

March 2011

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# Monashee Area Program Jewels

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## National Service Project 2011



If you have a great idea to share in a future edition of **Program Jewels**, send it to: [program@monasheegirlguides.com](mailto:program@monasheegirlguides.com).

Ideas could include:

- Games your girls love
- Successful crafts that help meet your program
- "Instant meeting" plans
- Field trip ideas
- Helpful website URLs
- Any activity for Girl Guide meetings (any branch!) that you think others need to know!

Girl Guides of Canada-Guides du Canada (GGC) knows that to make positive changes in the world, girls and young women need to have a voice. Our National Service Project 2011: EmPOWERing Girls is all about recognizing the power that Canadian girls have to impact their communities and change the world around them. This year's National Service Project (NSP) encourages every Girl Guide Member to raise awareness and take real action on the issues that matter to her and those around her.

There are three steps to this project.

**1** First **LEARN**. Learn about girls and women around the world. Learn that gender inequality still exists. Learn about issues in your community. Learn how YOU can make a difference. When you have done some learning, record it on the NSP website at <http://www.nationalserviceproject.ca>.

It's easy - use your unit IMIS number (found on your roster in MemberZone) to log in, then click the "add service" button to describe what you have learned. For my Brownie unit, I recorded the time spent learning for the Girl Empower and Girls United challenges we just completed - we learned about empowerment and we learned about how to identify and stop bullying. This is a way that we can make a difference in the world. We are learning to be empowered! I'll bet you've learned something in your meetings that can qualify you for some "learning" hours, too!

**2** The second step is to **ACT**. This means that you need to take some action to actually help make a difference. The NSP website has some great ideas on how to get started.

<http://www.nationalserviceproject.ca/act>

For example, you could collect

gently used winter clothing to donate to a women's shelter. Or you could clean up a shoreline in your community. Or you could put together gift baskets for the less fortunate. The possibilities are endless.

Again, record your actions on the website!

**3** The final step is to **SHARE**. Share all of your "learning" and "acting" on the service project website. Share useful resources, as well as any photos, videos, blogs or links to newspaper articles about your project.

Finally, every Girl Guide Member who participates in this project and dedicates at least 5 hours of service will be eligible to purchase a special crest from the online store.

Empower yourself. Empower your girls. Let's take action for a better world, just like we say in our Promise!

# Challenges

## Girl Empower Challenge

Find the full challenge on [MemberZone](#)



The Girl EmPower Challenge is an engaging and interactive challenge which encourages girls to think about healthy, equal, and non-violent relationships from both an empowerment and anti-oppression framework. After completing the Challenge, girls will be empowered to value themselves, understand warning signs of unhealthy relationships, and build healthy, violence-free, and equitable relationships in their own lives.

**Brownies** must complete three activities (one from “healthy relationships” and two from the “empowerment” category).

**Guides and older** must complete five activities (two from “healthy relationships”, two from “empowerment” and one additional activity from either category).

Following are just a few examples of the activities from each category. Visit the MemberZone link above for full challenge details.

### Healthy Relationship Category

#### Love birds Activity

1. Tape a large piece of white paper to the wall or place it on a floor or table.
2. Ask girls to work together to colour and draw a beautiful blue sky on the paper.
3. Give girls two paper birds and a marker/crayon.
4. Ask them to write one good thing about feeling loved or showing love to others on each of their birds. Explain that this love can be between family members, friends, people who are dating, people who are married, etc.
5. Give girls tape to tape their bird to the blue sky.
6. When the sky is complete, hang it in a prominent place.

#### Taking the Temperature Activity

1. Organize girls into patrols and explain that they’ll be doing a special relay race.
2. Give each patrol the same number of Hot/Cold statements (from the challenge booklet) and a few minutes to read and understand all of their statements.
3. Explain that the goal of the relay race is to place the Hot/Cold statements on the thermometer where they think they should each go. “Hot” is dangerous and “cold” is safe. Girls should take turns running up to the thermometer with one of the statements. Once at the thermometer, each girl must take direction from her patrol to figure out where the statement in their hand should go.
4. When the race is finished, bring the group back together and discuss each statement with the girls. If on second thought the group decides a particular statement should move to a different place on the thermometer, do so.

