

ALBERTA  
PROVINCIAL  
CHALLENGE  
and  
RESOURCES  
BOOKLET

*BROWNIES*



Girl Guides of Canada Guides du Canada

UNIT COPY – KEEP THIS BOOKLET UNTIL 2011

September 2008

# ALBERTA PROVINCIAL CHALLENGES

## General Information

These challenges have been developed by members of the Provincial Standing Committees: Program, Camping, International, and Training and are made available to Guiders who wish to add an additional dimension to the activities of their Unit. The challenges reflect the Mission and Principles of Guiding and complement the existing programs. Completing Challenges is optional.

Challenges are available for each branch of Guiding and additional copies of the booklets are available on the website.

If you have any comments or suggestions on these or other challenges, please send them to the Provincial Office: [program@albertagirlguides.com](mailto:program@albertagirlguides.com)

## Program Tie-Ins

The challenges, like the programs, are flexible and may be completed in a variety of different ways. Each Guider will find activities that suit her Unit best. Feel free to modify the challenges to suit your Unit and girls.

Suggested activities and resource material may be found with each challenge. We've provided the most obvious program tie-ins to assist the Guider.

## Completion Recognition

When a Unit completes one of the challenges in the booklet, the appropriate crest may be ordered from Area or Provincial Guide Shops. You may wish to order the crests in advance so they may be distributed to the girls immediately upon completion.

These crests can be worn on the uniform, or they can be worn on a camp hat, camp blanket, or similar item. Please consult a current price list for the costs of the crests.

## NOTE:

**This booklet will not be printed in whole in 2009 and 2010; instead additions to the booklet will be printed and distributed.**

**PLEASE KEEP THIS COPY WITH THE UNIT.**

# TABLE OF CONTENTS

## **Program Tie –Ins**

### **Program Committee:**

- Polar Challenge
- Geoscience Challenge
- Techno-Whiz Challenge
- Passport to Fun and Fitness Challenge
- The 4 Elements Challenge
- From Field to Fridge, The Agricultural Challenge

### **Camping Committee:**

- Alberta Camping Challenge
- Resources

### **International Committee:**

- Open Your Eyes to the World Challenge
- WAGGS Olympia Badge (except only, for full 12 pages see website)

### **Membership Committee:**

- Diversity Challenge, Part 1, 2, and 3

### **Training Committee:**

- Arts Challenge
- Arts Hit Parade



**Tie-ins to the Brownie Program  
Alberta Challenge Booklet  
Fall 2008**

**Polar Challenge**

Key to Stem - #3 Caboosh, #5 Building up

Key to My Community Interest Badge - Aboriginal People in Canada

**Techno Whiz! Challenge**

Key to Stem Interest badge - Making Things Go

Key to Stem - #5 Building up

**Geoscience Challenge**

Key to Stem Interest badge - Making Things Go

Key to Stem - #3 Caboosh, #5 Building up

Key to the Living World Interest Badge Help Our Planet

**Passport to Fun and Fitness Challenge**

Key to Active Living - #1 Feel the Pulse, #2 Outdoor Action, #3 Fabulous Food

Key to Active Living Interest badges - Swim! Skate!, Go for it!, Food Power!, Wheels

Key to the Living World - #1 Wonderous Walk

Key to the Arts -#5 Around the World in Song and Dance

Key the Arts Interest badges - Share Your Talent for Dance

**The 4 Elements Challenge**

Key to the Living World - #3 Water all around

Key to the Living World Interest Badges - Bird Watcher, Water, Water Everywhere

Key to Camping Interest Badges - Be Aware

**Open your eyes to the World Challenge**

Key for the Arts - #4 Crafts from Afar, #5 Around the World in Song and Dance

**Camping Challenge**

Key to Camping

**Diversity Challenges**

Key to Me - #4 Respecting Others, Special Interest Badge

# POLAR CHALLENGE: BROWNIES

## PROGRAM COMMITTEE

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### INTRODUCTION

The International Polar Year (IPY) is a large scientific program focused on the Arctic and the Antarctic from March 2007 to March 2009. IPY, organized through the International Council for Science (ICSU) and the World Meteorological Organization (WMO), is actually the fourth polar year, following those in 1882-3, 1932-3, and 1957-8. In order to have full and equal coverage of both the Arctic and the Antarctic, IPY 2007-8 covers two full annual cycles from March 2007 to March 2009 and will involve over 200 projects, with thousands of scientists from over 60 nations examining a wide range of physical, biological and social research topics.

It is also an unprecedented opportunity to demonstrate, follow, and get involved with, cutting edge science in real-time. More information available at <http://www.ipy.org>

### CHALLENGE - Complete 4 activities

- 1. International Polar Year:** Find out about the International Polar Year and being a polar scientist.  

Pretend to be a polar scientist, and explore your own mini polar region. Each girl or group of girls will need: a 3-4ft. piece of string or rope, a magnifying glass (optional), and 6-8 toothpicks with flags or other identifying feature on them. This is an outdoor activity for winter or early spring, so make sure the girls are properly dressed. Each girl/group will place her string in a circle to identify her exploration area. Then using her eyes and the magnifying glass identify interesting features and use the flags to mark them. Ideas of things girls could chose to identify are: vegetation, rocks, cracks in the snow, changes from ice to snow, pools of melting snow, etc. Girls should then give other girls in the unit a tour of their exploration area, including the names they gave to the locations marked with the toothpicks.
- 2. People of the Arctic and Antarctic:** People who live in the polar regions of the world experience long periods of complete darkness. Thus, when the sun reappears they are pretty excited. Create a song or dance to celebrate the return of sunlight in Polar regions.
- 3. Animals of the Poles:** Watch the movie March of the Penguins. Talk about what life is like for a penguin.

4. **Saltwater in Polar regions:** The sea near McMurdo Station, Antarctica, is  $-2^{\circ}\text{C}$ , but the water is not frozen at that temperature. Why? In this activity, girls can explore some of the properties of water and ice by making their own ice cream.

MATERIALS (per girl):

- 2 heavy duty ziploc bags per girl—1 large and 1 small
- $\frac{1}{2}$  cup milk, 1 Tablespoon sugar,  $\frac{1}{2}$  teaspoon vanilla,
- ice, salt, spoons and bowls to eat icecream

DIRECTIONS:

1. Place the milk, vanilla and sugar in the small Ziploc bag and carefully close it, being sure there are no leaks.
2. Place the small bag inside the larger one.
3. Surround the small bag with ice to  $\frac{1}{2}$  the large bag capacity.
4. Add enough salt to lower the temperature of the ice, but do not worry about the exact amount. Girls will add the salt to their ice, NOT to their ice cream mixture!
5. Shake the bags until the ice cream freezes.
6. While eating the “experiments,” discuss how it works.

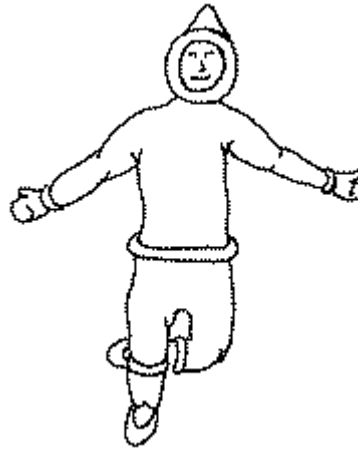
SCIENCE BACKGROUND: Living in Canada, the girls live with ice and snow in the winter, thus the concept of melting ice with salt is not new. It is sprinkled on sidewalks and snowplows spread it on roadways to melt the ice. As salt is added to ice, the freezing point of the ice is lowered. Water will normally freeze at  $0^{\circ}\text{C}$  ( $32^{\circ}\text{F}$ ). A 10% salt solution freezes at  $-6.67^{\circ}\text{C}$  ( $20^{\circ}\text{F}$ ), and a 20% solution freezes at  $-16.7^{\circ}\text{C}$  ( $2^{\circ}\text{F}$ ). By lowering the temperature at which ice is frozen, heat transfers out of the milk mixture into the brine solution and the milk freezes into ice cream.

