

## ARTS TO GO

RESOURCES FOR MUSIC, DANCE,  
DRAMA & CRAFTS

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## FOREWORD

The original *Arts to Go toolbox* was produced by the BC Training Committee to encourage the Arts: music, dance, drama and crafts.

Elaine Hayden, Provincial Commissioner for BC, requested that the Arts Trainers attending the 2001 Trainer's Conference make suggestions of how to promote the Arts in BC. The Arts Trainers agreed that a toolbox representing all of the Arts should be created. They decided that girls should record a compact disk containing Guiding songs both old and new, and that the toolbox should include drama activity cards, dance instructions and craft ideas.

BC Council approved the *Arts to Go* proposal. In the summer of 2002, ten Guiders gathered for a weekend to create the basis of the toolbox. They produced sample campfires, new dances, drama ideas, and suggested that crafts complement the other Arts in the toolbox. They felt that the toolbox should also include information for Guiders on where to find the Arts in each Guiding program.

Girls from all parts of BC gathered for *Expressions 2002*, a week long summer camp celebrating the Arts. We wish to thank the girls and Guiders for their efforts in learning the songs in just three days before recording them. The CD will be an excellent resource for Districts throughout the province.

BC Council then provided each District, and Area in BC with an *Arts to Go toolbox* to encourage the use of the Arts at the Unit level.

In 2012 responsibility for the Arts was given to the BC Program Committee. The committee recognized the value of the *Arts to Go toolbox* in helping bring the Arts to Guiding and felt there would be value in updating the resources, creating new links, suggesting new ideas and detailing where these Arts fit into each branch of the Guiding program.

The Program Committee also felt that they would wish every Guider to have access to the toolbox so their aim became to make the booklet available online; the Arts are then just a click away, waiting to introduce a whole new generation of girls to the wonder of music, dance, drama and crafts!



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## INTRODUCING DRAMA ACTIVITIES

Before beginning, establish drama rules:

- Decide on a signal to gain the group's attention – for example “freeze”, or the Guiding hand in the air.
- Establish physical boundaries at your meeting place, (for safety and practical reasons).
- Set expectations for co-operation and participation.
- Encourage girls to use their “drama eye” – imagination. This applies to both performers and their audience.
- Set time limits for preparation and performance. Keep it short!
- Focus on imagination and minimize the use of props.

Remember....

Drama = Creative Fun!  
Theatre = Performance





# DRAMA IN THE SPARK PROGRAM

## PROGRAM AREA

### Being a Spark

#### *Friends*

- Read the story Crystal's New Friend-have girls act out the story
- Make puppets to represent Sparks and introduce them to the group.

### Being Me

#### *Who am I?*

- "What is your favourite time of the year?" Have the girls make up games, in which they act out their favourite activity for that season, such as building a snowman, swimming, biking or gathering leaves.
- "What is your favourite animal?" Have the girls perform a pantomime of being that animal. Act out how different animals move.
- Have the girls act out a career position they might like to have when they grow up (for example, policewoman, caregiver, doctor, lawyer, scientist, businesswoman, writer, professional athlete, astronaut, etc.)

### Going Outside

#### *Outside Active Games*

- Play the Game Octopus and act as fish in the ocean

#### *Additional Activities*

- Ask the girls to think about trees and how they "feel" in different weather conditions. Have the girls dramatize how a tree would feel in the rain; when hit by a strong wind; as it loses its leaves in autumn; when its limbs are bare in the snow; with squirrels running up and down its trunk; as new buds bloom in spring.
- Act out three things to do on a rainy day; on a sunny day; in the snow.

### The World Around Me

#### *Additional Activities*

- Make a puppet of a person in a WAGGGS country. Act out a play using the WAGGGS puppets.

### Being Healthy

#### *Newspaper Skate*

- Have the girls pretend they are skating on two pieces of newspaper

### In My Community

#### *Street-Proofing*

- Have the girls act out what to do in the following scenarios:
  - A stranger approaches them on the street.
  - Someone knocks on the door when they are in the house by themselves.
  - Someone they don't know tries to get them into a car.

### Going Camping

#### *Camping Skit or Story*

- Make up a skit about camping



## DRAMA IN THE BROWNIE PROGRAM

### PROGRAM AREA

#### Key to Me

##### *Helping Others*

- B. Act out the situations of your best friend playing with someone else, a girl being left out of a game, or a friend asking you to do something you're not allowed to do. How could you make everyone feel better?

##### *Respecting Others*

- B. Put on a skit showing how to use good manners on the first day in a new school.

#### Key to I Can

##### *First Aid*

- A. Do a skit showing what you would do in an emergency situation. Use a friend or a doll to act it out.

##### *Girl Guide Cookies*

- C. Practise selling cookies with your unit, using skits.

##### *Interest Badge - Listen to This*

- Do a skit, in which some people are performers and others are the audience. Act out both good and bad audience skills.

#### Key to STEM

##### *People in Science*

- B. Listen to a story about a famous scientist and do a skit about what you found out.

##### *Interest Badge - Exploring Space*

- Act out a space story.

#### Key to Active Living

##### *Feel the Pulse*

- C. Act out a skit in which each participant plays a different part of the body. Talk about how you all work together to make the body work well.

##### *Say No*

- A. Act out a skit where you say no when people suggest you do something you know is wrong or you don't want to do.

#### Key to the Living World

##### *Weather Watch*

- B. Imagine you're a weather reporter describing today's weather. Act out a weather report.

##### *Interest Badge - Saving Our Plants and Animals*

- Pick an animal that is endangered and do a skit about it.



## DRAMA IN THE BROWNIE PROGRAM (CONTINUED)

### PROGRAM AREA

#### Key to Camping

##### *Lost and Found Outdoors*

A. Act out what you'd do if you were lost without your unit. Discuss what you should do in different situations.

#### Key to the Arts

##### *Act It Out*

Entire section.

##### *No Talking*

Entire section.

##### *Marvelous Masks*

F: Use your mask in a play with your unit or have a costume party and wear it.

##### *Interest Badge - I Can Be*

Entire badge.



# DRAMA IN THE GUIDE PROGRAM

## PROGRAM AREA

### You in Guiding

#### ***Understand the Promise and Law and Motto***

1. Act out a situation where the Promise and Law can be used.
3. Perform skits that demonstrate what happens if you're not prepared. Then do the same skit to show how things could turn out when you are prepared.

#### ***Learn About Guiding***

1. In patrols, create a skit of the Crystal Palace Rally.

#### ***Adventures in Guiding Interest Badge - Provincial Heritage***

5. Dramatize about the daily life of early settlers in your community.

#### ***Adventures in Guiding Interest Badge - Canadian Guiding***

1. Find 10 interesting facts about the history of Guiding in Canada. Use this information to make a skit.

#### ***Adventures in Guiding Interest Badge - Folklore***

3. Perform a skit or puppet show about a legend, a folk tale, or a folk hero.

#### ***Adventures in Guiding Interest Badge - World Guiding***

1. Find out more about the life of Lord or Lady Baden-Powell. Share what you learned by role-playing a skit.

### You and Others

#### ***Learn About Safety***

4. Perform a skit about staying calm in a fire emergency, or what to do if clothes catch fire.

#### ***Build Skills in Communication***

2. Act out a humorous skit about miscommunication
5. Use drama, mime or charades to communicate feelings.

#### ***Personal Growth Interest Badge - Becoming a Teen***

4. Act out a skit about becoming a teen.

#### ***Personal Growth Interest Badge - Career Awareness***

4. Create a skit of a job interview.

#### ***Personal Growth Interest Badge - Interpreting***

4. Do a skit using some of the phrases or words you have learned.
8. Do a humorous skit of someone visiting a country where she does not know the language.



## DRAMA IN THE GUIDE PROGRAM (CONTINUED)

### PROGRAM AREA

#### Discovering You

##### ***Discover Your Creativity***

3. Act out a dramatic presentation. Find a simple story and assign characters as well as gather costumes and other props. Characters can be created with hats, jackets and different hairstyles. Make your presentation to others.
5. Make up a story or play charades

##### ***Understand How to be Responsible***

4. Play a game, create a poster, or make a skit about peer pressure, conflict resolution, decision-making, or problem solving and how you can make responsible choices.

##### ***Girls Creating Interest Badge - Inventing***

8. Read or write a skit about an invention, such as a time Machine and perform it.

##### ***Girls Creating Interest Badge - Kitchen Creations***

8. Use a skit to show how accidents can happen in the kitchen

##### ***Girls Creating Interest Badge - Performing Arts***

Entire badge.

##### ***Girls Creating Interest Badge - Picture This***

5. Create a skit and videotape it.

#### Beyond You

##### ***Fun in the Outdoors Interest Badge - Ecology***

4. Create your own game, drama, story, song, etc., that shows you understand the important balance that plants and animals maintain in their environment. It should reflect your feelings about nature.

##### ***Fun in the Outdoors Interest Badge - Endangered Species***

5. Create a skit, a play, or a game that demonstrates why animals need sufficient living space.

##### ***Fun in the Outdoors Interest Badge - Exploring***

3. Create a skit to show what you should do if you get lost when you are hiking or camping.



# DRAMA IN THE PATHFINDER PROGRAM

## PROGRAM AREA

### Finding the Path

#### ***Choosing Your Own Direction***

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

#### ***Bridging the Gap***

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

### Creating Your Future

#### ***Follow that Woman***

1. Throughout history there have been important women in leadership roles. Share why she inspires you by acting out the story of her life.

#### ***Be a Model Citizen***

12. What kind of a Canada do you want to live in? Think about what's important to you. Using skits, posters or a story, create your ideal community.