### Empowerment Category

#### Happy to Be Us Activity

1. Give each girl five to seven petals and one stem.
2. Ask girls to write one great thing about who they are on each petal. Explain that it can be about their skills, backgrounds, talents, beliefs, families, strengths, and other social and personal traits.
3. Encourage the girls to decorate the flowers and put them with the stem to make a complete flower.
4. Ask the girls to work together to create a Unit “flower garden” by displaying all flowers together on an art canvass or display board. They have to discuss and agree upon the layout of the garden together.

#### Empowered Voice Activity

1. Line girls up in two rows, with each row sitting facing each other. Inform them that their partner is the person sitting across from them.
2. Ask them to take one minute to discuss with their partner what they would say or do to solve a conflict in a relationship.
3. After the minute, have each row stand up. Ask one row to move five paces forward and the other row to move five paces backwards. Ask them to stop and sit down.
4. Repeat step 3 as many times as you would like and move in different directions and with different numbers of paces, depending on the girls’ energy.
5. Gather everyone into a large circle.
6. Explain that conflict is natural in all relationships. What is important is how we choose to resolve them. Just as it was illustrated by the coordinated movement of the rows, we all have to work together to make sure our relationships “move smoothly.”
7. As a group, generate a list of all the ideas that were discussed in pairs to resolve conflict. Make notes on flip chart paper or ask a girl to do so.
8. Explain that these ideas can be used not only in the Unit, but also in relationships we have with others people (e.g. partners, friends, family members). It should not be one-sided; both people have to participate.

# Tools

## *Science in a Box*

There have been a lot of studies that show if girls become confident in science and math, there is no stopping them. Once they are more confident about themselves, they tend to answer more questions in the classroom and end up receiving more attention in the learning process. We can give girls the

power of knowledge in our all-female environment, so that they are self-assured to explore all of their options in the rest of their lives. This does not mean that every girl needs to become an engineer or chemist, but it opens more doors for the future.

The Science in a Box toolkit is available from your District Commissioner. Inside the box you will find a booklet with science activities, safety supplies and some equipment for experiments. The kit can be used with any age group, Sparks through to Rangers, as a means to meet your STEM

program requirements.

For a copy of the booklet in pdf format, e-mail me at [program@monasheegirlguides.com](mailto:program@monasheegirlguides.com).



## *March Ideas*

March is National Nutrition month. Visit [the Dieticians of Canada website](http://theDieticiansofCanada.com) for activity ideas. Tie these activities into the Spark "Being Healthy" keeper, the Brownie "Key to Active Living" and "Food Power" interest badge, the Guide "Discovering You" program area and "Healthy Eating" interest badge, and the Pathfinder "Getting Food on the Table" badge.

March 6-12 is [National Words Matter week](#). The quote for 2011 is "Without words, without writing and without books there would be no history, there could be no concept of humanity." - *Hermann Hesse*. This would be a perfect time to teach the girls about the importance of literacy worldwide.

Some fun dates this month are:

### Mar 4: **International Scrapbooking Day**

Girls love to scrapbook! This



activity fits in with program, as well. Sparks can work on their Spark Memory Book for the "Being Me" keeper, Brownies can work on a memory booklet for their "Key to Me" and for their "Key to the Arts", and Guides can create a scrapbook as part of their "Picture This" badge.

### Mar 8: **International Women's Day**

There are many ways you could celebrate International Women's Day, but there is an arts initiative this year where you can submit inspirational artwork to "[100 Women, 100 Artworks](#)" to be displayed online. Create your artwork early in order to get it onto the site on time!

### Mar 11: **Middle Name Pride Day**

Middle Name Pride Day honours the seldom used middle name that often sets you apart from others. It was selected with care, so you should be proud of it.

Call each other by your middle names only at your meeting this week. Make [fun name tags](#) with your middle name instead of your first name. Play a guessing game to try and figure out each other's middle names. Have fun with this day!