5. **Polar Games:** Learn to play some traditional Inuit Games. Discuss how these games may relate to way of life in the Polar regions.

Animal Sounds: Place pictures of different animals in the middle of the circle ensuring there are two pictures of each animal. People jig around the circle. When the music stops everyone grabs a paper and starts to make the noise of their animal. The two people who have the same animal noise must find each other. Once the pair finds each other they sit down although they can continue making the noise if they like. Continue until everyone is matched up then start again.

Dog Sled Race: The girls are lined up in teams at one end of the playing area. The first girl on each team runs down the length of the playing area and back, then picks up the second girl on her team (she holds onto the first girl's waist). Together they run down the playing area and back, then pick up the third girl in their team, etc., until the whole team is running together.

Back Bend: This is an activity that our girls do very well with. The object of this activity is to bend backwards as far as possible and return to a balanced upright position while holding a metre stick to your nose. The stick must touch the mat behind the girl without resting on it or bouncing. Once the mat is touched, you must return to a standing position without moving your feet! Proper stretching is a must !



Owl Hop: The goal is to hop as long as possible on one foot. The instep of one foot must be placed behind the knee of the hopping leg. The participant must only use one leg throughout the activity, and each hop must completely clear the floor. Set to music and with a crowd cheering, this is a popular activity - especially with younger children.

**6. Countries of the Arctic:** Canada is one of the countries with land in the Arctic, what other countries are in the Arctic? Look at a map or globe and identify other countries with land above the Arctic circle (Greenland, United States, Russia, Finland, Iceland, Norway, Sweden). While Antarctica is not owned by any one country, several countries claim land there and even more countries conduct research there (United States, Japan, Russia, China, New Zealand, Italy, France, Germany, United Kingdom, Argentina, Chile, South Africa, and Australia).

Learn how to say “hello” in the language of countries within the Arctic Circle and that conduct research in Antarctica:

Argentina, Chile: Hola (OH-la)

Canada, U.S., U.K., South Africa, New Zealand, Australia: Hello

China: Ni hao (nee-Ha-OW)

Finland: Päivää (PIE-vah)

France: Bonjour (bohn-Zhoor)

Germany: Hallo or Guten Tag (goo-tan tag)

Greenland: Hej ( hey)

Iceland: Hæ (hi)

Italy: Buon giorno (bwohn-JOR-noh)

Japan: Konichiwa (koh-Nee-chee-wah)

Norway: Hei (hi)

Russia: dravstvuite (ZzDRAST-vet-yah)

Sweden: Tja (sha)





# Geo Science Challenge

Activity instructions and a list of resources are available on the Provincial Website



## INTRODUCTION

The Geo Science challenge is designed to allow the girls to explore more about Geo/Earth and other sciences. The activities are meant to be fun for the girls and the Guiders!

Thanks to the Tirian Eynon and Therese Lynch who developed the challenge. Have fun!

## REQUIREMENTS:

*Brownies* – complete 1 or more challenges from each section



### **Section 1 – Earth Processes**

- Plate Tectonics, earthquakes/seismology, Layers of the Earth, Geological Time, Landforms & Natural formations (mountains, caves, folds, faults, volcanoes,...), rock cycle.
  1. Make and play a Plate Tectonics Jigsaw puzzle game.
  2. Create a seismograph.
  3. Make a Geological timeline out of a long piece of construction paper and paper towel rolls. Draw and write the earth events on to it.
  4. Use plasticine or modeling clay to represent Folds in the earth.
  5. On a Globe, identify where the following occur; Earthquakes, Tsunamis, Mountain building, Volcanic eruptions, Geysers. What are the effects of these activities on the people that live in these regions?
  6. Layers of the earth game or Femo craft.
  7. Read "The Magic School Bus inside the earth" by Joanna Cole. This explains the layers of the earth and the composition of each layer.
  8. Make metamorphic "rock" cookies. Discuss the geological process while you put it together from the deposit of layers to the addition of heat & pressure.
  9. Make a volcano.
  10. Using construction paper have each student model the layers of the earth.

### **Section 2 – Paleontology**

- Fossils, Dinosaurs, Bone beds.
  1. Make Fossil Casts.
  2. Visit a museum or park where they have dinosaur displays.
  3. Read a story about what the earth was like when the dinosaurs roamed.
  4. Create a poster, story, or skit about what you think your province looked like 100 million years ago.
  5. Create a paleontological field kit. What would you need if you were hunting for dinosaur bones. (hammer, goggles, compass, map, pick, brushes, plaster of paris, paper, gauze, pencil; & pad, camera, water, first aid kit, reference books, clothes, backpack...). Make a skit about hunting for bones in the field!

### Section 3 – Energy & Mining

- Oil & Gas , energy sources, Mining, Rocks and Minerals.



from

1. Create a comic book or skit about life of an oil drop the time it is taken from the ground (transported, where were you taken, what changes did you go through, where are you now?).
2. Keep a log for one week about which petroleum products you use and why you use them. At the end of the week, look at your list and discuss what you wrote down.
3. Make a Sandstone or conglomerate.
4. Grow your own crystals.
5. Describe 5 energy sources, how they occur and how they are used today. (Solar, coal, oil, water, wind etc.).
6. Visit a quarry, mine oil & gas field, gravel pit or other area of similar interest and investigate the geology of that area.
7. Test rocks to see if they contain calcite. (Scratch rock with a nail and put lemon juice on it. Sandstone vs. Limestone. What about granite, shale & other rock types).
8. Start a rock collection - using books, people and other resources and try and identify what typed of rocks they are. Go on a rock gathering expedition. Sort their rocks by size, color, markings, etc.
  - Look Close -Have children wash the rocks they have gathered and examine them with magnifying glasses.
  - Hard or Soft - Have children scrap their rocks with nails to see if the rocks are hard or soft.
9. Rock Sorter - Make a rock sorter by cutting four or five holes form large to small in the top of a shoe box. Place a number of different size rocks next to the box. Let the children sort the rocks in the rock sorter by placing each rock in the hole closest to its size.
10. Rock Sculptures -Set out a variety of small rocks, glue, and squares of cardboard. Have the children glue the rocks on the cardboard squares to create rock sculptures. The children can also paint designs on their rocks.

### Section 4 - Geomorphology

- Mapping/geological surveys, Ice Ages & Glaciers, water, Erosion, Tsunamis, rivers.
1. Geohunt – look for signs in your community or visit a place where you can see evidence of one or more of the following: where a glacier used to be, erosion has occurred, volcano has erupted, water once covered an area, where the earth has shifted.
  2. Find out why rocks break apart (Freeze a bottle that you filled with water & put a lid on. Water expands, cracks the bottle).
  3. Make a 3D topographic map out of Plasticine or modeling clay.
  4. Design and try an erosion experiments. (for example: paint roller pan, sandy soil, pebbles, hill on one end, rain from holes in bottom of a styrofoam cup).
  5. Limestone cave in a bottle (in a glass jar two layers of soil separated by a layer of sugar or sugar cubes. Have water flow through the soil & watch the sugar or “limestone” dissolve away.)
  6. Make a topographic map of your friends face.

# TECHNO-WHIZ! BROWNIES



## PROGRAM COMMITTEE

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### INTRODUCTION

Techno-Whiz is designed to allow the girls to 'play' with engineering and science activities. The activities are meant to be fun for the girls and the Guiders!

The Association of Professional Engineers, Geologists and Geophysicists of Alberta provided much appreciated information on fun engineering activities. Thanks also to the Guiders who contributed to the development of the challenge. Have fun!

**Select at least 2 of the following areas of interest and do an applicable activity –** either the one listed here or another equivalent challenge.

**Structures:** Explore how to build a structure that is stable and will support itself.  
Materials for each team: 20-30 marshmallows (preferably the large ones), 30 drinking straws or Popsicle sticks.