### Let's Take it Outside

#### ***Up Close and Personal with Nature:***

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

### Girl Stuff

#### ***Relationships, Values, and Choices***

6. In a group, share your values. Then create a dramatic presentation or story based on the relationship between values and decision-making.

#### ***Media and Image***

1. Write a story and act out scenes that show women as strong, unique individuals.



## DRAMA IN THE PATHFINDER PROGRAM (CONTINUED)

### PROGRAM AREA

#### A World to Discover

##### *What's Up Around the World*

11. Through mime, song, dance, art or drama, present the kind of world you want for future generations of children around the globe. Decide what you can do to make that world possible.

##### *Going Global*

7. Divide yourselves into groups and act out some scenarios you might encounter at the customs office.

#### Living Well

##### *Let Go and Chill Out!*

5. Some experiences cause stress—pick a situation and act it out to discuss how it should be managed.

##### *Be Glad You're You*

4. Make a personal statement that represents you. You could create a video or skit. Include things that have an influence on your life, such as friends, family, music, school, your heritage, Guiding, hobbies and so on. Share with your group or unit and celebrate who you are.
5. Imagine you have two minutes on TV to “sound off” about what is bugging you and why. What would you say? In small groups, create a short video or skit that incorporates your messages. If you have a recorder, use it to see how effective your rant is.

#### My Music, My Movies and More

##### *Be a Star!*

9. Start with a short story and transform it into a screenplay. Organize your group so that different people are taking on the roles of actors, director, videographer, lights and tech crew, set designers, makeup artists, hairstylists and so on.

##### *The Arts from A to Z*

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



## **DRAMA IN THE PATHFINDER PROGRAM (CONTINUED)**

### **PROGRAM AREA**

#### **On My Own**

##### ***First Aid***

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

##### ***Safe at Home or Out and About***

3. Play charades where teams take turns acting out a potential hazard in the home.
4. Act out scenarios to show what you would do if:
  - you were offered a ride in a stranger's car; a driver pulled over to ask you a question
  - you were harassed by someone your own age; someone tried to make you do something you didn't want to do.

#### **Exploring a Theme**

##### ***From Dinosaurs to Vintage Cars***

4. Living museums recreate what life was like in an earlier era. Sometimes these museums are laid out as forts or villages and sometimes the staff dress up in period costumes and act out parts. Create your own living museum.



## DRAMA RESOURCES

**Guiding Resources:** Suitable for all ages

**These books are not currently in the online Guide store; you may be able to borrow copies from your District or from your Area Training Contact.**

***Campfire Activities:***

Published by Girl Guides of Canada, 1993 ISBN 0-919220-88-6

Includes storytelling, interactive stories, participation stories, silly stories, inspirational stories, legends, folktales, fables, drama and skits.

***Creative Fun; Drama in Guiding:***

Published by Girl Guides of Canada, Ontario Council 1998

Includes relaxation exercises such as Rag Doll Shakes and Feather in the Wind, concentration exercises such as Wind up Toys, and Bucket of Mud, action – reaction exercises such as Pulled by a String, or Mock Fight, participation stories, games with a dramatic bent, skits and ceremonies.

***Playing With Drama:***

Published by Girl Guides of Canada, Ontario Council 1995

Includes mixers and warm-ups, tableaux / freeze frame, mime, ceremonies, program activities, skit starters, and storytelling.

**Other Sources:** Suitable for Guides and Pathfinders.

***The Kids Campfire Book:***

Published by Kids Can Press Ltd 1995 ISBN 1-55074-275-2

**General Resources:**

Check the children's section of your local library for books about First Nations legends and folk tales. Internet sites for Guiding or Scouting may also have ideas for skits and other drama activities.



## MUSICAL DRAMA

There are numerous songs in Guiding publications that are excellent for dramatizing. Once the girls know the songs, have them act out the song for the group.

Please note that these lists of songs are merely suggestions and not an exhaustive list. Feel free to add drama to any other appropriate song!

### Songs for Younger Girls to Dramatize

<b>Title</b>	<b>Book</b>	<b>Page</b>
My Aunt Grete	Jubilee	43
The Frogs	Jubilee	39
Auntie Monica	Jubilee	46
This Little Guiding Light	OC2	33
Thorn Rosa	SSSB	18
Squirrel, Squirrel	SSSB	19
Six Little Ducks	SSSB	17
Springtime	SSSB	24
My Pigeon House	SSSB	11
Ku-vi-a-nak-tu-mat	SSSB	21
The Crocodile	SSSB	16
In a Cottage in a Wood	SSSB	13
If You Should Meet an Elephant	SSSB	26
Various Nursery Rhymes		
• Humpty Dumpty		
• Three Blind Mice		
• Itsy Bitsy Spider		

### Songs for Older Girls to Dramatize

Donkey Riding	Jubilee	27
Happy Wanderer	Jubilee	23
My Aunt Grete	Jubilee	43
Three Pirates	Jubilee	52
Auntie Monica	Jubilee	46
Suitors	Jubilee	54
Dans Mons Pays	Jubilee	45
Land of the Silver Birch	OC	16
or	SFC	32

Jubilee:	<i>Jubilee Song Book</i>
OC:	<i>Our Chalet Song Book</i>
OC2:	<i>Our Chalet 2 Song Book</i>
SFC:	<i>Songs for Canadian Girl Guides</i>
SSSB:	<i>Sing a Song With Sparks &amp; Brownies</i>



## DRAMA GAMES FOR YOUNGER GIRLS

### **Zoo Race (S, B)**

#### ***Formation***

- Relay teams of 4 to 5 girls.

#### ***Materials***

- No materials needed. But a large space to run is needed.

#### ***How to Play***

- Divide girls into relay teams.
- Girls line up in teams behind the starting line.
- Girls on each team are numbered 1 - 4 or 5.
- All number 1's are assigned an animal and must complete the relay by behaving like that animal.
- All other numbers are assigned animals and complete the race in role as that animal.

### **Nursery Rhymes (S, B)**

#### ***Formation***

- Small groups of 3 – 5 girls.

#### ***Materials***

- No materials needed.

#### ***How to Play***

- Each group is given a nursery rhyme to dramatize.
- Groups have 5 – 10 minutes to work on dramatizing the nursery rhyme without using words.
- When groups are ready, they present to the whole group.
- Audience may try to guess which nursery rhyme is being portrayed.

### **Who or What am I? (S, B, G)**

#### ***Formation***

- Whole group, with individuals presenting.

#### ***Materials***

- WHO cards included with this toolbox.

#### ***How to Play***

- Girls select a WHO card.
- Taking turns, girls then act out who or what they are.
- Audience tries to guess what the girl is acting out.



## DRAMA GAMES FOR YOUNGER GIRLS (CONTINUED)

### Participation Stories (S, B, G)

#### **Formation**

- Whole group, divided into parts.

#### **Materials**

- Participation story
- Examples can be found in *Campfire Activities*, others could be made up.

#### **How to Play**

- Group is divided and assigned parts, based on the characters in the story.
- Each girl in the group is responsible for making the appropriate noise whenever her character comes up in the story.
- Leader reads story and girls make appropriate noises as characters come up in the story.

### Machines (S, B, G)

#### **Formation**

- Small groups of 4 – 5 girls.

#### **Materials**

- No materials needed.

#### **How to Play**

- Girls work together to create a machine with working parts and that makes noises.
- You may wish to assign machines at first (eg. washing machine or popcorn maker) or you may wish to ask the girls to create a machine that can turn apples into apple pie! Use your imagination and let the girls use theirs.
- Have the audience try and guess what each machine does.



## DRAMA GAMES FOR YOUNGER GIRLS (CONTINUED)

### Dramatize a Story (S, B, G, P, R)

#### **Formation**

- Small groups, or whole group depending on story and needs.

#### **Materials**

- A good story.
- Folktales and Fairy Tales work well, as well as Fables.
- Look in *Campfire Activities* for suggested Tales and stories.

#### **How to Play**

- Groups choose a story to dramatize or one is assigned.
- Group decides on important scenes to be dramatized (adult assistance will often be needed).
- Group creates simple scenes and puts them together to “tell” the story.

#### **Variations**

- Group may wish to create scenes as “frozen pictures” or tableaux and link them together using narration.
- Group may wish to have a narrator tell the story while the rest of the group acts the story out.
- You may wish to divide one story up among the whole group and have each smaller group dramatize one part of the story only.



## DRAMA GAMES FOR OLDER GIRLS

### T.V. Commercial (G, P, R)

#### **Formation**

- Small groups of 3 – 5

#### **Materials**

- WHAT cards included in the *Arts to Go toolbox*.

#### **How to Play**

- Groups or individuals choose an object for which they must create a commercial.
- Limit the commercial to 30 seconds.
- Variation: Have groups create a commercial so that the audience must guess the object being advertised.

### Foreign Movie (P, R)

#### **Formation**

- Groups of 4 girls

#### **Materials**

- WHO, WHAT, WHERE or PROFESSIONS cards from the *Arts to Go toolbox* could be used.
- Two members of the group are the translators, and must translate the scene for the rest of the audience.
- Actresses in the improvisation must listen to the translation carefully to ensure their actions match the story being told by the translators.

#### **How to Play**

- Two girls from the group select one WHO card or PROFESSION card each and one WHERE card.
- They then improvise a scene given WHO and WHERE, speaking only in gibberish.

### A Day in the Life of.... (G, P, R)

*(Brownies might be able to do this with some guidance!)*

#### **Formation**

- Small groups of 3-4 girls

#### **Materials**

- DAY IN THE LIFE OF.... Cards included with this toolbox.