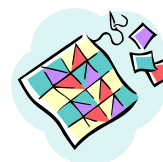
### Mar 14: **Pi Day**

Pi has been known for almost 4000 years. Mathematicians began using the Greek letter  $\pi$  in the 1700s. By definition, pi is the ratio of the circumference of a circle to its diameter. Pi is always the same number, no matter which circle you use to compute it. Get some STEM into your program with the [cutting or wearing  \$\pi\$  activities](#). Online you can also find lots of ideas for a [Pi Day Party](#).



### Mar 19: **National Quilting Day**

Have each girl in your unit make a quilt square, then



join them together to make a quilt. Donate your quilt to a local women's shelter.

### Mar 26: **Earth Hour**

At 8.30 PM on Saturday 26 March 2011, lights will switch off around the globe for Earth Hour. To help remind your girls to celebrate Earth Hour, why not have a candlelight meeting and create lanterns for them to use at home (with adult supervision, of course!). An education pack is available for download ([ages 5-12](#) or [ages 12-16](#)) with lots of great ideas to help lead up to Earth Hour.

### Mar 30: **Talk a Walk in a Park Day**

No matter what the weather, there's no excuse to miss out on this fun day. Get your girls out to a park., even if it is just for a quick walk around a park near your meeting space. Fresh air is always good!





# Craft Ideas

## Emily Carr Tree Art

Emily Carr was a famous Canadian artist, born in Victoria, BC in 1871. In celebration of International Women's Day this month, why not try to make art like Emily Carr? Watch the National Film Board video "[I Can Make Art... Like Emily Carr](#)" before you begin.

### Supplies needed:

- Paper
- Brown and Green Paint
- Paint brush

### Instructions:

1. Ask the children what words they think of when you say "Forest".

2. Show the children [Emily Carr's paintings of trees](#).
3. Next, give each child a piece of paper.
4. Ask the children to paint a trunk of a tree.
5. Now ask them to paint the branches with the green paint.



Source: <http://www.kinderart.com/arthistory/emilycarr.shtml>

## Streamer Rainbow

This craft is perfect for Sparks - it fulfills part of the "Being a Spark" keeper.

### Supplies needed:

- paper plate, cut in half
- party streamers: red, orange, yellow, green, blue, purple; cut to gradually smaller lengths (red the longest, purple the

shortest) so that they will hang nicely from the plate, as shown

- glue sticks
- paper clip
- masking tape

### Instructions:

1. Glue the streamer colours on

around the rounded part of the half-plate in the order of the rainbow: red on top, then orange, yellow, green, blue and finally purple.

2. Tape a paper clip on the back center top of the plate using masking tape, to use as a hanging point.



## Glass Jar Lanterns

Image source: <http://www.highparknaturecentre.com/2010/03/earth-hour-2010-high-park-lantern-walk/>

Encourage your girls to participate in Earth Hour by making lanterns at your meeting.

### Supplies needed:

- Glass jars (recycled or old canning jars)
- Tissue paper in a variety of colours
- Scissors
- White glue (thinned with water) or decoupage
- Small paint brushes
- Craft wire
- Tea light candle

### Instructions:

1. Using tissue paper, cut out any image you are interested in - animals that are active at night, the moon, stars, things that glow in the dark... anything!
2. Apply a thin layer of glue to the back of each piece of tissue paper (one piece at a time) using your paint brush.
3. Attach the tissue to the jar, then carefully apply another layer of glue to the outside of the tissue paper, once it has already adhered to the jar.
4. Repeat until all of your jar is covered in tissue paper.
5. Let dry until it is no longer tacky... about one hour.
6. Cut a length of craft wire long enough to wrap around the top of your jar about three times, with an extra 10 inches left. Wrap the wire twice around the top of the jar, under the lip. Bend the wire up, over and back down to create a loop over the top of the jar. Then wrap the wire around the jar once more. Tightly bend a small

length of wire around one of the pieces wrapped around the jar, to secure the wire in place.

7. Place a tea light candle into each jar then take it home to use during Earth Hour.



# Game Ideas



## Bag of Buttons

Source: *Recipe Book for Fun & Successful Meetings*

### Supplies:

- Large bag of buttons
- Large indoor play area
- Something to use for pints (popsicle sticks work well)

### Set-up

- Have the girls stand in a large circle.
- Place the buttons on the floor in the middle of the circle.
- Number each girl from 1 to 3.