- Step 1) Divide the girls into teams of three.
- Step 2) Each team should build a structure with the materials provided. The goal is to build a house with as many stories as possible, without it falling over.
- Step 3) Then, they can dismantle the structure and eat the marshmallows!
- Tips: Build a strong base before trying to build it high. Cross bracing (i.e. triangles with the straws/sticks) will provide reinforcement. There is no wrong design!

**Buoyancy:** Have fun with the buoyant effect of gas bubbles.  
Materials for each Brownie: clear glass, approximately 15 raisins, fork, soda pop (7Up™ or other clear brand).

- Step 1) Provide each Brownie with a glass full of soda pop.
- Step 2) Have them drop the raisins into the pop. What happens? Encourage them to try flattening some of the raisins or squishing a few into a tight ball.
- Step 3) They can use the fork to remove the raisins from the glass. Enjoy the snack!
- Why: The carbon dioxide in the pop (bubbles) are attaching to the raisins, and raising them to the surface. Once the bubbles release from the surface, the raisins fall again.

- Flight:** Comparison of different parachute materials.  
Materials for each girl: square of light material (20 cm X 20 cm), Lifesaver candies, 4 pieces of string or yarn 30 cm long. Provide a selection of material: facial tissue, plastic bag, cotton, and nylon. Also, bring a hole punch and/or large sewing needle.
- Step 1) Thread a piece of string through one corner of the material using the needle then tie a knot to secure it. Repeat with the other 3 strings. Alternatively, punch a hole in each corner, then thread the string through the hole and tie a knot. Adults can do this ahead of time.
- Step 2) Help the girls to thread the other end of each string through the center of the candy and tie a knot.
- Step 3) The girls can throw the parachute into the air and observe how it falls. This works best if they have the candy in their hand and bunch the parachute above it. It takes practice! If they are having trouble, they can stand on a chair and drop it.
- Step 4) Discuss what materials seem to slow the fall of the candy the most
- Why: As the candy falls, air is caught and squeezed under the parachute. This air is compressed which slows the fall of the parachute.

- Sound:** Explore how sound travels in the form of vibrations.  
Materials for pair of Brownies: 2 containers (yogurt-cups, disposable plastic glasses, tin cans), 4m long piece of string, scissors.
- Step 1) Organize the Brownies into pairs. Give each girl a container.
- Step 2) An adult should poke a small hole in the bottom of each container with the scissors.
- Step 3) Help the 1<sup>st</sup> Brownie to push one end of the string through the hole in the bottom of her container and tie a knot. Then, have the 2<sup>nd</sup> Brownie push the other end of the string through the hole in the bottom of her container and tie a knot.
- Step 4) Each girl takes a container and they step apart until the string is tight. The 1<sup>st</sup> Brownie should talk slowly and clearly into her container while the 2<sup>nd</sup> Brownie holds her container to her ear. Take turns talking and listening.
- Why: The sound of the Brownie's voice causes the container to vibrate, which causes the string to vibrate, which causes the container at the other end to vibrate, which the 2nd Brownie hears as sound. Does it work if the string isn't tight?

# PASSPORT TO FUN AND FITNESS BROWNIES



## PROGRAM COMMITTEE

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### INTRODUCTION

Fun and Fitness – two words that should go together! Learn about yourself, how to build energy, and create a healthy lifestyle while having FUN!

### Objectives

- To introduce members to new types of physical activities in order to provide them with variety and to potentially peak their ongoing interest.
- To promote the ideal that lifelong inclusion of physical activity is enjoyable and achievable for all people.
- To include nutritious food choices for an energized and healthy lifestyle.
- To challenge members to stretch their personal limits and abilities.

### Requirements

Print a passport for each member of your unit (double sided might work best). You could make a craft out of this by letting the girls glue or staple the sheets to a piece of construction paper. The pictures have been copied onto templates for Avery labels if you wish to print them off onto labels and make them into stickers – see the website.

**Complete two activities in each section.**

This challenge requires all age groups (including adult members) to complete all four components in a way that is appropriate to their age and ability. As the participants complete the activities, outline the squares with a highlighter or provide small stickers.

Activities listed are suggestions only - feel free to choose other ideas that meet the spirit of the challenge.

Instructions for some of the options:

#### Banana People

You Need: peeled bananas chocolate chips or raisin, honey, coconut.

Create a banana person. - use raisons and chips for eyes, nose and mouth, dip end in honey and use coconut for hair.

#### Ants on a log

You need: celery, cheese spread or peanut butter, raisins

Spread cheese or peanut butter on celery, add ant (raisins)

### Food Group Relay

Create cards which have food from each of the food groups on them as well as some poor choice foods. (Remember milk and water as well). Divide the girls into relay teams. Place the cards at the far end of the room. In a relay, have the girls run to the end of the room, choose a food picture, and return it to the group. The next team member must look at what is already on their plate and run to the end to grab a food from a different food group. The team is finished when they have a well balanced meal on their plate.

### Sports Camp

Give the girls an opportunity to participate in different sports. Have circuits set up where the girls try their hand at a number of different activities. Concentrate on skills or just a basic introduction of the sport (perhaps volleyball, kickball, floor hockey, soccer, badminton, dance, paddle, yoga, gymnastics, free weights, running)

### Hockey Night in Canada

Divide the girls into four Canadian Hockey teams. Play floor hockey (or indoor soccer) in a tournament format of 15 minute long games. Have a commentator narrate the games!

### Water Relay

In relay teams, carry water from a full bucket on one end of the room to an empty bucket on the other end using a small glass or a spoon. The object is to fill the bucket with speed, but most of all, without spilling along the way.

For more information, please consult:

Canada's Physical Activity Guides for Children and Youth (by Canadian Society for Exercise Physiology) available at [www.paguide.com](http://www.paguide.com) or by calling 1-888-334-9769.

Canada's Food Guide to Healthy Eating (from Health Canada) available to download at [http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)

Please note, both documents include permission to copy in their entirety.

Challenge Created By:  
Alberta Program Committee 2002  
Edited 2005

## SECTION 4: COOL PLAY

### CULTURALLY COOL

Create or learn a new dance



Ideas:

Try square dancing, highland dance, jingle dance, rain dance, belly dancing, or ribbon dancing.

### LET'S GET WET

Participate in an activity involving water



Ideas:

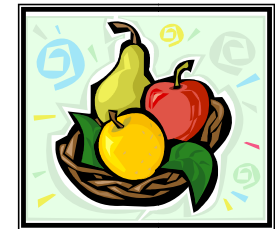
Snowball fight, ice sculpture, homemade water slide, water fight, water relay, bucket brigade, swimming.

## OPEN YOUR PASSPORT TO FUN & FITNESS

### SECTION 1: FUN FOOD

#### FUEL INJECTION

Learn about healthy food



Ideas:

Enjoy a vegetable or fruit buffet.

Try a fruit or vegetable you have never tried before.

#### CANADIAN FOOD GUIDE

Practice using the Food Guide



Ideas:

Play a relay game about the Canadian Food Guide

Plan and prepare a healthy snack to take on an outing (Banana people, ants on a log).

## SECTION 2: WORK IT OUT

### FUN WITH A FRIEND

Participate in a physical activity involving team work



Ideas:

Mini Olympics, skipping contests, Hockey night in Canada, or sports camp.

### WALK ON THE WILD SIDE

Go for a walk or hike for a distance, elevation, or in a manner, which is challenging



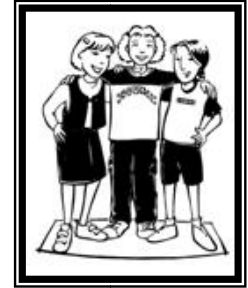
Idea:

A hike with each participant packing and carrying a knapsack.

## SECTION 3: ME

### STRETCH YOUR COMFORT ZONE

Discover different ways to stretch your body



Ideas:

Yoga, Pilates, gymnastics, Frisbee golf

### GET IN TOUCH

Listen to your body

Ideas:

Read out some situations and ask the girls to act out how they feel in the situation. For example, you ate a bag of chips and a pop for lunch, you had an apple and a glass of milk for lunch, you only got 3 hours of sleep last night, you had 8 hours of sleep last night etc.