#### **How to Play**

- Each groups chooses one “Day in the Life Of” card.
- Groups must create a skit which depicts what a day in the life of something might be.



## **DRAMA GAMES FOR OLDER GIRLS (CONTINUED)**

### **Paper Bag Skits (G, P, R)**

#### ***Formation***

- Groups of 4 – 5

#### ***Materials***

- Paper bags, various items
- Items in the paper bags may be related (eg. Items found at camp, items used in a kitchen).
- Items may also be completely unrelated.

#### ***How to Play***

- Each group is given a paper bag with 3 or 4 items in each bag.
- Groups have 5 – 10 minutes to create a skit involving all of the items in the paper bag.

### **Headlines (G, P, R)**

#### ***Formation***

- Small groups of 3 – 5 girls

#### ***Materials***

- HEADLINES cards included in the *Arts to Go toolbox*.

#### ***How to Play***

- Each group is provided with a Headline card, with a made-up newspaper headline.
- Groups are given a short period of time to create a skit around this headline.
- Groups then present skits to audience. Audience may know headline in advance, or you may want the audience to guess the headline.

### **Last Lines AKA Punch Lines (G, P, R)**

#### ***Formation***

- Small groups of 3 – 5

#### ***Materials***

- LAST LINE CARDS included in the *Arts to Go toolbox*.

#### ***How to Play***

- Groups select one of the Last Line Cards.
- Group must create a skit that ends with the last line they are given.



## DRAMA GAMES FOR OLDER GIRLS (CONTINUED)

### **Die (P, R)**

*(May also be appropriate for older Guides)*

#### **Formation**

- 5 girls selected from whole group

#### **Materials**

- WHO and WHAT or SITUATION cards included in the *Arts to Go toolbox*.
- 4 chairs

#### **How to Play**

- Place 4 chairs or a bench at the front of the group.
- Choose 5 people from the group.
- 4 people sit in the chairs; the 5th becomes the “conductor” and stands behind the actresses.
- This is an improvisation game. Girls do not have any planning time, but must “think on their feet”.
- The 4 actresses are given a “who” and a place. They must become that person in that place when the conductor taps her on the head.
- The conductor is able to change actors by tapping another girl on the head. That girl must continue acting out the scene without any pauses or hesitation. She must continue on from where the previous girl left off – she cannot change the scene.
- If someone does not continue the scene without hesitation, or if she does not continue on from where the previous girl left off, the audience must shout, “Die”. The actress then performs a dramatic death scene and is replaced by the conductor. A new conductor is then chosen from the audience.
- Once one actress is replaced, a new “who” and place is chosen.

### **Who, What, Where (G, P, R)**

#### **Formation**

- Small groups of 3-5 girls

#### **Materials**

- WHO, WHAT, and WHERE and/or PROFESSIONS cards included in the *Arts to Go toolbox*.

#### **How to Play**

- Each girl takes a WHO or PROFESSIONS card
- The group takes one WHAT card and one WHERE card.
- Given who, what, and where, the girls then create a skit.



## **DRAMA GAMES FOR OLDER GIRLS (CONTINUED)**

### **Professions (G, P, R)**

#### ***Formation***

- Small groups of 3 or 4

#### ***Materials***

- PROFESSIONS cards included in the *Arts to Go toolbox*.

#### ***How to Play***

- Each group chooses two Profession cards and one Place card.
- Groups are to create a skit with the two professions meeting at the given place.
- The person with the Place card (and any extra people) may become any character you may find at that place. (i.e. Grocery store—cashier, produce clerk, grocery shopper, etc...)

### **Tableaux (G, P, R)**

#### ***Formation***

- Small groups of 4 to 5 girls.

#### ***Materials***

- SITUATIONS cards included in the *Arts to Go toolbox*.

#### ***How to Play***

- Groups are given a card with an idea for a tableau or frozen picture.
- Explain to the girls that they will have 5 minutes to create a frozen picture keeping in mind: facial expression, physical stance, the focus of the scene, and levels.
- One by one the groups present their tableaux. They are given a few seconds to get into position and then the leader yells, “FREEZE!”. The group must hold the frozen picture for a count of 5.
- You may want the audience to guess what the tableau was.

#### ***Variation***

- Use this game with scenes from Guiding history (like the rally at Crystal Palace)
- You might also want to try a Triple Tableau where each group develops a series of three tableaux to communicate a simple story. For example:
  1. Blowing out Candles
  2. eating cake
  3. opening presents
- Also try creating a series of tableaux to represent scenes from well-known fairy and/or folk tales, sporting events, scenes from celebrations or life events.



## **DRAMA GAMES FOR OLDER GIRLS (CONTINUED)**

### **Freeze Frame (G, P, R)**

#### ***Formation***

- Whole group

#### ***Materials***

- IMPROVISATION STARTERS or SITUATIONS cards included in the *Arts to Go toolbox*.

#### ***How to Play***

- Select three to five girls from the group to begin an improvisation. Provide them with one of the Improvisation Starter cards.
- The remainder of the group watches the improvisation until someone yells, “FREEZE!”
- At that point, the players stop in their exact position. The girl who yelled “Freeze” then goes up to one of the players, taps her on the shoulder, and takes her place. The girl who is tapped returns to the audience.
- The girls who just stepped into the scene must come up with a new improvisation, which the other players must work off of.
- Alternatively, the improvisation could be continued with the new player, or a new Improvisation Starter could be provided each time a player changes.

### **Hot Seating AKA Celebrity Interviews (G, P, R)**

#### ***Formation***

- Whole group

#### ***Materials***

- May want to use the WHO or PROFESSIONS cards included in the Arts to Go toolbox.

#### ***How to Play***

- One girl is selected from the group. She chooses a “Who” card, or thinks of her favourite famous person (real or imaginary).
- She imagines what it would be like to be this person, thinking about how this person would look, act, walk, speak, etc...
- The audience thinks of questions they would like to ask this person. They ask their questions one at a time.
- The girl in role improvises answers to the questions.

#### ***Variation***

- Girl in the hot seat must become someone from Guiding History (Lady BP, Lord BP, someone at the Crystal Palace Rally, first Chief Commissioner, etc...).



## “ACTING OUT” - CREATIVE DRAMA

By Willena Angus

*(Originally published in the Canadian Guider Magazine, Fall 2000)*

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Creative drama is defined as the informal and spontaneous acting out of ideas, stories, poems, songs or real events. The ultimate purpose of creative drama is to open children’s minds; to stimulate their imaginations; to spark their enthusiasm for a specific subject or challenge, or for learning in general; and, of course, to have fun.

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Younger girls (Sparks, Brownies, younger Guides) have short attention spans, so spontaneous drama activities should be no more than twenty minutes in length. They also have boundless energy, so instructions should be kept at a minimum and full participation in activities should be encouraged. What these younger girls want most is to use creative drama to have fun.

For older girls (older Guides, Pathfinders and Rangers), longer and more complex creative drama exercises are often very successful, especially if the girls choose to role-play in situations that reflect confusion, problems or issues they are experiences in their own lives. However, these girls also like to use creative drama just for fun, especially in the form of skits or situation comedies.

Whatever the age group you are working with, here are some “Do” and “Don’t” tips to help you guide the girls while they’re “acting out.”

### **“Do” Tips**

- Establish hand signals before starting the activity.
- Establish a system for moving chairs, forming circles, selecting partners, etc.
- Guide the participants verbally by using words such as “show me.”
- Expect self-control and discipline from children at any age.
- Allow each participant or group to demonstrate as much as possible.
- Establish audience manners.
- Begin with volunteers, rather than assigning “roles.”

### **“Don’t” Tips**

- Don’t allow participants to ignore hand signals.
- Don’t allow participants to display poor conduct.
- Don’t tell the participants how to respond; guide them toward proper responses.
- Don’t force a shy person to participate before an audience.
- Don’t allow interruptions or discourteous behaviour from the audience.
- Don’t continue an activity if participants get out of hand.
- Don’t let the same participants dominate each activity.



### **Types of Creative Drama**

**Movement:** a series of actions or activities by someone in order to communicate an idea or situation.

**Mime/Pantomime:** communicating with gestures but without the use of words or sounds.

**Improvisation:** speaking, reciting, acting out, etc., without preparation.

**Speech:** oral communication to an audience.

**Dramatization:** acting out of the prepared script, poem, story, idea, etc.

### **Hand Signals**

**Silence:** Cover mouth with one hand.

**Softer:** Hold out hand, palm parallel to the floor, approximately waist height.

**Louder:** Hold out hand, palm parallel to ceiling, approximately shoulder height.

**Stop:** Hold one hand up, palm side out.

**Listen:** Cup hand around ear.

**Slow:** Slowly wave hand back and forth in a figure eight.

**Fast:** Quickly wave hand back and forth in a figure eight.

**Think:** Point to head.

### **Things to Remember When “Acting”**

**Facial expressions:** This is very important. The face alone can tell a story.

**Use of Whole Body:** The body can tell a story as well as the face.

**Use of Small Details:** Little details such as toss of the hair, flick of a wrist, make a difference.

**Over Emphasis:** Exaggerating every move and voice inflection is especially important when performing for a group.

**Projection:** Use the voice effectively, through this does not mean loud yelling.

**Voice Expression:** Use a variety of expressions.

### **Creative Drama Activities**

Here are some suggestions for simple activities that will help you get started on creative drama with your girls.

#### ***Transformation***

Use a plain, inanimate object (a wooden spoon is good). Pass it around the circle. Each person must transform the object into something and demonstrate, without words, what the object has become. The group tries to guess what the object is.

