 months is required for direct Silver entrants.	Undertake basic training, carry out a practice journey and then complete an Expedition, an Exploration or an Adventurous Project. A minimum of three days out is required, including two nights away and an average of seven hours of activity per day.	Follow a skills program for a minimum of six months (for those who have achieved their Bronze Award). 12 months is required for direct Silver entrants. Activity may be changed once during this period.	Take part in physical activities and benefit from participation, effort and improvement. A minimum of 40 hours of activity over a period of 20 weeks is required.

<p>GOLD Minimum age to start: 16. Maximum age to finish: 25. Qualify in four sections as indicated and complete the Residential Qualification.*</p>	<p>Choose one or more forms of service, undertake training and give practical service to others. For those who have achieved their Silver Award, a minimum of 60 hours of service over a period of 12 months is required. 90 hours over 18 months is required for direct Gold entrants.</p>	<p>Undertake basic training, carry out a practice journey and then complete an Expedition, an Exploration or an Adventurous Project. A minimum of four days out is required, including three nights away and an average of eight hours of activity per day.</p>	<p>Follow a skills program for a minimum of 12 months (for those who have achieved their Silver Award). 18 months is required for direct Gold entrants. Activity may be changed once during this period.</p>	<p>Take part in physical activities and benefit from participation, effort and improvement. A minimum of 50 hours of activity over a period of 25 weeks is required.</p>
<p>EXAMPLES</p>	<p>Voluntary work with seniors, youth, disabled or homeless groups, etc. School activities with peers, student councils, yearbooks, etc.</p>	<p>Expedition: bicycle, canoe, hike, horseback, snowshoe, etc. Exploration: should be of an environmental or historic nature.</p>	<p>Music, computers, crafts, graphic arts, life skills, collections, model building, etc. (May not be a physical activity.)</p>	<p>Individual or team activity.</p>
<p>NOTE: You must be registered with your divisional office of The Duke of Edinburgh's Award before starting on the program.</p>	<p>* RESIDENTIAL PROJECT - An additional requirement at the Gold level. May be undertaken at any time after you register for the Award regardless of your age or Award level. Undertake some shared activity in the company of peers, either through voluntary service or training away from home over a period of not less than five consecutive days (four nights away). Examples: youth leadership training courses; Outward Bound or similar courses; voluntary help at homes, centres, or camps; work with disadvantaged children or seniors; school exchanges; church courses, etc.</p>			

GIRL GUIDE COOKIES AND YOU!

Cookie funds are the fuel that make Guiding go! By selling cookies, you raise money to support the wide variety of activities and programs that you and your friends enjoy. But the goal of selling cookies isn't just to earn money. The skills you build, the experience you gain and the successes you experience are all strengths you can include on your resumé. Even though you may work on similar skills each year, your ability and understanding will keep improving. Selling cookies teaches you:

- Teamwork
- Courtesy and customer service
- How to communicate effectively
- Self-confidence
- Problem solving and decision making
- Money management
- The ability to face challenges
- Planning and goal setting
- Responsibility
- Time management
- Safety awareness

To earn your Cookie Campaign Challenge, you need to take a role in supporting at least four cookie campaigns. (Two cookie campaigns are held annually: one in the fall with the chocolatey mint cookies and one in the spring with the sandwich cookie.) Below you will find three suggestions for your campaigns. You may already know of and use different methods. Use at least two different methods

over the four campaigns to complete your Cookie Challenge.

The suggestions below are designed to help you organize your campaign. You may also want to check the "Event Planning" resource found online at <http://patrol.girlguides.ca>

GETTING READY FOR YOUR COOKIE CAMPAIGN

1. Have a clear idea of what you are going to do with the funds raised, what you will learn from the experience and what your sales goal is. Keep this in mind as your incentive and underlying motivation. You will need to know how much your unit earns per case.
2. Research the cost of an activity and then figure out how many boxes of cookies would be needed to support it.
3. Create personal goals for what you want to get out of selling cookies. For example, you may want to develop more confidence when you're talking to people or you may want to scout new locations for your sales.
4. Knowing your product is a primary step in selling anything. Check out the cookie fact sheet on the GGC website for background information.
5. Understand the motivations of your customer. Put yourself in the customer's shoes to understand what is appealing about the cookies. Perhaps it's the cookie

itself or perhaps it's the program it supports. Put together your thoughts on what motivates customers. Here are some ideas to get you started.