# THE 4 ELEMENTS CHALLENGE BROWNIES



## PROGRAM COMMITTEE

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### INTRODUCTION

We are going to learn about **FIRE, WATER, AIR** and **EARTH!** Read through the activities under each element. **Complete at least one item from under each element** that will be most interesting, challenging, and FUN for your Unit.

### FIRE

1. **Sing a song about fire**, while participating in a Bridging campfire with other Units.
2. **Make a camp hat craft with a fire theme.**
3. **Incorporate fire in a ceremony.**
4. **Make an edible campfire.** Use your imagination! For example: pretzels, hickory sticks or chow mien for wood, fruit rollups for fire, small candies for coals, marshmallows for the rock ring, use a cookie for the base, etc.
5. **Create artwork using charcoal.** You could use some coals from your own campfire, after they have fully cooled. Artwork could be on paper, or on faces!

### WATER

1. **Make snow angels.**
2. **Pretend that you are a raindrop and dramatize your journey through the water cycle.**
3. **Play a water game**, i.e. have a water fight, have a water relay (carry water from one bucket to another in a small cup or tablespoon for a relay), etc.
4. **Make up a rap, song or cheer about fresh water.**
5. **Make a squeaky duck.** See *Canadian Guider*, Spring 2002, pg 22.

# EARTH

Activity instructions are provided at the end of this section.

- 1. Plant a garden or plant native plants in a disturbed area.** Consider doing this as a service project. Wildflower seeds can be purchased in most stores, but check that weeds and plants that are banned in your area are not included in the mix.
- 2. Make a crystal garden or rock candy.**
- 3. Go for a walk and discuss what contaminates the earth, e.g. litter, pollution, misuse of each.**  
Scavenger Hunt Bingo: make a bingo card of the things that pollute the soil (empty food wrappers, bottles, gasoline spills, paint spills, cardboard boxes, cigarette butts, etc.) and have the girls check them off as they find examples on their walk.
- 4. Have a mud facial or use mud to decorate your face.**
- 5. Make a pet rock.** Rocks can be easily painted to look like animals like a ladybug or a turtle.

## Crystal Garden with Charcoal

- Boil 250 ml of water. Add salt to the water until it won't dissolve anymore. Add 2T of vinegar.
- Smear some Vaseline around the top edge of a pie plate.
- Scatter small pieces of briquettes in the pie plate (the charcoal should have parts sticking up so that they will be above the solution).
- Pour the salt / vinegar / water mixture into the pie plate.
- Put drops of food colouring on some of the pieces of charcoal.
- Let sit for 2-3 weeks to see it grow! DO NOT EAT!

## Rock Candy with Sugar:

- Boil 250 ml of water. Add sugar until it won't dissolve anymore, about 2:1 ratio.
- Tie a string to a pencil. Attach a button to the end of the string. Lay the pencil across the top of a container, with the string and button hanging into the container.
- Pour the sugar / salt solution into the container (about half full). Cover the top of the container to keep out dust (e.g. paper plate).
- Let the rock candy sit undisturbed to watch the crystals grow. These can be eaten.

# AIR

Detailed activity instructions and the Beaufort Scale are provided at the end of this section.

**1. Dramatize a Wind Dance.**

- Using the Beaufort Scale as a guide, act out the intensity of wind, steadily getting faster, throw in a hurricane at the peak, then reduce the intensity of the wind until it is a light breeze again, then calm air.

**2. Fly a kite.** Play battling kites or tag with the kites. Maybe try making your own kites.

**3. Play a balloon game.**

- Each girl blows up a balloon, but doesn't knot it. She should aim it at a chosen spot, such as a rock or a tree, and let go of the balloon, trying to have the balloon hit the spot as it is deflating. Continue until successful.

**4. Play parachute games.**

**5. Cloud Observations.** Gaze at the clouds for a while, what did you see?

## Parachute Games

- All games start with the girls in a circle, with the parachute held by all participants.
- Switch places - lift up the parachute, yell out a month, all those with a birthday in that month run under the parachute and find a new spot
- Moonwalk - the parachute is on the ground, everyone shakes the edge of it to make a moon surface, take turns walking gently across it.
- Cat and Mouse – similar to moonwalk, but mice crawl under the parachute and the cat walks on top, trying to catch the mice.
- Sharks - sit with your feet extended under the parachute, holding the parachute up close to your chest, just under your chin. The shark crawls under the parachute and pulls in her victims by their feet until there are no more victims to eat!

## Beaufort Scale

Beaufort Number	Description	Wind		Speed		Observations
		mph	kph	mph	Knots	
0	Calm	0	0	0	0	Tree leaves don't move; smoke rises vertically.
1	Light Air	1-3	1-5	1-3	1-3	Tree leaves don't move; smoke drifts slowly; Direction of wind shown by smoke, not by vane;
2	Slight Breeze	4-7	6-11	4-6	4-6	Tree leaves rustle; flags wave slightly; Vanes show wind direction
3	Gentle Breeze	8-11	12-19	7-10	7-10	Leaves and twigs in constant motion; small flags extended;
4	Moderate Breeze	13-18	20-29	11-16	11-16	Small branches move; flags flap.
5	Fresh Breeze	19-24	30-38	17-27	17-27	Small trees sway; flags flap and ripple;
6	Strong Breeze	25-31	39-50	22-27	22-27	Large branches sway; umbrellas used with difficulty; flags beat and pop;.
7	Moderate Gale	32-38	51-61	28-33	28-33	Sea heaps up, white foam streaks; whole trees sway; difficult to walk;
8	Fresh Gale	39-46	75-86	34-40	34-40	Twigs break off trees;
9	Strong Gale	47-54	75-86	41-47	41-47	Branches break off trees; tiles blown from roofs;
10	Whole Gale	55-63	87-101	48-55	48-55	Some trees blown down; damage to buildings
11	Storm	64-74	102-120	56-63	56-63	Widespread damage to trees and buildings; mountainous waves.
12	Hurricane	75+	120+	64+	64+	Severe and extensive damage.

Challenge Created By:  
 Alberta Program Committee 2003  
 Edited 2005

# FROM FIELD TO FRIDGE – THE AGRICULTURE CHALLENGE BROWNIES



## PROGRAM COMMITTEE

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Do at least one activity under each Section: Plants, Soil, Economics, and Animals.

### PLANTS

1. Play a matching game: match which plant or animal is used for which end use product. (i.e.: canola – oil, Wheat-flour; Barley- beer; rye- flour; peas- soup; chicken – eggs; pig-bacon; cow – milk/burger; oats – oatmeal, cheerios; durum – pasta; coriander – spice.)
2. Plant two different types of seeds and watch them grow. Watch how a seed sprouts to become a plant.
3. Make a work of art using different types of grains.

### SOILS

1. What lives in a field? Look at a 1m square of ground in a field or park. What lives there? What bugs, weeds and plants exist? Are they good or bad?
2. What is soil made of? (sand, silt and clay.). Create something using one component of soil such as sand art or clay molding.
3. What does a plant need from the soil and how does it get it? Show how a plant takes up nutrients. (place celery in water died with food coloring and see what happens)

### ECONOMICS

1. Look at a map of the world and find the countries in the world that buy grain from us (Algeria, Morocco, Mexico, Poland, Iran, Slovenia, Japan, Turkey, Norway, Colombia, Romania, New Zealand, China, Ghana, Italy, Spain, United Kingdom, Belgium, Peru, Libya.

How does it get there? (ships sail from Vancouver, BC and Thunder Bay, ON)

Resource: Canadian Wheat Board [www.cwb.ca](http://www.cwb.ca)

2. Compare farming today to farming a hundred years ago in Canada. Do a skit or charades showing the differences
3. Farmers are resourceful. Create something using wire, wood and/or twine.

### ANIMALS

1. Act out a day on the farm. (dairy, beef, hog or chicken)
2. Learn how milk is processed and how it gets to your glass.
3. Try making butter from cream.