#### ***Create a Story***

Have one person start a story with one line (e.g., “I went on a picnic and I brought...”) Go around the circle with each person adding another line, or another item to the list. The last girl in the circle must finish the story. (E.g., “Then it rained, so I took everything back home.”)

#### ***Participation Story***

Take a story in which certain names or objects are repeated often (choose four or five different names). Divide girls into small groups, assign each group a name and a sound



or action to do when their name is mentioned in the story. Have one name for all; when it is mentioned, everyone does their action or makes their sound.

### Resources

*Campfire Activities*, Girl Guides of Canada – Guides du Canada.  
(Thanks to Mark Stevenson, from Theatre PEI, for ideas from the Drama Session, Atlantic Music Trainers Weekend, November 1994.)

*Willena Angus of Cardigan, Prince Edward Island, is Provincial Arts Adviser.*

## CREATIVE DRAMA THROUGH THE BRANCHES

*By Vicky Ford*

*(Originally published in the Canadian Guider Magazine, Fall 2000)*

**Sparks** enjoy puppets, dressing up, playing make believe, listening to stories and creating them, as well as warm-ups, action songs and imagination activities.

**Brownies** are beginning to do simple skits and are enthusiastic about trying drama activities, action songs, and participation stories.

**Guides** are ready for skits of all sorts, concentration and warm-up activities and easy theatre sports. They can mime legends and fairy tales with a narrator telling the story, sing action songs and those that tell a story such as “Three Pirates” from *Jubilee Song Book*. An example of theatre sports is drama telephone: four girls leave the room while the rest create a scene with four or five activities to mime; one of the four girls returns and practises the scene, then performs it for the second girl who remembers as much as she can then performs it for the third girl who performs it for the fourth.

**Pathfinders and Rangers** enjoy most mixers, warm-ups and concentration exercises as long as they are age appropriate. They are more skilled at role-playing, creating one act plays, and particularly enjoy theatre sports. There are many opportunities in the Pathfinder program to use drama to depict life situations such as responsibilities in their home and community, and different ways to resolve peer pressure.

**Guiders** are often given mixer and warm-up activities at special events or trainings to help get to know each other and are sometimes asked to act out scenarios to give them an understanding of situations that they may encounter in their leadership roles.

*Vicky Ford, of Surrey, is British Columbia Provincial Arts Adviser, and an Intermediate Trainer with an Arts Specialty (Music).*



## CREATIVE DRAMA THROUGH THE BRANCHES

By Erika Hausknost

(Originally published in the Canadian Guider Magazine, January/February 1993)

Did you know that “drama” encompasses all aspects of our Guiding program? It promotes self-control, observation, poise, co-operation and self-confidence. Use drama freely in your program as a teaching tool, a fun activity, in ceremonies, at fund raising events, in camp and at unit meetings. In addition to creating fun for girls, you’ll be participating in a form of expression virtually abandoned by schools due to time pressures, and rarely used in family life due to the passive drama of the TV and VCR.

Documented origin of drama dates back to ancient Greece, where the word “drao” meant “struggle.” The struggle between good and evil, of life over death, are the roots of drama. Ritual ceremonials, magic, folk dances and tales of tribal history evolved into the dramatic arts as we know them today.

The following activities should be viewed as springboards. They can have a multitude of applications, in test work as well as for laughter and fun. Encouraging applause can be dramatic – not just the mere clapping of hands, but short “acts” of recognition such as yells, jingles and rhythmic display.

### Seven Easy Mimes For All Ages

#### ***Snow People (S, B)***

Ask the girls to pretend to be snowflakes swirling down to earth. Emphasize light-footedness, floating movements, quietness. After a heavy snowfall, the girls grow into round, fat snow people, with carrot noses and coal eyes. But spring is arriving, and the sun beams down on the snow people and makes them melt – to soggy puddles.



#### ***Wax Museum (B, G)***

You are a figure in a wax museum – then fire breaks out! You begin to melt slowly, then faster and faster!



#### ***Losing Stuffing (S, B)***

Teddy Bear or Raggedy Ann loses its stuffing through a hole in the right foot.

#### ***Puppet on a String (B, G)***

Girls pretend to be a puppet strung up on its head, arms and feet. The leader calls out which limb to move, using a real puppet for demonstration.



### ***Mechanical Toy (S, B)***

Ask the girls to walk stiffly. They should pretend to vary as if they were a mechanical toy wound up by keys or with its batteries running down.

### ***Opposites (B, G)***

Two girls stand face to face. Leader calls out an adjective like “slow.” Girl A mimes SLOW, Girl B mimes the opposite, FAST.

Examples: wide/narrow, over/under, happy/sad, hot/cold, etc.

It is even more meaningful for the girls if the Guider uses each adjective in a sentence. For example, a bathtub full of hot water is a different feeling than a hot day on the beach.

### ***Picture This (B, G, P, R)***

Cut out simple pictures from magazines or use drawings on loan from the library. Have as many girls as there are characters in the picture assume the same posture and expression as in the picture. The game is more challenging if you don't allow the girls to speak. You can also use reproductions of paintings as a fun way to introduce art appreciation.

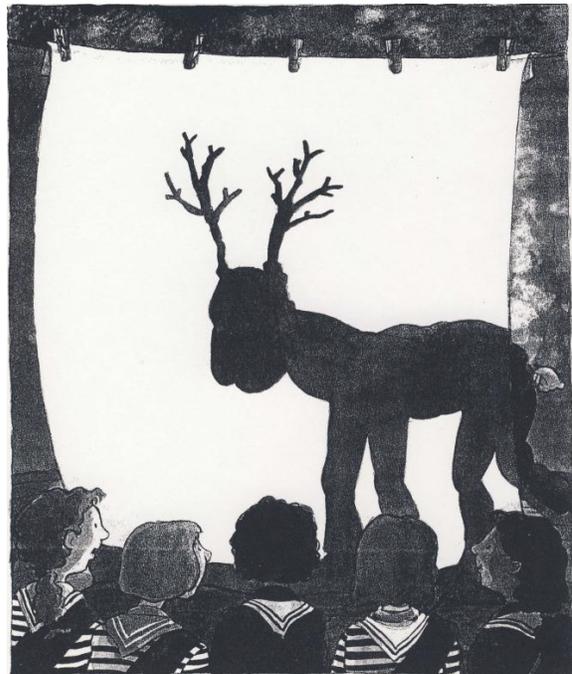
### **Shadow Play (All)**

Hang a white sheet to divide the audience from the actors. You may use an extra ide double door frame covered with a white sheet or string up a clothesline and hang the sheet. Approximately 2 m (6.5 feet) behind the sheet, place a chair, with a flashlight aimed at the sheet. The audience sits in front of the sheet in a darkened room.

Players move silently between the light source and the sheet, which creates a shadow picture on the sheet. Drama in profile works best.

Sparks and Brownies move across the doorframe, and the audience must guess who they are.

Guides can imitate the stalking behaviour of various animals or perform Guiding history skits.



Pathfinders can perform a shadow-play about well-known personalities. This is not as easy as it sounds and may require props such as a characteristic hat or a musical instrument. Bears and wigs can enhance the drama. This activity is especially exciting at campfire. Use the light of the fire instead of the flashlight, but be especially careful that the sheet does not catch fire!



### What, Where or How Am I? (All)

Divide the girls into small groups. Leader gives each group a different situation, which the girls have to represent by sound only and the rest have to guess: train, dentist drill, thunderstorm, road repairs, water dripping.

For **Sparks**, use pictures of animals, and they can make the appropriate noise.

For **Brownies**, tell the girls that each Six represents a different animal. Girls should mix freely in a large room. With their eyes closed (or blindfolded), try to find each other by making their animal sound. The group that finishes together wins.

Girls of **Guide** or **Pathfinder** age groups can face each other representing the same animal. In the language of the animal, each girl must convey a quality to the rest of the girls who are guessing what it might be: i.e., angry, begging, sorry, happy, afraid, etc.

### Opera (G, P, R)

This game is suitable for older girls. It can be applied in several test-work programs, i.e., Guiding history, International, First Aid, etc., mainly when the Guider must employ a series of questions and answers. Prepare a bundle of questions and the correct answers separately on individual cards. Divide the girls into two groups. In the first group each girl receives a question; in the second group each girl receives an answer. One girl from the first group stands up and sings her question – perhaps with operatic gestures. The girl with the correct answer gets up and responds likewise. The tunes chosen for the singing can be invented or based on well-known melodies.

### Theme Story (B, G, P, R)

Prepare a few cards with five related pictures glued on each card. For instance, telephone, toast, teacup, table with chair; hamper, ironing board, iron, clothes, clothesline; or camera, flower box, garden hose, swimming pool and garbage bag, etc.

In **Brownies**, each Six receives a different card. The girls then have to create a story about the five items. Each girl can adopt an item and tell the part of the story with her word on it. After each story, ask the Brownies to analyze what happened. For instance, did somebody perform a good turn? Was there any danger in it? Could such danger have been avoided? Was the environment protected?

For **Guides**, the game can be made more difficult by gluing items on the card that are less related, or by demanding that the story relates to at least one Guide Law. Older girls can act out the story rather than just telling it. Be careful to put a time limit on the game; otherwise, it will become unwieldy for **Pathfinders**. This activity is especially suitable for themes or special projects, such as “Water for Tomorrow.”



## Tag Story (All)

Ask **Brownies** or **Guides** to sit in a circle. The Guider may begin the game with an opening phrase, such as: "I fell asleep and started to dream that..." The next player adds one sentence to the story, and so on. One tip: use the first person singular (I); it makes for a better story.