### How to Play

1. The Guider shouts a number from 1 to 3.
2. All the girls with that number run in a clockwise direction on the outside of the circle, through the gap that she left and into the middle. When the first girl gets to the middle, the other girls start counting to ten.
3. The girls in the middle put one hand behind their back and pick up as many

buttons as they can with the other hand.

4. When the others reach ten, the middle girls count their buttons. The one with the most gains a point.
5. Everyone goes back to their places and starts again.

You can play this for as long as you want, but about 10 minutes is long enough! This game can be played as a team or individually.



## Catch the Dragon's Tail

### Set-up

- Have the girls separate into two groups.

### How to Play

1. Each group of girls is a team. They hold on to the hips of the person in front of them to make two "dragons".

2. The "head" of one dragon tries to catch the tail of the other dragon.
3. A captured "tail" becomes part of the dragon that caught her (she is now the new "head").
4. Winners are the team with

the most members at the end of the game.

Rule: If a dragon comes apart, the head section must stop and wait until the others in her team have caught up and reattached themselves.



## To Be or Knot to Be

This team building game promotes problem solving skills and encourages kids to work together to overcome obstacles.

### How to Play

1. Assemble a group of 12 or more children and have them stand in a circle facing each other.
2. Instruct them to close their eyes and extend their right hand.

3. Each child must use their right hand to grab onto the hand of another.
4. While retaining this position, the children open their eyes and use their left hands to connect with a different child.
5. No child should be holding both hands of another. Each child must be holding on to two other children.
6. Once all the children are

connected by both hands and have formed a "human knot," they must work together to untangle themselves without letting go of one another's hands.

You should soon witness considerable communication and strategy formulation among the children as they try to free themselves from the "knot."

Source: [eHow website](#)



# STEM



## Spaghetti Structures

Source: *Science in a Box Booklet* & [http://www.rowett.ac.uk/edu\\_web/Spag\\_towers\\_instruct.pdf](http://www.rowett.ac.uk/edu_web/Spag_towers_instruct.pdf)

### Supplies:

- marshmallows
- pieces of raw spaghetti

### Instructions:

1. Ask the girls to build the highest structure that they can using the supplies on the table.
2. Set a time limit before you start.

### Building Materials

Although spaghetti and marshmallows don't seem like strong building materials, you can build surprisingly elegant and sturdy structures using them. The spaghetti provides the framework and support for the tower, the mini-marshmallows are used to make connectors.

The important thing to realize is that the marshmallows grip" onto the pieces of spaghetti to hold the joints in place. The strength of a joint is dependent on how well the marshmallow can hold the spaghetti strands without them slipping. If there is a heavy load (weight) on the joint it may cause the

marshmallow to creep or change shape until the joint fails -this is most likely to happen where the load is the greatest, i.e. at the bottom of the tower.

### Making Strong Shapes

The shapes that are used to build strong structures are very important. Think about the shapes that have been used to construct bridges and towers that you have seen or know about. Start to practice building with spaghetti and marshmallows by testing out different basic shapes such as squares and triangles. You will discover that squares collapse easily under compression. Four pieces of spaghetti joined in a

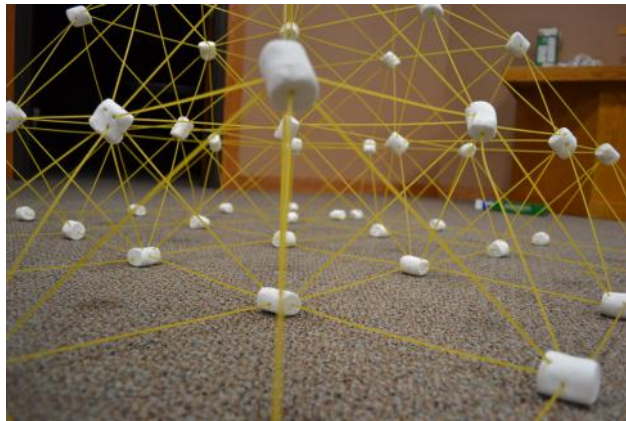
square give way at their joints – the weakest points. But, if you make a spaghetti triangle, the situation changes. To make the triangle collapse you have to push very hard. You can build very large structures from squares and cubes, but they will be weak and will usually fall down quite easily. If you try to make a structure out of triangles and pyramids, it will be strong but you will use a lot of materials before the tower gets very tall! The best way to build a tall tower is to use both triangles and squares – that way you can build big structures that are less wobbly.