Challenge Created By:  
Alberta Program Committee 2006

# ALBERTA CAMPING CHALLENGE BROWNIES



## CAMP COMMITTEE

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- ☒ Earn some new crests for your hat or camp blanket
- ☒ Learn some new skills
- ☒ Enjoy the outdoors
- ☒ Have a safe and great time!

**Earn a crest for each of the seasons: spring, summer, fall and winter. One crest must be earned at camp; the others may be earned on one hike or at sleep overs or other camps.**

**The centre crest:** earn it with another event if you are up to the challenge and have the opportunity or complete your season crests with it.

### Note:

1. When camping in Alberta one can experience unseasonable conditions at any time. The objective of this challenge is to camp and enjoy the challenges and rewards of different weather and conditions. If your event experiences winter conditions: then earn the winter crest!!
2. **Adults:** earn the crest as the Responsible Guider or a member of the camp staff.

**For Each Season the following four points are to be completed.**

1. Identify three signs of the season: example buds on the trees, green grass sprouting etc. in spring.
2. Wear a hat on your hike or when outside at camp or the sleep over.
3. Share and be a friend by doing a good deed for a member of your group.
4. Choose four more challenges from the list below.

### Challenge Choices

**Choose four from this list to complete each season challenge**

1. Pack a bag lunch for a hike.
2. Eat a new food that you haven't tried before at camp, at the sleep over or on your hike.
3. Eat oatmeal or a similar food right from the bag. *Hint: Tear open the pouch, place it in your cup, add the hot water, stir and then enjoy.*
4. Learn and teach or sing a new grace.
5. Cook a meal over an open fire and tell your leader the rules you followed in order to safely cook your food.

6. Play a game outdoors.
7. Teach others a new song or dance or skit.
8. Go home from the hike or camp without losing anything.
9. Build a snow sculpture.
10. Go skating or tobogganing or for a winter hike.
11. Find out the rules to the game 'Fox and Geese' and then play the game after a snowfall.
12. Go on a scavenger hunt.
13. Fly a kite that you have either made or bought.
14. Go for a walk in the rain and observe what you see and hear on your walk.
15. Learn to whistle by placing a blade of grass between your thumbs and blowing through the gap between your thumbs.
16. Go for a walk/hike at night to observe the moon and the stars.
17. Pack your own gear for camp with a parent's supervision.
18. Sleep in a tent at camp.
19. Sleep in a building at camp.
20. Use a compass to find the four cardinal directions: north, south, east and west.
21. Participate in a singsong or campfire while on your outing.
22. Participate in a Guides Own at camp or at your sleep over.
23. Participate in a flag ceremony at camp or at your sleep over.
24. Bring your garbage home with you from your hike.
25. Create a challenge of your choosing.

## **Guiding Resources for Guiders interested in Camping**

The National website has newsletters with information you may find useful.

1. The National News is electronically available each month.

### **Camping Resources**

Alberta Camping Committee has produced three booklets for sale in the provincial store and many area stores. Ask your store to bring it in if it is not on the shelf. They sell for less than \$3.00.

Use these booklets for your next camp: they are complete with menu ideas, program ideas, kit lists, Guides Own etc, etc. Use fully or adapt to the needs of your unit and the site you have booked.

1. Night Prowl
2. World Centres
3. Canoeing for Girls

### **Safe Guide**

All forms and information is on the National Girl Guide web site. Ask your Camping Adviser to assist you with printed forms if you do not have internet access.

### **Safe Guide Help: Your Camping Adviser or a trainer can**

1. answer your questions.
2. assist you with the completion of Safe Guide forms for camps.
3. assist you if you are unclear as to how to get Safe Guide forms for a planned event authorized.

### **International Travel:**

If you are planning to travel internationally your Area International Adviser can help you get started.

Answers to Safe Guide questions can be sought from the National Safe Guide Help desk. The email address is [safeguide@girlguides.ca](mailto:safeguide@girlguides.ca) .



# OPEN YOUR EYES TO THE WORLD INTERNATIONAL CHALLENGE BROWNIES



## INTERNATIONAL COMMITTEE

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### Requirements:

Complete Part A and 5 items from Part B

### PART A

1. Where in the Guiding world would you most like to visit? Why? Draw a picture, write a poem, a song or tell about your special place.
2. Come up with three different ways to raise money for the Canadian World Friendship Fund and carry out one of these.

### PART B

1. How many countries are members of WAGGGS? Find eight of these countries on a map of the world and name their capital cities.
2. Find out what your branch of Guiding is called in three other countries.
3. Learn a folk dance from a WAGGGS country.
4. Play a game from a WAGGGS country other than Canada.
5. Prepare a recipe from a WAGGGS country other than Canada and share it with your unit.
6. Learn a song from another country.
7. Dress a doll in the Guiding uniform of another country. A paper doll could be used.
8. Look at the World Flag. What do the symbols mean?
9. Why does WAGGGS have World Centres?
10. Find out where the World Centres are located and do a craft from one of these countries.
11. Learn the World Song or one of the World Centre songs.
12. Read a story about the start of Guiding in Canada and find out how Guiding started in your community.
13. Invite a person to your unit who has been a member of Guiding in another country. Ask her to tell about Guiding in that country and compare it to what we do.

14. Invite a member of Guiding who has travelled to another country on a Guiding trip to come and tell you about her adventures.
15. What are the official languages of WAGGGS?
16. What are the official languages of the United Nations?
17. Find out about any 5 "Rights of the Child" as set down by the United Nations.
18. Discuss what the Olympics and Guiding have in common.
19. Make a collage about "Peace".
20. Learn about 3 festivals around the world.
21. Find out why fortune cookies have fortunes in them. Each member of the group should try a fortune cookie and share their fortune.
22. Learn how to tie a sari.
23. Make a piñata.
24. Make and enjoy a chocolate or cheese fondue.
25. Make and send a World Thinking Day card to a Guiding unit in another community and to the Provincial Commissioner.

This is an excerpt from the document that is available on the WAGGGS website.

## **The Olympia Badge**

The WAGGGS Olympia Badge is a sport-oriented activity pack created by the Greek Girl Guides Association, inspired by the fact that Athens (the original place for the Olympic Games) hosted the Olympic Games again in 2004.

### **Aims of the Olympia Badge**

- To promote knowledge of Sports
- To support women as peacemakers
- To enhance public image of Guiding as an active community of motivated volunteers.
- To fulfill WAGGGS' mission for the development of girls and young women in sport.

### **The Three Categories of the Olympia Badge**

**Stadium** (Body) represents the harmonic development of body and is linked with the mental effort to acquire skills and fitness and appreciation of both environment and ourselves. The activities relate to practicing sports and developing the body.

**Temple** (Mind) represents the spiritual dimension of our existence, the development of the mind and the acceptance of other people's minds and ideas. The activities relate to the spirit of the Games and their history, values, symbols etc.

**Theatre** (Cultural) represents the balanced development of our soul, our cultural and emotional self-respect and tolerance, and our inner peace that is the prerequisite for the peace around us. The activities relate to intercultural character of the Games, the special culture of the Games and the artists that have been inspired by the Olympic Spirit in their work.

### **The Olympia Badge "Medals"**

To earn the Badge, girls must complete the number of activities listed below. To obtain the bronze, silver or gold medal, you must complete activities from each of the three categories and we encourage you to choose a good balance of physical, mental and emotional activities. For example, a Brownie wishing to obtain the Silver badge should complete 2 activities from Stadium, 2 from Temple and 2 from Theatre categories.