**Pathfinders** can weave a story with an ecological twist. The "Water for Tomorrow" theme could be used by opening the story with : "Where I live it has not rained for several months..."

Additional suggestions:

**Brownies** or **Sparks** can recall their adventures and impressions of their last unit outing.

**Guides** can create an imaginary trip around the world.

## Story Telling (All)

Divide girls of **Brownie** and **Guide** ages into smaller groups. Give each an identical set of various shapes (approximately 8 to 10 shapes of circles, triangles, squares and rectangles) and a piece of black background paper. Girls must create a picture with those shapes, and give their creation a name. When instructing the girls, draw attention to the fact that every picture is different, although the shapes may be the same.

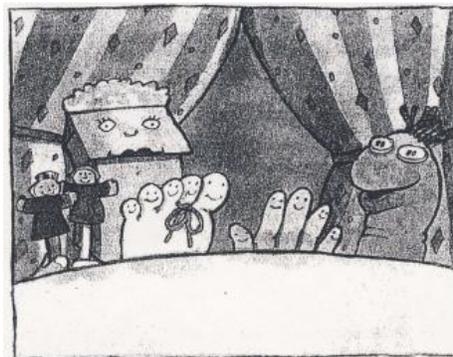
**Pathfinders** may want to create a story about their picture.

You may vary the game for older girls by instituting a no-speaking rule. Girls sit in a circle taking turns throwing a die. Every time a one or a six is thrown, the player takes a shape and puts it on the paper. Each turn permits only one new shape to be placed or one existing shape to be replaced. This is a good exercise to demonstrate tolerance and the art of communication.

**Sparks** may want to use related items out of mail-order catalogues and then tell how these items can be useful to help in and around the house. For example, one group finds bathroom items, one group kitchen items, on group garden items, etc.

## Puppets (All)

Puppets can be made from the following: balloons, paper lunch bags, fingers, toes, socks, popsicle sticks, plaster masks. It is advisable to use narrators in puppet shows since sound gets lost behind a screen, or girls find it difficult to concentrate on the movement of the puppet and to speak at the same time. Puppet skits often help the shy girl to overcome stage fright or fear of embarrassment (after all, the puppet acts, not the girl).





We've just listed the possible types of puppets, although there are many more. Balloons, lunch bags and popsicle sticks make instant puppets when decorated with felt pens. **Sparks** and **Brownies** can handle them easily, and join in with their puppet during storytelling time, or in Lend a Hand situation sharing time.

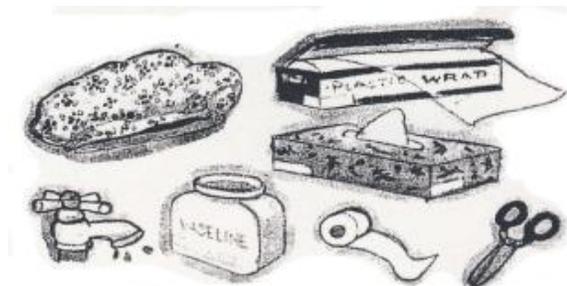
**Guides** and **Pathfinders** love puppets. Try making foot puppets. All you need is non-toxic poster paint, paintbrushes or Q-tips, water and paper towels. Ask the girls to paint their own sole from heel to toe and create a character (only the face, not the whole body). Next, ask them to lie on the floor, lower calves resting on a low bench. The feet now act and interact, telling a story, a fairy tale, a nursery rhyme, etc. You might adapt this activity to a Bridging Event, the older girls entertaining their younger Guiding sisters.

## Skits (All)

Here are a few tips for creating quality skits that can be performed during a meeting.

- Work with a theme and definite type of skit.
- Define the boundaries of your "stage" to avoid confusion and sound problems.
- Advise girls to speak loudly and clearly and to slow the pace of their speech.
- Don't have their backs to the audience.
- Keep props to a minimum.
- Set a time limit.
- No parodies or copies of TV commercials.
- Constructive criticism can do wonders. Agree with the girls for a determined period of time (one to two months) every skit will be analyzed for possible improvement.
- Prepare a "skit box" with ready-made themes and types of skits. The mix-and-match possibilities are endless and not tiring for either the performers or the audience. This also cuts down on the problem of "what shall we do?" arguments.

## Masks (P, R)



Pathfinders also love making plaster masks. You'll need: Vaseline (lots of it); 2.5 cm wide plaster bandages (drugstores carry this to make casts); an old shower or bathing cap to securely tie back all hair; water; scissors; tissues; clear plastic wrap.

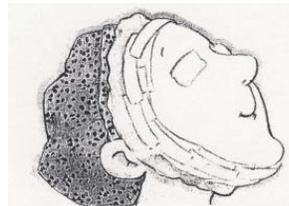
Method: Precut a roll of plaster bandages into 13 cm (5"), 7.5 cm and 5 cm strips.



Then tie back all hair. This is very important, especially around hair line (forehead, ears).

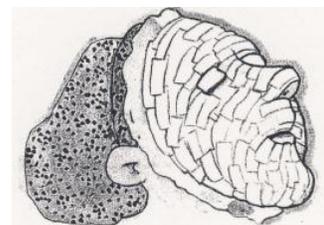


Wrap a 5 cm (2.5") wide long strip of clear plastic wrap around the contour of the face (edge of forehead, over ears, under chin). Then cover the whole face within the described area with a thick layer of Vaseline. Protect eyes with a folded tissue.



Now start applying wet 13 cm (5") strips of plaster to the circumference of the face, slightly overlapping the clear plastic wrap. A good three layers are usually required.

Now start moving in toward the centre of the face – forehead, cheeks and chin – using smaller strips to accommodate facial contours. Gently apply strips around the eyes and mouth, over the ridge of the nose. Cover the whole face several times and keep on reinforcing the edge of the mask and the nose ridge.



Let dry without moving facial muscles (approximately 20 minutes). As it dries, the mask will feel tight. Gently start moving facial muscles. The mask itself will loosen because of the thick layer of Vaseline. Masks can be used white as they are, or they can be painted and decorated. If you decide to do any further work on your mask, it is best to let it dry several hours more before lightly sanding, painting and shellacking it. To use masks in a puppet show, it is best to poke a coat hanger through the chin and tape it to the inside of the forehead. A square of light fabric can be attached to the bottom of the chin, to hide the hand moving the mask.

### Variations on a Theme

For Guides and Pathfinders, **prop skits** need very little preparation because the prop is the theme. Have a box ready with four to six different hats (sailor, painter, top hat, camp hat, construction hat, police or military cap, etc.) Each group chooses or is given a hat, around which they create a skit. In place of a hat, you may also use a variety of different shoes. Another variation is to use prepared bags with three to four different items in each bag. The items can be related or unrelated. The group creates a skit incorporating all of the items in all of the bags.

**Situation skits** need a little more preparation, but once the initial work is done such skits are good for many years, especially if the prepared cards are protected with adhesive plastic. Here are a few ideas for "situations":



### ***Proverbs (G, P, R)***

Prepare a few cards with a different proverb for each. Every skit has to end with the designated proverb. Advance groups can leave the sentence unspoken, and the audience has to guess what the proverb is!

For example:

- All's well that ends well.
- Anything you can do, I can do better.
- It never rains but it pours.
- She who laughs the last laughs best.
- First come, first served.

### ***Professions (G, P, R)***

Prepare two different coloured sets of cards. On one colour write a profession or title such as teacher, shopkeeper, musician, astronaut, hairdresser, librarian, doctor, mayor. On the other colour write a place like: bank, park, school, church, camp, pawnshop, car, train, factory.

Each group draws two cards from the profession pile and one card from the place pile. The three players now create a skit with the two professions meeting at the given place. The person with the place card can assume any character one would normally find at such a place. For instance, a person at a bank could play either a teller, bank manager or client at the bank.

### ***Silent Movies (G, P, R)***

This skit is played the same way as Professions. Prepare cards with statements like this:

- It's all my fault, I confess.
- I love you.
- I hate to be last.
- I should have listened.

The group mimes a story interpreting the meaning of each sentence in a fashion that silently would credit producer Cecil B. de Mille!

### ***The End (B, G, P, R)***

The unfinished story is suitable for a Brownie Pow Wow as well as for older girls. Tell the girls a simple short story with a "moral" to it. Fables or far-out science fiction yarns are very suitable. Make sure you leave the ending open, or bring the story to a point of suspense and let the girls create the outcome. You will be surprised how each presentation will be different, and how it can lead to great discussions involving the Guide Promise and Motto, as well as our Aim and Objectives.



## “Do It” DRAMA

By Elizabeth Pearson

*(Originally published in the Canadian Guider Magazine, May/June 1997)*

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“Drama” comes from the Greek word, “drao,” which means, “I do, I struggle.” In Guiding, drama brings more imagination to meetings, more variety to learning methods, and more energy to the program. Drama also offers countless opportunities for Guiders to have fun with their girls while fulfilling our Organization’s Aim and Objectives.

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This of drama as a game played for the sheer love of doing it. Drama sharpens the senses of the body and the mind: seeing, hearing, feeling, thinking, perceiving. With shared leadership and participation in dramas, every girl succeeds, as she gains a sense of accomplishment and an understanding of co-operation.

A creative approach to drama is best built on a controlled and disciplined base, which initially may have to be imposed by the Guider. As the girls begin to appreciate the advantages of this control, they will learn self-discipline. To maintain control, you can use a handclap or a drumbeat to signal the girls to “freeze” at any point during a dramatic activity.