- Describe the great taste of the cookies.
- Describe how selling cookies supports programs for Guides.
- Explain why your goal is important and what your customer's contribution will mean to your project.

6. Brainstorm a list of typical customers and where and how you can reach them:

- Customers - family members, friends, shoppers at the mall and so on.
- Places to reach them - door to door, at family or community events, at the mall or grocery store.
- Consider asking local business owners (shops, restaurant owners, professionals, salespeople, etc.) to buy several cartons of cookies as employee or customer thank you gifts or incentives. Use networks of family friends or parents of your friends to help you make connections.

7. Ask relatives or friends to assist you in finding out what kind of information would be appealing as an incentive to buy cookies.

MARKETING YOUR COOKIES

What role could you play in developing your unit's marketing plan? Here are some positions and their responsibilities:

- Event Planner - This person organizes the where, what and when for a cookie-sales event.
- Art Director - Designs the cookie booth display and/or presentation.
- Customer Service Rep - Talks to customers and develops a short sales pitch to catch the customer's interest; she may also coach team members on how to present themselves to customers.
- Finance Manager - Tracks the costs and expenses of cookie sales.
- Marketing Manager - Finds new places to sell, identifies new types of customers, and creates thank you messages.
- Public Relations Specialist - Writes news items to highlight the group's successes; lets people know about who has benefited from the sales.

What are you good at? Look at the skills and interests in your group and create a team to develop your cookie marketing campaign. A cookie sale can also be an opportunity for someone to try something different in order to expand her talents.

You may be quite confident about some parts of your role, but may find other parts a bit daunting. Talk about how you can support each other. Generate ideas to help overcome concerns. Make your team a strong one by creating a positive, excited atmosphere. Focus on the possibilities of personal and group success. Practise the power of positive possibilities.

1. Create a sales pitch with others.
 - Use the Effective Communications resource found online at <http://patrol.girlguides.ca> to help you and your friends enhance your cookie-selling presentations.
 - Learn about making "cold calls." Set a target of a certain number of calls and practise what you will say. Note how much easier it becomes the more you rehearse. This is an opportunity to strengthen your communications skills and build a larger network of contacts. (This is excellent experience to include on your resumé when you're looking for jobs in the future.)

2. With a group, role-play possible scenarios that cookie sellers may encounter. Here are some ideas. You may have others from your own experiences. How do you deal with:

- an obnoxious or rude customer
- a very talkative customer
- questions regarding why you're selling cookies
- ingredients in the cookies (e.g., allergies to specific ingredients such as milk or peanuts)
- someone who is tired of people selling door-to-door
- someone who would like to buy cookies, but doesn't have the money at that moment
- someone who asks a question you can't answer

3. Get copies of the posters and other

sales aids from the National website, www.girlguides.ca. Invite a marketing specialist to a meeting to talk about branding.

4. Check into the dollars and cents of managing cookie sales. Your cookie campaign is a hands-on chance to gain experience in money management. This is a transferable skill for future job prospects. Here are some ideas:

- Create a budget for your campaign (or for the activity which the cookies will fund).
- Manage the cash. Show younger girls how to make change, use a spreadsheet to track sales and profits and help prepare bank deposits.

Once you know your product and your customer base, it's time to get out there and sell. As Rangers, you've sold cookies door-to-door and, but here's an opportunity for you to really try something new and put your planning skills to use. Below you will find three options for pitching and selling your cookies. No matter which one you choose, it's important to remember that you have a goal to reach and an excellent product to provide. Good luck!

Option A

Set up events to promote and sell cookies (this is referred to as "in-field marketing"). Create a list of all the tasks that will be part of the event. Estimate when each item should be organized or completed. Use the list to create a timeline.

Sample Cookie-Stand Schedule

The schedule below is just intended to get you started. You will likely think of other items that should be added. Remember that it's often hard to determine when to initiate tasks. Generally, the earlier you ask people to help you, the more likely they are to be available.

TASK	TIME
Pre-plan what your cookie-selling objectives will be for your unit.	5 months or more in advance
Tie-in selling cookies with other community events where feasible.	Check the provincial/territorial cookie-selling process.
Contact the manager of the store to get permission to set up a stand.	2 months in advance
Obtain GGC insurance information for the store. (Sometimes stores want a "certificate of insurance" from the Girl Guides. This is a document that says the organization has liability insurance.)	As soon as permission from store manager has been received
Review <i>Safe Guide</i> procedures and start preparations to obtain permission for your project. Be sure to review them with all volunteers.	4-6 weeks in advance
Confirm how many cookies have been ordered for your unit and investigate methods for obtaining additional cookies, if required.	Check the provincial/territorial cookie-selling process.
Get copies of posters and other sales aids from the National website.	1 week before PR campaign starts (3 weeks before stand opens)
Organize people to put up posters and distribute other sales aids to advertise your cookie sale.	Get team organized 4 weeks in advance. Start distributing PR materials 2 weeks in advance.