Badge Section	Bronze	Silver	Gold
Brownie	3	6	9
Guide	3	6	9
Ranger	3	6	9

## **Olympia Badge: Brownie Section**

### **STADIUM (Body)**

1. Choose a sport you can take part in that is related to an Olympic sport and learn about its history, best athletes and records. Get in touch with people who practice this sport in your country or who might have attended the Olympic Games. Take part in and practice this sport yourself
2. Choose three different types of Olympic sports that take place in different mediums (i.e water, land) and learn as much as you can about them. Organize and try these sports with your group.
3. Find out how World Records and Olympic Records are registered. Make a photo-album showing athletes from various countries that have achieved such records.
4. Complete two Health and Fitness related badges (this counts as two activities).
5. Demonstrate one type of Chinese Martial Art or Gymnastic activity that you have been practicing at least for 3 months. (Chinese Martial Art related information attached)
6. Run, swim, cycle, sail, paddle, walk or ride a course that fits the shape of the Olympic symbol.
7. Find out what kind of food people in China eat on a daily basis to maintain a healthy body. Hold a 'Beijing evening' serving examples of this food.

### **TEMPLE (Mind)**

1. Fair play, self-esteem, leadership and fitness skills are all qualities of a successful athlete. Do a treasure hunt to promote those qualities to your Six.
2. Listen to the International Olympic Hymn (Song)\* with your Sixers and discuss what you think it means.
3. What is the Olympic symbol and what is its meaning? Make the symbol of the Olympic Games using five different materials and decorate your house or meeting place.
4. Tangram is an ancient game that originated in China. Try to create a shape related to the Olympic Games using all 7 pieces provided, without any pieces overlapping any others. There is a template at the end of this pack.
5. Find out how athletes clear their minds to focus on the event they are taking part in. Try it with your group and discuss how it feels.
6. Find out about a traditional game played by children in China which incorporate the elements of fair play, self-esteem, leadership and fitness skills. Play one with your unit.
7. Find out what support coaches give to athletes to help them to prepare mentally for their events.

\* see Internet Resources at the end of this pack for links to the Olympic song

### **THEATRE (Culture)**

1. Find out about the lifestyle of an athlete (nutrition, training, sleeping habits etc) and try to follow this example for a week, and present your notes to your Six/Pack.
2. Imagine what the Olympic Games will be like in 2056. Create and play a sport that might be played in the future.
3. Draw a stamp or a commemorative coin or banknote for the occasion of the 2056 Olympic Games.
4. Choose an Olympic sport you like. Each member of your patrol pretends to be an athlete from a different region of the world, without a common language to communicate amongst each other. You pretend to be the organizer. Run this sport in equal and fair terms for all athletes.
5. Watch a team sport, such as rugby, soccer, volleyball, or basketball in your community and say how it promotes the message of peace such as that promoted by the Olympic Games.
6. What role does the mascot play at the Olympic Games?
7. Choose at least two past mascots of the Olympic Games what and present their meaning to your Pack
8. Find out about a traditional dance performed in China and present it to your group.

### **BEIJING OLYMPIA BADGE REQUEST**

**Date:** \_\_\_\_\_

I hereby request the following Beijing Olympia Badges:

\_\_\_\_\_ Bronze  
( quantity)

\_\_\_\_\_ Silver  
(quantity)

\_\_\_\_\_ Gold  
(quantity)

Please deliver to:

Guider's name: \_\_\_\_\_

Unit \_\_\_\_\_ Area \_\_\_\_\_

Address \_\_\_\_\_

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\_\_\_\_\_  
Area International Adviser's signature

# ALBERTA DIVERSITY CHALLENGE – Part 1

## BROWNIES

### MEMBERSHIP COMMITTEE

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#### INTRODUCTION

Everyone is different. While we all come from a family, a community or country, there are still things that make us different from those around us. We are each special and unique. This three-year challenge allows us to discover the diversity within our families, the Guiding unit, community, our world and ourselves.

#### **Part A - Questions to discuss within your Unit:** (do three of the five)

1. Where were you born? How does this influence your life?
2. What special holidays do you celebrate with your family? How do you celebrate these? (i.e. Food you eat, places you visit, people you spend holidays with etc.)
3. Draw, write or share with the unit who makes up your family? Who lives in your house?
4. What cultural organizations are there in your community? Find out what is special about a few of these organizations.
5. As a Unit, map out where each Brownie was born, where their family comes from and the countries or areas they have visited.

#### **Part B – Do any four of the following activities with the Unit**

##### **My Home**

People all need the same things to survive even though the food we eat, the house we live in or the community we are part of might be different. Have the Brownies draw a picture of where they live. Make sure they include the things or rooms they need to live. Where do they cook? Where do they sleep? Where do they store things they are not using? Where is the bathroom? After they have finished their drawing, have each Brownie share their picture and examine the things they need to live. Include their neighbourhood in the discussion. What is needed in their neighbourhood that helps them to live? How can neighbourhoods be different?

##### **Traditions At My House\***

Ask the girls to talk with their families about sayings that are common in their culture or traditions that they have in their families. Choose one broad topic, such as love, birthdays, holidays, or time. Chart the responses to see how different cultures express similar ideas. The Brownies might also be fascinated to compare the different names they use for their grandparents (gramps, nana, etc). Listen and watch for girls' comments that can lead to discoveries about each other.

## **This is Me!**

Materials – large pieces of paper, pencils, crayons, miscellaneous craft supplies for decorating (yarn, buttons, fabric etc).

One by one, have the Brownies lay down on a large sheet of paper. Trace around them in pencil to create an outline of their body. Once their outline is finished, allow the Brownies to decorate their outline with the craft materials provide to illustrate who they are. Once they are finished, have the Brownies make a circle with their “twin” in front of them or hanging on the wall. One at a time, allow each Brownie to share what makes them special. Discuss the ways we are the same and how we are different.

## **The Same but Different**

Bring items to your meeting that are the same but different. For example two teddy bears may be both teddy bears but they may be different sizes, have different coloured fur or faces. Working at a unit or in small groups, place the items in front of the Brownies and have them discuss ways the items are the same and how they are different. Discuss that while people may look different, there are many ways we are the same.

## **The Racism Monster** (from Recipes Meeting for Brownies)

What is racism? Racism can hide inside all of us. When we learn more about people and their feelings, the racism monster is not provided any food to grow. What do you think the Racism monster might look like? With crayons and paper, draw a racism monster. Discuss the food that the racism monster might like to eat. (i.e. student mad about not winning a game, kids fighting over a misunderstanding)

## **Inside Out**

Materials – two equal pieces of fabrics, large eyed needles, thread, stuffing, buttons, markers, glue and other things to decorate the dolls with.

Have the Brownies draw a person on the square of fabric and decorate it however they wish using the materials provided. They can paint or colour their skin, add yarn for hair, make or draw on their clothing. Depending on the time available, the Brownies could add other embellishments. If possible, have the Brownies cut their doll out and sew them by hand or glue the edges of the pieces together. You can also have a leader or helper stitch the dolls together making sure to leave a section open for the Brownies to stuff their dolls with the filler or stuffing provided. As the Brownies are working through this project discuss how we are all different on the outside. What things make us different when we look at each other? What about our insides, are we different on the inside or are we all the same inside? Discuss that while our outsides may be different, our insides are pretty much the same. (i.e organs, blood, bones)

\*Reprinted with permission from the National Network for Child Care - NNCC. Biles, B. (1994). Activities that promote racial and cultural awareness. In Todd, C.M. (Ed.), \*Family child care connections\*, 4(3), pp. 1p;4. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.

## ALBERTA DIVERSITY CHALLENGE - Part 2 BROWNIES

### MEMBERSHIP COMMITTEE

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#### *MEMBERSHIP COMMITTEE*

Everyone is different. While we all come from a family, a community or country, there are still things that make us different from those around us. We are each special and unique. The three-year Diversity Challenge allows us to discover the diversity within our families, Guiding units, community, our world and ourselves.

#### **CHALLENGE – Do any 5 of the following 8 activities**

##### **My Family**

Our families are all unique. Have the Brownies “interview” one member of their family and find out something unique about them. Draw a picture of this family member and their unique gift or talent. Bring it back to the Unit and share with the group.