The sample drama exercises here can be used to encourage a creative approach and to secure a sense of discipline. Many can be adapted easily to specific situations and program challenges.

For example, relaxation exercises will help calm a rowdy group; concentration exercises will prepare them for another task or activity; action – reaction activities and dramatic games will allow them to express themselves and work co-operatively with their partners; and another relaxation exercise will encourage them to wind down again.

These exercises have not been assigned to any specific age group. Try any that appeal to you and fit your program. Drama is perhaps one of the easiest, most useful and most adaptable tools we have in Guiding. Experiment and have fun! The more you do drama with your girls, the easier it will become!

### Relaxation Exercises

#### ***Rag Doll Shakes***

Have the girls relax all parts of the body, one by one. Begin with the fingers; work up to the neck and head; then bend at the waist, letting everything go “rag doll” loose. Bob once or twice; then flop everything loose, including the head and waist. Do two or three rag doll shakes, followed by a “poker” position (stiffening the body until it almost hurts). Repeat several times.



### ***Feather in the Wind***

You are a feather being blown in the wind. First there is a light breeze, then a gale followed by a tornado and a thunderstorm; finally the wind subsides into a breeze again and stops.

### ***Tigh-loo***

Encourage the girls to breathe deeply; then tense muscles in their toes, feet, knees, legs, stomach, fingers, hands, arms, shoulders, back, neck and face. Have them hold until you signal them to relax all muscles with a long, long sigh. This can be done standing, sitting, or lying down.

### ***Imaginary Journey***

Girls lie on the floor on their backs, spaced so they can move without touching on another. Have them relax all body parts, beginning from the toes and working up legs though torso, arms and hands and ending with the neck and head. Suggest their bodies are rising up, floating in the air, through clouds and following the course of a river to the sea. There they glide to earth again, lying on the sand, listening to the sound of waves and seagulls.

### ***Stuffed Doll***

The girls are cloth dolls, stuffed with sawdust. Each doll has a hole in one toe, out of which the sawdust is falling. How does it feel to lose all their stuffing? Have them show what's happening to their bodies.

## **Concentration Exercises**

### ***Bucket of Mud***

Have the girls sit on the floor. Suggest that you have just put a pail of wet mud in front of each of them and you want them to plunge their hands in up to their elbows. Tell them to squeeze the mud through their fingers, move their hands around, and do anything else in the mud, as long as they keep their arms in the pails. Then suggest they remove their muddy hands and hold them up for the sun to dry. Once dried, have them bend their fingers. How does this feel? How do the fingers bend? You can vary this exercise by using bangs of feathers, dishes of spaghetti, or any other thing the girls can "feel" with their hands.

### ***Bubble Space***

Each girl is encased in a bubble, which gives her room to move, but prevents her from touching any other girl's bubble. Have the girls explore the dimensions and restrictions of their bubbles. How can they interact with each other?

***Wind-up Toys***

This is a pair exercise. One girl is the toy; the other turns a key to wind her up. The toy moves (perhaps to music) as a mechanical toy until her spring winds down. Pairs exchange roles and begin again.

***Storytelling***

The girls sit in a circle. One begins to tell a familiar story while the others try to distract her with questions and other interruptions. When she loses the thread of her story, another girl may try. No physical contact is allowed.

***Face to Face***

The girls form pairs, facing each other and keeping eye contact throughout. One sings a simple song, such as “Row, Row, Row Your Boat,” while the other recites a nursery rhyme, such as “Jack and Jill.”

**Action - Reaction Exercises*****Mirrors***

Each girl faces a partner. One is the mirror and the other is the “actor”. Choose a topic, such as washing hair, getting dressed or making a cake. The “actor” slowly goes through the motions, while her mirror copies her movements. Reverses roles and begin again.

***Basketball Bounce***

The girls form pairs. One bends over at the waist, keeping relaxed with her knees slightly bent and arms hanging loose. Her partner gently “bounces” her with her hand on her back.

***Magnets***

The girls form pairs. Name a part of the body, which has become magnetized, and have the girls react accordingly. Vary the activity by accumulating the magnetized body parts until the girls are joined together, or by having on person’s body attract with the other is repelled.

***Pulled by a String***

Have the girls move around the room as parts of their bodies are pulled by imaginary strings.



## **Dramatic Games**

### ***Nutrients***

Call out the name of a vitamin or other necessary nutrient, such as iron or calcium. In pairs, threes or groups, the girls assume the shape of something containing that nutrient.

### ***“I Am Your Boss”***

This game is similar to “Simon Says.” The girls are sitting, but rise when you say “I am your boss.” Then you call out, “Be a \_\_\_\_\_ (motorcycle, trapeze artist, fox, snake, burning campfire, etc.)” The girls obey, but may (in character) show you what they think of your command. Players may use sound and action, but may not touch the “boss.” (The girls can take turns being the “boss.”)

### ***Co-operation***

With a blanket over the whole group, the girls try to move together like a giant turtle. In partners, the girls try rolling along the floor, keeping their toes touching at all times. In partners, the girls try to keep a balloon between them as they walk, without using their hands – perhaps through an obstacle course.

### ***Happy Birthday***

Using pantomime only, one girl indicates to the group what she would like for her birthday. The other girls guess from her actions what the present is. When a girl guesses correctly, the girl doing the mime says, “Happy Birthday” and the two change places. The new girl then does her mime and so on.

### ***Cat and Mouse***

The girls stand in a circle, with one “cat” and one “mouse” inside. The cat chases the mouse around the circle, trying to catch her. However, in order to move past a person in the circle, both the cat and the mouse must guess the charade they are performing. Charades can be limited to an area of the program, or to current movies, Guiding songs, etc. The cat and mouse start at the opposite sides of the circle, but move in the same direction. When the cat catches the mouse, they change places with a new cat and mouse from the circle.

## **Skits**

Skits serve many purposes, from encouraging creativity, to developing teamwork, to building confidence in acting in front of an audience, to stimulating discussions.

To be effective, a skit must have spirit. The girls who put it on must feel it is their own. They may make the whole thing up, or adapt it from a book or movie, but somewhere in the process, they must come to feel ownership of the skit.



Skits should do one of more of the following:

- Send a message
- Tell a story
- Present a new idea
- Provoke a new thought
- Help someone learn

To be effective, a skit should have a beginning, a middle and an end. First decide on the skit's purpose. Refer to this purpose as you prepare the skit, to make sure it stays on track and does reach the planned conclusion. Then decide on the method you will use to put on your skit.

- Will it have dialogue or be a pantomime?
- Will it be acted out completely, or will a narrator tell the story?
- Will it have a script?
- Will it include music, song or dance?
- Will there be costumes and/or props?
- Will there be puppets?
- Will it be a shadow play?

To prepare to act in a skit, girls should be encouraged to:

- Practise miming
- Speak slowly and carefully
- Learn to pause – for clarity, emphasis and laughs
- Listen carefully to other actors in the skit

## Sample Skits

### ***Paper Bag***

Divide the girls into small groups. Give each group a paper bag, into which you have previously placed three or four articles. These must be used as props in the groups' skits. Articles may or may not be related. Using unrelated articles generally creates the most fun.

### ***Foot Skits***

Bare feet are decorated with poster paint or makeup to look like people, animals or objects. With a blanket or large towel drawn across the knees of the players, the feet "act out" the skit, with dialogue/narration contributed by the owners of the feet.

### ***Numbers Only***

Groups prepare skits in which they replace dialogue by reciting numbers, using intonation and body language to get across their meaning.



### ***Life Situations***

With or without dialogue, have the girls act out situations, such as:

- Being caught looking at a classmate's paper during a test.
- Meeting friends of parents who are visiting their home.
- Asking permission from a parent to go to a party.
- Expressing sympathy at a funeral home to a friend whose grandmother has passed away.

### ***Silent Movies***

Have the girls work in pairs to mime these lines:

- "It's my fault. I confess."
- "I couldn't care less!"
- "Who? Don't be silly!"
- "Go!"
- "Don't panic. Don't get excited."
- "Anything you can do, I can do better."
- "Don't you ever do that again!"
- "I love you."

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## “ONCE UPON A TIME...” STORYTELLING

By Kahryn Gravelle

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Stories are something that all Guiding branches can enjoy. And they're often as much fun for adults as for the girls! Many people think that storytelling is best for Sparks and Brownies only, but older girls can use their creativity and stretch their imaginations to present stories as part of program activities or just for fun. Story characters can be brought to life through props, story gloves, story aprons or story necklaces. Whether using an elaborate presentation or simply reading a good tale, the excitement of a story is something you create in the telling.

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### Reading Stories

Even older girls enjoy being read to if the story is enjoyable and the reader is enthusiastic and animated. Sparks and Brownies who claim not to like being read to will soon become eager for more stories if they are read with commitment and excitement. Girls who can read often enjoy the opportunity to read to the group. Before reading a story, consider the following tips:

- Read a story you like.
- Become familiar with the story before you read it to the group.
- Use your voice and body to convey the mood of the story.
- Invent different voices for each character in the story.

### Participation Stories

There are stories that get listeners involved in the telling. Each person or each group of people is given an action or sound effect to make when their part of the story comes along. Some stories also use smell or touch to involve the listeners. (See *Campfire Activities*.) Older girls can become quite adept at making up their own participation stories, once they have experienced a few of them.

### Props

Any story is more fun with visual aids. Felt boards or magnet boards are great for illustrating different characters in a story. You can find colouring book pictures to go with just about any nursery rhyme, fairy tale, cartoon or children's story. Drawings or magazine cut-outs can help to visualize a story. A background drawn on Bristol board can be used over and over again with pictures that have reusable glue on the back.