Set up a schedule of volunteers who will work at your cookie stand.	Ask for volunteers 6 weeks in advance. Continue to follow up until schedule is filled.
Design decorations for your cookie stand.	Decide theme 4 weeks in advance. Make decorations 1 week in advance.
Divide up responsibilities and distribute a schedule for cookie stand volunteers.	3 weeks in advance
You will need extra cash to make change. Organize someone to get the cash float.	2 weeks in advance
Confirm that your volunteers will be at the stand at their scheduled time.	Call everyone the day before their shift to confirm.
Set up the cookie stand.	Set up after school on the Friday that sales start.
Take lots of pictures.	Day of the event
Organize a tidy-up crew that will take down the cookie stand.	Organize 3 weeks in advance.
Evaluate the success and challenges of the event.	After the event.

Option B

Neighbourhood Cookie Blitz

Here is a plan for a neighbourhood cookie-sales blitz. It may require some customization to work for your event. For example, some groups may need to inform their units about meeting locations and selling teams 4 weeks in advance; other groups may be able to do this the week before.

TASK	TIME
Pre-plan your cookie-selling objectives for your unit.	5 months or more in advance
Estimate sales and order cookies. (If you've done this before, check how many boxes you sold in the past and use that quantity as a guide.)	Check the provincial/territorial cookie-selling process for order dates.
Review <i>Safe Guide</i> procedures and start preparations to obtain permission for your project.	4-6 weeks in advance
Contact other GGC units or Commissioners to organize boundaries for your blitz. This will avoid having several groups selling cookies on the same streets.	4-6 weeks in advance
Develop a team of people to participate.	4-6 weeks in advance
Work with Guiders to ensure supervision ratios are appropriate and safe-selling tips are shared with the girls.	4 weeks in advance
Ensure everyone knows when and where to meet.	3 weeks in advance
Determine who will bring the cookies and where the central depot will be.	4 weeks in advance
Do a pre-blitz PR campaign in the neighbourhood to let people know when to expect you.	2 weeks in advance
You may take in large amounts of cash. Organize a method for handling and storing your cash safely as you sell.	2 weeks in advance
Organize your team into sales groups. If you're selling with younger girls, make sure there is an adult to support you.	This may need to be done beforehand, but it could also be done on the day of the event.
Review the safe-selling tips with all participants.	Just before the event
Be sure that cash from the blitz is kept safe and deposited in the bank the next day.	The day after the event

Option C

Setting up a Partnership with a Local Business

How to get started?

- Brainstorm a list of companies to approach. The list could include small local stores that might offer cookies to customers, or larger stores that might give away Girl Guide cookies as corporate gifts.
- Create client gift baskets that include Girl Guide cookies.
- Attach Girl Guide thank you cards to cookies so businesses can insert their cards when giving away gifts.
- What other ideas can you think of that might help you sell cookies to a business?

Think about the business that you would like to approach.

- How many boxes/cases should you try to sell them?
- How many customers do you think they might have?
- How can they use boxes/cases of Girl Guide cookies in their place of business?
- Why is it beneficial for them to buy Girl Guide cookies from you?
- What else can you think of that might be important to research?

How will you approach the business?

- Networking. Ask your parents, family and friends if they know any local shop owners you might approach. Ask for contact information, or have them introduce you.

- Cold calling. Check out your local phone directory for businesses you can approach.
- Canvassing. Go for a walk around town and approach stores during their down time (i.e., when they are not busy).
- What other ways can you think of to approach businesses?

What should you take?

- Business cards*
- A proposal letter*
- A kit with promotional materials (e.g., GGC brochures, poster, table card)*
- A sample of cookies
- Your uniform (or business-appropriate dress with your GGC enrolment pin)
- Your goals and some background info on the company you are approaching
- A smile

* These items can be found online at www.girlguides.ca.

Before you approach people, you should create a sales pitch that you're comfortable with.

What is a sales pitch?