##### **Time to Eat**

(Adapted from [http://www.poehealth.org/pdfs/Lower\\_Elementary\\_Nutrition\\_Supplemental\\_Materials.pdf](http://www.poehealth.org/pdfs/Lower_Elementary_Nutrition_Supplemental_Materials.pdf))

This activity examines the importance of food and the role it plays in our family, community and culture. Bring pictures of food - use clip art, images from magazines, drawings, or pictures from other sources. Create matching phrases around the images that describe the occasions at which those foods are typically served. Attach food images that are symbolic of traditional pastimes or holidays to a large display surface. Have the Brownies match the pictures to phrases to its corresponding picture. For Example: A Brownie should match the picture of a birthday cake to the word “birthday.” Discuss the results and what they say about food in our country.

##### **My Home**

Read the story, “Three Little Pigs”. Talk about what makes each of the Three Little Pigs’ homes different. What do the Brownies think their home is made from? Why do we live in homes? How might our home be different than homes in other parts of Canada? Around the world? What makes our homes the same? Different? Draw a picture of your home.

##### **If I had \$5.00**

If I had \$5.00 what would I buy? Ask each of the Brownies what they would buy if they were given \$5.00. Talk with the Brownies about the differences between what we “need” and what we might “want”, stressing there are some basic things each of us needs to survive. Go around the circle again, this time asking what they would buy with their \$5.00 based on need. Did the responses change?



## Our Fingers and Toes

Photograph and print a picture of each of the Brownies' and leaders' fingers and toes. Have each member of the unit create and decorate a sign with their name on it. Place the name signs a variety of locations around the room. Lay all the pictures on the ground and try to match each photo with the person's name (i.e – if you think this is a picture of Mary's toes, place that picture by Mary's name sign) See if you can get everyone matched with the correct fingers and toes. Once complete, bring the pictures back and discuss how we are different but the same.

## My Colour

Material: white paper and a variety of coloured paints. On the sheet of paper, have the Brownies trace around their hand. Next, have the Brownies mix a colour of paint that is matching their own skin colour. Once the colour is mixed, use the paint to fill in their hand print. Once dry, hang the painted hands around the room and see the difference in shades and colours. Discuss – does the colour of our skin make us different? The same? Have the Brownies name their colour with a descriptive positive word(s) (e.g. vanilla ice-cream, caramel, chocolate, peanut butter)

## Ways of Knowing

(from [http://pbskids.org/arthur/parentsteachers/lesson/communication/pdf/ArthurCommGuide\\_1.pdf](http://pbskids.org/arthur/parentsteachers/lesson/communication/pdf/ArthurCommGuide_1.pdf))

This activity will help the Brownies to think about the senses they use to receive information. Draw the chart below. Have the Brownies identify the five senses. Write them at the top of the columns. Then write in the first column: "What's for lunch?" Encourage the Brownies to use their senses to learn about the world around us. Let's think about how each sense can help us know what's for lunch. Write the Brownies' ideas in the chart. When all five columns have been filled, ask: If you couldn't see, could you still figure out what was for lunch? How? If you couldn't hear, what are some ways to find out? Have children suggest a new situation to write in the first column, and repeat the activity.

How Do We Know?					
	Sight	Hearing	Smell	Taste	Touch
What's for lunch?	See food in the cafeteria	Ask, "What's for lunch?"			

## The Clothes We Wear

We all look different because of the different types of clothes we wear. Have each Brownie bring in a selection of clothes from home that tells a story of who they are based on their culture, hobbies, the region they live in etc. Hold a "Show and Share" or "Fashion Show" to showcase the different types of clothing.

## ALBERTA DIVERSITY CHALLENGE - Part 3 BROWNIES



### **MEMBERSHIP COMMITTEE**

Everyone is different. While we all come from a family, a community or country, there are still things that make us different from those around us. We are each special and unique. The three-year Diversity Challenge allows us to discover the diversity within our families, Guiding units, community, our world and ourselves. Complete just one year of the challenge or all three parts to discover the diversity that makes us unique. Part 1 and Part 2 are already available on the Albert Girl Guides website (<http://www.albertagirlguides.com/06challenges.html>)

### **Part A – Discuss the following questions as a group**

1. What are feelings?
2. What are some of the feelings we have?
3. What impacts how we are feeling?
4. How can our feelings impact us and people around us?
5. Do we all share feelings the same way? What might impact this? (age, culture)

### **Part B – Do any 5 of the following 8 activities**

#### **Feelings** (adapted from

[http://www.ece.gov.nt.ca/Divisions/kinergarten\\_g12/Health%20K9%20Single%20Files/G2/02Gr2\\_ME.pdf](http://www.ece.gov.nt.ca/Divisions/kinergarten_g12/Health%20K9%20Single%20Files/G2/02Gr2_ME.pdf))

This activity is great to follow-up after Part A. Have the Brownies break into small groups, giving each group one of the situations: Your uncle gives you \$2.00; you have broken your friend's hockey stick; your best friend won't play with you; you are going on the plane to Disneyland; your sister hits you; your babysitter won't let you go out to play; there's a bear near the school; your family is going camping. Have each group create a skit based on their situation and act it out for the rest of the unit. What was the emotion?

Follow up with further discussion on feelings and emotions.

#### **Walk Apart – Walk Together**

At times we may feel our differences drive us away from people and the ways we are similar bring us together. This is a great discussion starting point. Have two Brownies stand back-to-back. Have the other Brownies call out ways the two standing Brownies are different (i.e. long hair, different socks etc). Once the two Brownies are apart from each other, have the group call out ways the Brownies are the same (i.e. both girls, both Brownies etc). This is a great starting point to a discussion on our differences and similarities.

#### **Rainbow Fish**

Read the book Rainbow Fish by Marcus Pfister. Talk about what it is that makes a good friend or to be a friend. Create a large fish shaped cutout. Give each Spark a piece of paper that represents a fish scale. Have each Spark write a word or two about friendship qualities. Add the completed scales to the large fish cutout.

## A Me Puppet

Bring in a variety of craft supplies including pieces of fabric, buttons, yarn, decorative supplies and socks. Allow the Brownies, with assistance, to create a sock puppet of themselves. Look at how all the puppets are different but still represent a Brownie. This could be expanded to include doing a puppet theatre performance.

## Simon Says – Who are You? (From [http://www.education-world.com/a\\_lesson/00-2/lp2061.shtml](http://www.education-world.com/a_lesson/00-2/lp2061.shtml))

Explain that you are going to play a game of Simon Says that only allows some students to respond to each command. Lead a game with directions such as:

Simon says "everyone with brown eyes, stand up." Simon says "Everyone who has a dog as a pet, put your right hand on your head." Simon says "Everyone whose favorite sport is soccer, stand on one foot." Simon says "Everyone who speaks more than one language, jump up and down."

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something they didn't know before playing the game. What did it feel like to not be able to play the whole game? What was it like to play but see others not to be able to play?

## Paper Bags

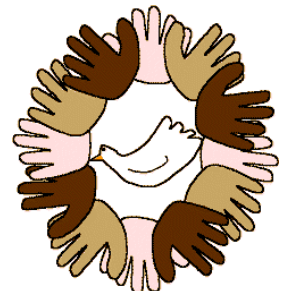
Bring a paper bag for each Brownie. Let them decorate the outside of the bag with cutout pictures, colours or craft supplies illustrating who they are. Give them some ideas but ask about their family, their religion, their hobbies, where they live, the things they enjoy doing and their values. After this is complete, ask the Brownies to put something inside of the bag that represents who they are but not obvious by looking at them. Get the Brownies to share the items on the inside and outside of their bag.

## Be Kind

Many times, it is the little things we do that can make a difference to people. This could be as simple as holding open a door for someone, not littering or returning a book you borrowed. Brainstorm the different things you could do in your community to be kind. Challenge each Brownie over the next week to be kind to people in their community.

## Dove Peace Wreath (adapted from <http://www.dltk-kids.com/world/punitywreath.asp>)

This wreath symbolizes cultural unity. You can adjust the handprint colors for different occasions. Trace each Brownie's hand. Paint each traced hand in a variety of skin tones. Cut out the handprints and glue them together in a circle to form a wreath. Make and glue the dove onto the back of the wreath (so the wreath acts like a picture frame). Trim the edges as necessary.