Gloves are another super prop. Each finger can be made into a character from the story (For example, *There Was An Old Lady Who Swallowed A Fly*, *The Three Little Pigs*, *Sleeping Beauty*). Alternatively, characters can be strung on a story necklace or tucked into pockets of a story apron. Sparks and Brownies will enjoy hearing the story and watching each character pop up. Guides and Pathfinders can have fun making their own story characters to go with a story they've made up, or by "twisting" a story to make it funnier or more meaningful.



## A Story “Television”

Using wood scraps, make a frame deep enough for a roll of plain white shelving paper to stand up in, and wide enough that the paper can be rolled across the opening. This “television” can be used for any story by drawing, sketching or painting the story in “frames” on the roll of paper. Depending on their age, the girls can have a lot of fun drawing and/or colouring some of the frames, or making the whole story themselves. *The Spark Story* and *The Brownie Story* both work very well in this kind of presentation. Guides and Pathfinders can have fun using this method to present one of their challenges to the rest of the group.

## Singing Stories

There are many fun singing stories in our song books. These stories are fun just to sing, but many can be enhanced by adding props or costumes. Pathfinders and Rangers can have a creative blast by making up a story, much like a musical, where the story is told mostly through songs. By this age, girls know enough songs to be able to do this. Sparks and Brownies can enjoy singing their way through a story that you (or some older girls) have made up for them. These stories can have some words between the songs to move the story along, or can be completely musical.

## Audience-Participation Stories

The more you involve your listeners in the story, the more closely they will pay attention to it. A great way to involve girls is to have them tell the story. Cut pictures out of magazine and put a pile of them in a large envelope. Pass the envelope around and have each girl choose (without looking) one, two or three pictures (fewer for younger, more for older girls). Start a story and when you are ready to pass it on say, “And then...” The next girl uses her picture to add to the story. Continue until everyone has used up their pictures. Allow girls to say “pass” if they wish.

## Twisted Tales

Guides, Pathfinders and Rangers can have a fun challenge by taking any well known story (a fairy tale works best), and twisting it to create a story with: a different point of view (The Wonderful Wolf); a surprise ending (Prince Charming couldn’t wake up Sleeping Beauty); or just a fun story line. These stories can be presented in any of the methods mentioned above. This is particularly fun as a Campfire presentation at camp.

## The Tale is in the Telling

Whichever method you use, whatever story you choose, remember it is in the telling that a story comes to life. Practise telling stories to yourself in the mirror, or to your family or friends. Learn to embellish the mood with voice inflection and facial expressions. Involve your audience in the fun of the story. And always take a minute or two for the story to “sink in” with your audience before talking about it or going on to another activity. Sometimes the most profound effect of a story is what the audience gets out of reflecting on what has just been told.

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**HEADLINES DRAMA CARDS**

Headlines: Drama Game <b>Vicious Mouse Attacks Dog</b>	Headlines: Drama Game <b>Giant Wind Makes Pigs Fly</b>
Headlines: Drama Game <b>Three Billy Goats Gruff Spotted Having Tea</b>	Headlines: Drama Game <b>Little Miss Muffet Opens First Spider Farm</b>
Headlines: Drama Game <b>Bus Driver Loses Bus</b>	Headlines: Drama Game <b>Mechanic Takes Ballet Lessons</b>
Headlines: Drama Game <b>Alien Joins Brownie Unit</b>	Headlines: Drama Game <b>Princess Goes to Camp</b>
Headlines: Drama Game <b>Stowaway Cat on Cruise Ship</b>	Headlines: Drama Game <b>Ice Cream Truck Struck by Lightning</b>



Headlines: Drama Game <b>Campfire Lights Itself</b>	Headlines: Drama Game <b>Rabbit Rescues Rhinoceros</b>
Headlines: Drama Game <b>Rudolf's Nose on the Blink</b>	Headlines: Drama Game <b>Frosty Goes to the Bahamas</b>
Headlines: Drama Game <b>Robin Spotted with Blue Breast</b>	Headlines: Drama Game <b>Brownies Bake Bark</b>
Headlines: Drama Game <b>Sparks Swallow Slime</b>	Headlines: Drama Game <b>Guides Grow Gators</b>
Headlines: Drama Game <b>Pathfinders Pickle Peonies</b>	Headlines: Drama Game <b>Gingerbread Man Goes Swimming</b>
Headlines: Drama Game <b>Girl Guides Rescue Boy Scouts</b>	Headlines: Drama Game <b>Earth Struck by Bizarre Bagel Storm</b>



## IMPROVISATION STARTERS CARDS

<p>Improvisation Starters A girl brings a dog that followed her home into her house. She tries to convince her mother to let her keep it.</p>	<p>Improvisation Starters Two siblings play a board game. One accuses the other of cheating.</p>
<p>Improvisation Starters A child tries to convince her parent(s) to let her stay home from school.</p>	<p>Improvisation Starters One person tries to convince a friend that she has seen a UFO.</p>
<p>Improvisation Starters A teacher tries to teach the multiplication tables to a student who only wants to talk about TV shows.</p>	<p>Improvisation Starters A teacher tells a student that she is going to fail science class. The student tries to convince the teacher not to fail her.</p>
<p>Improvisation Starters A young child is at the doctor's office with her mother. The child is frightened and the doctor must use some interesting methods to give the child a shot.</p>	<p>Improvisation Starters Two friends are deciding what clubs to join. One wants to join a club that the other thinks is an awful choice.</p>
<p>Improvisation Starters A girl tries to convince her shy friend to come to a party.</p>	<p>Improvisation Starters A friend introduces you to her mother, whom you have just hit with a snowball.</p>



<p>Improvisation Starters</p> <p>Three friends are at a restaurant. They each have a diet that requires special preparation of each dish they order. The waiter is new on the job.</p>	<p>Improvisation Starters</p> <p>Two friends are at an amusement park. One wants to ride the roller coaster, and the other is terrified. She tries to talk her friend into not going on the ride without showing she is afraid.</p>
<p>Improvisation Starters</p> <p>Babysitter tries to get a child to go to bed. The child will not fall asleep because he/she is afraid of a monster.</p>	<p>Improvisation Starters</p> <p>Four people are going to the movies, but two want to see a comedy, and the other two want to see a romantic movie.</p>
<p>Improvisation Starters</p> <p>A boy has been told (<i>falsely</i>) that a girl likes him. <i>Actually the girl's best friend likes the boy.</i> At the library the girl tries to get him interested in her best friend.</p>	<p>Improvisation Starters</p> <p>Four friends have gone camping. When it starts to rain they discover they have a leaky tent.</p>
<p>Improvisation Starters</p> <p>Your friend has given you a present for your birthday, but you really don't like it. Try to thank your friend for the gift without showing her that you hate her gift.</p>	<p>Improvisation Starters</p> <p>Two strangers are stuck in an elevator. One is really worried about getting out; the other wants to become friends and so is in no hurry.</p>



## LAST LINES DRAMA CARDS

<p>Last Lines: Drama game</p> <p>I knew I should have minded my own business.</p>	<p>Last Lines: Drama game</p> <p>But it seemed like such a nice kitty.</p>
<p>Last Lines: Drama game</p> <p>All's well that ends well.</p>	<p>Last Lines: Drama game</p> <p>So that's why you were so long.</p>
<p>Last Lines: Drama game</p> <p>Elvis has left the building.</p>	<p>Last Lines: Drama game</p> <p>How did I do that?</p>
<p>Last Lines: Drama game</p> <p>Did I do that?</p>	<p>Last Lines: Drama game</p> <p>And _____ wins the game!</p>
<p>Last Lines: Drama game</p> <p>And that's how I feel about it.</p>	<p>Last Lines: Drama game</p> <p>It got away!</p>



<p>Last Lines: Drama game</p> <p>But that's what she said!</p>	<p>Last Lines: Drama game</p> <p>I didn't like that anyway.</p>
<p>Last Lines: Drama game</p> <p>Is that your final answer?</p>	<p>Last Lines: Drama game</p> <p>Land Ho!</p>
<p>Last Lines: Drama game</p> <p>There it is!</p>	<p>Last Lines: Drama game</p> <p>You go girl!</p>
<p>Last Lines: Drama game</p> <p>What a relief!</p>	<p>Last Lines: Drama game</p> <p>Open the window and throw it out.</p>
<p>Last Lines: Drama game</p> <p>That's all folks!</p>	<p>Last Lines: Drama game</p> <p>At last, there's the plane.</p>
<p>Last Lines: Drama game</p> <p>One small step for girls, one giant leap for Girl Guides!</p>	<p>Last Lines: Drama game</p> <p>And Good Day to you too!</p>



## PROFESSIONS DRAMA CARDS

Professions <b>meteorologist</b> (weather person)	Professions <b>rock star</b>
Professions <b>zookeeper</b>	Professions <b>camp counselor</b>
Professions <b>mechanic</b>	Professions <b>judge</b>
Professions <b>nurse</b>	Professions <b>farmer</b>
Professions <b>janitor</b>	Professions <b>chemist</b>



Professions <b>artist</b>	Professions <b>lawyer</b>
Professions <b>fashion model</b>	Professions <b>astronaut</b>
Professions <b>doctor</b>	Professions <b>pilot</b>
Professions <b>wildlife officer</b>	Professions <b>photographer</b>
Professions <b>waitress</b>	Professions <b>interpreter</b>
Professions <b>Prime Minister of Canada</b>	Professions <b>salesclerk</b>



Professions <b>cowgirl</b>	Professions <b>hair stylist</b>
Professions <b>construction worker</b>	Professions <b>Guide leader</b>
Professions <b>actress</b>	Professions <b>teacher</b>
Professions <b>plumber</b>	Professions <b>baker</b>
Professions <b>travel agent</b>	Professions <b>bus driver</b>
Professions <b>scientist</b>	Professions <b>secret agent</b>



Professions <b>sailor</b>	Professions <b>clown</b>
Professions <b>fisher</b>	Professions <b>police officer</b>
Professions <b>fire fighter</b>	Professions <b>Letter Carrier</b>
Professions <b>pilot</b>	Professions <b>computer game designer</b>
Professions <b>librarian</b>	Professions <b>boss</b>



## SITUATIONS DRAMA CARDS

Use these for tableaux or improvisational starters.