In this case, a sales pitch is a presentation or statement to make to a potential cookie buyer. In your sales pitch you should include:

- Who you are and who you represent ("I'm Jane Doe from Girl Guides of Canada").
- Where the money from cookies sales goes (i.e., to GGC; describe your unit's goal).

- Why this consumer should buy the cookies and how they can be used.
- Why cookies are a good investment.

Your sales pitch should be short (under three minutes), informative and interesting!

Follow up!

- Be sure to contact the people you approached afterwards and thank them for their time. Even if they don't purchase cookies from you, they may suggest other business associates to approach.
- Leave some information about GGC and ask for their business card.

ADDITIONAL LEARNING OPPORTUNITIES

1. Review what you have learned from your campaign that will benefit you in the future. Make this part of the next cookie campaign.
2. Determine how to use the cookie campaign sales aids most effectively (collaborate with other units or groups; assign neighbourhoods or parts of your community to different groups).
3. Cookie campaigns can help you explore careers—particularly those involving sales, marketing and public relations. But here are a few additional fields to investigate. Meet with someone in one of the careers listed below or go to his or her workplace for a tour.

- Communications
- Media relations
- Accounting or finance
- Graphic design
- Package design
- Advertising
- Product branding
- Product development
- Nutrition
- Chemistry and food science
- Journalism
- Culinary Arts
- Management or entrepreneurial studies
- Food manufacturing

4. Review what skills you've learned through selling cookies that you could transfer to your resumé. Your skills clearly relate to sales and retail jobs. However, you've also learned "soft" skills that can be used to describe the kind of person you are and how you approach a job. Employers look for qualities such as the following:

- Initiative
- Tenacity in reaching goals
- Experience managing people
- Experience in coordinating schedules
- Comfort working with people of all ages and abilities
- An understanding of event planning and management

Use your cookie-selling goals and sales record to demonstrate measurable successes. For example, you might note: "My goal was to sell 100 boxes of cookies to raise X dollars for a trip. I exceeded

my goal by 20 boxes."

5. How can you use cookie sales as a way to contribute to your community?
 - Invite people to buy a box of cookies to donate to a women's shelter, group home or seniors' home. Track the number of boxes sold and then take that quantity to the shelter or home. Send thank you cards to the supporters of this initiative.
 - Promote cookie campaigns as a way of teaching skills and raising the profile of Girl Guides of Canada in your community.

Ranger Record

NAME:

DATE JOINED:

YEARS IN: Sparks Brownies Guides Pathfinders

POSITIONS HELD:

A short description of the activities you did to complete your challenges as a Ranger may be helpful as a reminder when you are applying for jobs, post-secondary education programs, travel opportunities and so on.

Enrolment:

Challenge:

Purpose Statement:

Core Program

Celebrate Guiding

- #1
- #2
- #3
- #4

Community Connections

- #1
- #2
- #3
- #4

Environment, Outdoors and Camping

- #1
- #2
- #3
- #4

Explore Your Creativity

- #1
- #2
- #3

#4

Global Awareness

- #1
- #2
- #3
- #4

Healthy Living

- #1
- #2
- #3
- #4

Leadership and Management

- #1
- #2
- #3
- #4

Your Future

- #1
- #2
- #3
- #4

Ranger Service Project

Project:

Role:

Date Completed:

Dated Awarded:

Cookie Campaign Challenge

Campaign #1

Campaign #2

Campaign #3

Campaign #4

Date Completed:

Date Awarded:

Junior Leader's Certificate of Appreciation

Date Awarded:

Date Awarded:

Date Awarded:

Ranger Certificate

Date Awarded:

Date Awarded:

Date Awarded:

If Camp, Type of Shelter

Special Activities>Contact

Guider/Trainer

Chief Commissioner's Bronze Award

Date of Completion (nine challenges):

Date Awarded:

Chief Commissioner's Silver Award

Date of Completion (nine additional challenges or 18 in total with at least one from each program area):

Date Awarded:

Volunteer Experience

Organization

Responsibilities

Dates

Contact

Chief Commissioner's Gold Award

Description of Service Project:

Date Completed:

Date Awarded:

Commonwealth Award

Date Competed:

Date Awarded:

Duke of Edinburgh's Award

Bronze

Silver

Gold

Travel Experience

Dates

Place

Event Title

Date Completed:

Date Awarded:

Other Awards and Certificates (e.g., academic, first aid, waterfront)

Name

Organization

Date of Issue

#1

#2

#3

#4

#5

Camps, Leadership Experience, Training and Workshops

Date

Type

Location

Length



Girl Guides
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du Canada