# 2008 PROVINCIAL ARTS COMPETITION BROWNIES

## TRAINING COMMITTEE

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This year's competition will be DRAMA based, for the budding actress out there!

As we are approaching our 100th anniversary, I thought it appropriate to focus on where we have come from, and act out the story of the Crystal Palace Rally.

A good starting point is provided in Campfire Activities – “The History of the Guiding Movement”, pg 88. You could provide props for the girls (or have them create their own) to act out the various parts of the story.

Be sure to invite parents and members of the general public to see the show and take lots of pictures and submit them to be added to a collage that will be on display at the Provincial Office.

Enjoy the challenge and discovering where we came from as we head into our future!

Please send submissions to: Tanya Watts  
#12, 8020 – 141 Ave  
Edmonton, AB T5C 2N9

**By March 15th, 2009**

Or email pictures to [tawny.owl@shaw.ca](mailto:tawny.owl@shaw.ca)

(Pictures should be 4x6 or sent in a jpeg file no larger than 1MB)

So you can look forward to and plan for the future now, the following arts will be featured in the following years:

Singing – 2009/2010 (trophies will be awarded again!)

Digital Photography – 2010/2011

Dance – 2011/2012

## 2008-2009 ALBERTA ARTS HIT PARADE BROWNIES

### TRAINING COMMITTEE

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THEME: IT'S UP TO YOU!

<u>Thought</u>	<u>Learn &amp; Sing</u> <u>6 Songs</u>
<b>ONE SONG</b> can spark a moment	<b>Buddies And Pals</b> – Sparks Program <b>We're Sparks</b> – Sparks Program <b>Join Into The Game</b> – SSSB page 9 <b>Hallo</b> - *Musical Fun with the Brownie Pack page 29
<b>ONE FLOWER</b> can wake the dream	<b>Hindi Song</b> – SSSB page 9 <b>White Coral Bells</b> – SSSB page 16 <b>The First Tulip</b> (2 part round) – SSSB page 26
<b>ONE TREE</b> can start a forest	<b>I Know A Little Pussy</b> – SSSB page 31
<b>ONE BIRD</b> can herald spring	<b>My Pigeon House</b> – SSSB page 11 <b>Six Little Ducks</b> – SSSB page 17 <b>What's Up In The Tree</b> – SSSB page 23 <b>Jaybird</b> - *Musical Fun with the Brownie Pack page 51
<b>ONE SMILE</b> begins a friendship	<b>Brownie Smile Song</b> – SSSB page 18 <b>It's A Small World</b> – Our Chalet Song Book page 38
<b>ONE HANDCLASP</b> lifts a soul	<b>I Let Her Go, Go</b> – Canciones de Nuestra Cabana page 29 <b>Ha-la-la-la (Grab Another Hand)</b> – Spirit Of Singing page 9 <b>Caimarusa</b> - *Musical Fun with the Brownie Pack page 18
<b>ONE STAR</b> can guide a ship at sea	<b>Shoo Fly</b> – *Musical Fun with the Brownie Pack page 16
<b>ONE WORD</b> can frame the goal	<b>I Promise To Share</b> – Sparks Program <b>Lend A Hand</b> – SSSB page 25
<b>ONE SUNBEAM</b> lights a room	<b>If All The Raindrops</b> – Still Singing After All These Years page 57
<b>ONE CANDLE</b> wipes out darkness	<b>This Little Guiding Light Of Mine</b> – Our Chalet Song Book II page 33
<b>ONE LAUGH</b> will conquer gloom	<b>If You're Happy And You Know It</b> – Spirit Of Singing page 29 <b>Once I Saw Three Cats</b> – *Musical Fun with the Brownie Pack page 15
<b>ONE STEP</b> must start each journey	<b>Marching Song</b> – SSSB page 22
<b>ONE WORD</b> must start each prayer	<b>Brownie Closing</b> – SSSB page 5 <b>Foxlease Night Song</b> – SSSB page 6
<b>ONE HOPE</b> will raise our spirits	
<b>ONE TOUCH</b> can show you care	<b>Burmese Welcome</b> – SSSB page 11
<b>ONE VOICE</b> can speak with wisdom	

<b>ONE HEART</b> can know what's true	<b>I've Got The Joy, Joy, Joy</b> – Spirit Of Singing page 31
<b>ONE LIFE</b> can make the difference	<b>Brownie Stomp</b> – SSSB page 29

**Dance:** Choose 1 of the following:

1. If You Should Meet An Elephant – Sing A Song With Sparks & Brownies page 26
2. Hey There Neighbor – Celebrate With Song page 122
3. Brownie Friend-maker Song – \*Musical Fun With The Brownie Pack page 28

**Drama:** TABLEAUX. In tableaux, groups portray a picture using their bodies to freeze a moment, idea or theme.

Our Drama theme this year is “Go Make a Difference in the World.”

You can come up with motivational or inspirational ideas by brainstorming with the girls about what they believe they can do or contribute to making a difference in today's world. You can also use things like book illustrations, photographs, portraits, advertisements, sculptures, etc. to promote ideas.

**Craft:** NATIVE SYMBOLS – choose 1 of the following:

1. CANDLE - reminds us to be the LIGHT of the WORLD.

Symbolic Craft: Make a BEESWAX CANDLE.

Write: This Little Guiding Light Of Mine, I'm Going to let it SHINE on a Card and attach to your candle for all the world to see!

2. BUTTERFLY - a symbol that reminds us of our old life (caterpillar) through the journey of LIFE (cocoon) to NEW LIFE (BUTTERFLY). We will ALL be REWARDED, when the LOVE we have been given by those around us, transforms us from our 'caterpillar' life into the beautiful NEW LIFE of a BUTTERFLY. HOPE, PEACE and most of all...the JOY of LOVE. Native girl dancers often have a BUTTERFLY as a decoration for their dance outfit. The girl dancers use their shawl as they dance, to re-create the flight of a BUTTERFLY.

Symbolic Craft: Make/decorate a BUTTERFLY.

### **Songbook References**

SSSB – Sing A Song With Sparks & Brownies

\*Musical Fun with the Brownie Pack and

\*Sing a Song Dance with Me are publications that are no longer in print.

Please contact Dawn Nowicki, Trainer, Edmonton Area for copies of the songs contained in these books.

dnowicki@telusplanet.net or 780-473-5670.

# GIRL GUIDES OF CANADA-ALBERTA COUNCIL

## CHALLENGE CRESTS FACT SHEET

**Available From:** Alberta Council Guide Shop  
11055 107 Street  
Edmonton AB T5H 2Z6

Phone: 780 424-5543  
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Website: [www.albertagirlguides.com](http://www.albertagirlguides.com)

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<b>Challenge Crests:</b>	<b><u>Challenge</u></b>	<b><u>Cost Each</u></b>
<b>These crests are different for Spark, Brownie, Guide, Pathfinder and Rangers. Please specify unit when ordering:</b>		
	Polar Challenge	\$ TBA
	Techno-Whiz	\$1.25
	Passport to Fun and Fitness	\$1.40
	The 4 Elements Challenge	\$ .95
	From Field to Fridge	\$ 1.00
	Alberta Diversity Challenge	
	Part 1	\$1.00
	Part 2	\$1.00
	Part 3	\$1.00
	Hit Parade	\$ .90

Provide the Unit number and name for the free Hits Parade Certificate

**These crests are the same for all levels of Guiding:**

Arts Challenge	\$1.10
Hostelling	\$1.25
Open Your Eyes To The World	\$ .90
Alberta Camping	
centre square	\$1.00
4 seasonal	\$ .75

**Cost:** Price of Crest plus \$6.00 shipping and handling plus 6% GST on the total.  
Heavy / bulk orders are per Canada Post

**Prices are subject to change. Stock is not guaranteed, please contact store for crest availability before completing a challenge.**