A diagonal piece of spaghetti put across a square turns a

square into two triangles and makes it more rigid.

### Compression and Tension - Some Basic Principals

Even though a tower you build may be standing perfectly still, the individual parts are always pushing and pulling on each other. Large structures remain standing because some parts are being pulled or stretched (tension members) at the same time as others are being pushed or squashed (compression members). The vertical pieces of spaghetti in your tower will be in compression, and the compression will be greatest at the base of the tower. The horizontal and diagonal pieces of spaghetti in the tower may be in tension. The strength of these tension members will not depend on how strong the spaghetti is, but on how well the marshmallows can grip it (and hold it in place). The marshmallows are most likely to change shape and fail at the bottom of the tower, where there is most weight on them (from the compression and tension members).



## Ack, It's Gak!

### Supplies:

- 1/4 cup cornstarch
- 3-1/2 teaspoons water (add more if needed)
- a bowl
- food colouring (optional) - Watch out for stains!

### Instructions:

1. Add cornstarch to water in a bowl. Mix with hands (not spoon; needs warmth of hands).
2. When you touch the mixture gently, it should yield like a liquid. When you smack your hand down on it, it should resist like a solid. Add colouring if

wanted. Play away!

### What is Happening?

Substances can be solid, liquid or a gas (states of matter). This change between states can occur when there is a change of temperature or pressure. Gak is borderline between a solid and liquid.

Source: *Science in a Box Booklet*



# Environment

## Reusable Snack Bag

*Submitted by Kerry Morris, 1st Springdell Brownies,  
Layer Cake Mountain District*

A reusable snack/sandwich bag can be made using fabric, plastic table cloth, oil cloth, well washed coffee bags, or chip bags. My favorite is using the chip or coffee bags as it's using something that will go into the garbage anyway.

### Instructions

1. If you are using a coffee bag, then wash with hot soapy water and wash again with hot water and baking soda until the coffee smell is removed.
2. Cut the bottom off the bags and cut open the side seams then wash & dry.
3. Cut your bags into a rectangle (use a ziplock bag as a reference and remember to allow for a seam, about 1/4" will do).
4. Fold the short end over about 1/4".
5. Cut a length of sticky and soft velcro about 1/2" shorter than the short end of your fabric. Center along the short end of the bag, covering the folded ends so that when you top stitch you are sewing that edge as well.
6. Top stitch along the two long sides of each piece of velcro.
7. Fold the rectangle in half with the inside (the side with the velcro facing out). Line top and bottom and pin or tape.
8. Stitch down both sides of the rectangle with a 1/4" seam allowance, and neatly trim up threads and rough edges.
9. Turn the bag right side out, closing with the velcro.
10. If you don't care about the raw edges you can stop here or finish off with some bias tape, or top stitch the sides, encasing the raw edge inside the new seam.



## Bat and Moth Game



The purpose of this game is to learn a little bit about how animals like bats use echolocation to find their prey.

### Supplies:

- a blindfold

### How to Play:

1. The players stand in a circle, holding hands.
2. Select one player to be the bat (predator), and another to be the moth (prey).
3. The bat and moth stand inside the circle, and the bat is blindfolded. The object is for the bat to find and tag (eat) the moth, however, the bat cannot see where it is going! Instead, it uses "echo-location" to find its food.
4. Tell the players that the bat emits high-pitched sounds, which bounce off surrounding objects, and give the bat a picture of its surroundings – including where dinner is! To simulate echolocation, the bat claps.
5. Every time the bat claps, the moth must clap back within two seconds.
6. Both bat and moth must stay inside the circle of players, and the circle must remain quiet in order for the bat to be able to hear. After playing a few rounds of the game, it will become quite evident that some of your moths are very tricky!
7. Discuss with the players some strategies they think moths might really use to escape a hungry bat.

*Source: Eco-Pak Booklet*