Situations hanging out laundry	Situations falling from a tree
Situations washing the car	Situations visiting the circus
Situations a wedding	Situations going sailing
Situations going on vacation	Situations getting ready for vacation
Situations tennis match	Situations climbing a mountain



Situations car breaks down	Situations changing a tire
Situations bird watching	Situations taking belly dancing lessons
Situations baking bread	Situations escaping from jail
Situations making a movie	Situations having tea with the Queen
Situations at a baseball game	Situations visiting the Farmer's Market
Situations in a dogsled race	Situations the set of a TV show



Situations final act of a Shakespeare play	Situations building an igloo
Situations Girl Guide enrolment	Situations Graduation ceremony
Situations at the Olympic games	Situations A festival
Situations birthday party	Situations around the campfire
at a beach party	at the evening news desk
Situations a visit to the spa	Situations window washing a highrise



Situations delivering newspapers	Situations riding in a taxi
Situations lost in space	Situations on a street you don't know
Situations at the Crystal Palace Rally	Situations first day of work
Situations a school dance	Situations in a restaurant
Situations Lost in the woods	Situations Trapped in a dungeon
Situations Stuck in a pipe	Situations Skateboard accident



## “WHAT” DRAMA CARDS

<p>“What” cards</p> <p><b>ax</b></p>	<p>“What” cards</p> <p><b>ferry boat</b></p>
<p>“What” cards</p> <p><b>nail file</b></p>	<p>“What” cards</p> <p><b>blender</b></p>
<p>“What” cards</p> <p><b>rolling pin</b></p>	<p>“What” cards</p> <p><b>toaster</b></p>
<p>“What” cards</p> <p><b>wooden spoon</b></p>	<p>“What” cards</p> <p><b>clock</b></p>
<p>“What” cards</p> <p><b>dandelion</b></p>	<p>“What” cards</p> <p><b>kite</b></p>



<p>"What" cards</p> <p>bicycle</p>	<p>"What" cards</p> <p>remote control vehicle</p>
<p>"What" cards</p> <p>toilet brush</p>	<p>"What" cards</p> <p>magic wand</p>
<p>"What" cards</p> <p>bongo drum</p>	<p>"What" cards</p> <p>headphones</p>
<p>"What" cards</p> <p>rifle</p>	<p>"What" cards</p> <p>helicopter</p>
<p>"What" cards</p> <p>map</p>	<p>"What" cards</p> <p>bubble gum</p>
<p>"What" cards</p> <p>French/English dictionary</p>	<p>"What" cards</p> <p>photograph of London Bridge</p>



<p>"What" cards</p> <p>ball</p>	<p>"What" cards</p> <p>postcard from Japan</p>
<p>"What" cards</p> <p>birthday card</p>	<p>"What" cards</p> <p>an apple</p>
<p>"What" cards</p> <p>tube of toothpaste</p>	<p>"What" cards</p> <p>garbage can</p>
<p>"What" cards</p> <p>\$5 bill</p>	<p>"What" cards</p> <p>a test paper</p>
<p>"What" cards</p> <p>jar of pickles</p>	<p>"What" cards</p> <p>row boat</p>
<p>"What" cards</p> <p>fan</p>	<p>"What" cards</p> <p>lottery ticket</p>



<p>"What" cards</p> <p>pair of slippers</p>	<p>"What" cards</p> <p>can of gas</p>
<p>"What" cards</p> <p>sparkle gel pen</p>	<p>"What" cards</p> <p>wallet</p>
<p>"What" cards</p> <p>pencil</p>	<p>"What" cards</p> <p>potato chips</p>
<p>"What" cards</p> <p>television</p>	<p>"What" cards</p> <p>a love note</p>
<p>"What" cards</p> <p>paint brush</p>	<p>"What" cards</p> <p>telephone</p>
<p>"What" cards</p> <p>extra strong magnet</p>	<p>"What" cards</p> <p>an unknown chemical</p>



## “WHERE” DRAMA CARDS

<p>“Where” cards</p> <p><b>hospital</b></p>	<p>“Where” cards</p> <p><b>bus</b></p>
<p>“Where” cards</p> <p><b>North Pole</b></p>	<p>“Where” cards</p> <p><b>Never Never Land</b></p>
<p>“Where” cards</p> <p><b>submarine</b></p>	<p>“Where” cards</p> <p><b>cruise ship</b></p>
<p>“Where” cards</p> <p><b>laboratory</b></p>	<p>“Where” cards</p> <p><b>quicksand</b></p>
<p>“Where” cards</p> <p><b>swamp</b></p>	<p>“Where” cards</p> <p><b>the attic</b></p>



"Where" cards

cave

"Where" cards

factory

"Where" cards

farm

"Where" cards

ski hill

"Where" cards

stage

"Where" cards

zoo

"Where" cards

skyscraper

"Where" cards

elevator

"Where" cards

bank

"Where" cards

the moon

"Where" cards

farmer's market

"Where" cards

Eiffel Tower



<p>"Where" cards</p> <p>Great Wall of China</p>	<p>"Where" cards</p> <p>Olympics</p>
<p>"Where" cards</p> <p>Central Park in New York City</p>	<p>"Where" cards</p> <p>wedding</p>
<p>"Where" cards</p> <p>Opera</p>	<p>"Where" cards</p> <p>train</p>
<p>"Where" cards</p> <p>restaurant</p>	<p>"Where" cards</p> <p>camp</p>
<p>"Where" cards</p> <p>school</p>	<p>"Where" cards</p> <p>library</p>
<p>"Where" cards</p> <p>skating rink</p>	<p>"Where" cards</p> <p>community centre</p>



<p>"Where" cards</p> <p>baseball field</p>	<p>"Where" cards</p> <p>shopping mall</p>
<p>"Where" cards</p> <p>post office</p>	<p>"Where" cards</p> <p>courtroom</p>
<p>"Where" cards</p> <p>haunted house</p>	<p>"Where" cards</p> <p>garden centre</p>
<p>"Where" cards</p> <p>daycare</p>	<p>"Where" cards</p> <p>forest</p>
<p>"Where" cards</p> <p>desert island</p>	<p>"Where" cards</p> <p>T.V. studio</p>
<p>"Where" cards</p> <p>radio station</p>	<p>"Where" cards</p> <p>water park</p>



## “WHO” DRAMA CARDS

<p>“Who” cards</p> <p><b>Queen</b></p>	<p>“Who” cards</p> <p><b>alien</b></p>
<p>“Who” cards</p> <p><b>astronaut</b></p>	<p>“Who” cards</p> <p><b>robot</b></p>
<p>“Who” cards</p> <p><b>Barbie</b></p>	<p>“Who” cards</p> <p><b>babysitter</b></p>
<p>“Who” cards</p> <p><b>mermaid</b></p>	<p>“Who” cards</p> <p><b>cowgirl</b></p>
<p>“Who” cards</p> <p><b>Soldier</b></p>	<p>“Who” cards</p> <p><b>child</b></p>



<p>"Who" cards</p> <p>teddy bear</p>	<p>"Who" cards</p> <p>Fairy Godmother</p>
<p>"Who" cards</p> <p>whale</p>	<p>"Who" cards</p> <p>Little Miss Muffet</p>
<p>"Who" cards</p> <p>Gingerbread Man</p>	<p>"Who" cards</p> <p>Santa</p>
<p>"Who" cards</p> <p>cheerleader</p>	<p>"Who" cards</p> <p>Barney</p>
<p>"Who" cards</p> <p>Miss Scarlet</p> <p>(from Clue)</p>	<p>"Who" cards</p> <p>baby</p>
<p>"Who" cards</p> <p>Humpty Dumpty</p>	<p>"Who" cards</p> <p>Ogre</p>



<p>"Who" cards</p> <p><b>bobsledder</b></p>	<p>"Who" cards</p> <p><b>witch</b></p>
<p>"Who" cards</p> <p><b>Big Bad Wolf</b></p>	<p>"Who" cards</p> <p><b>elf</b></p>
<p>"Who" cards</p> <p><b>Cinderella</b></p>	<p>"Who" cards</p> <p><b>Snow White</b></p>
<p>"Who" cards</p> <p><b>Tarzan</b></p>	<p>"Who" cards</p> <p><b>Popeye</b></p>
<p>"Who" cards</p> <p><b>Superhero</b></p>	<p>"Who" cards</p> <p><b>dragon</b></p>
<p>"Who" cards</p> <p><b>Grinch</b></p>	<p>"Who" cards</p> <p><b>grandmother</b></p>



"Who" cards <b>Thief</b>	"Who" cards <b>spy</b>
"Who" cards <b>neighbour</b>	"Who" cards <b>Easter Bunny</b>
"Who" cards <b>dancer</b>	"Who" cards <b>firefighter</b>
"Who" cards <b>actress</b>	"Who" cards <b>shy person</b>
"Who" cards <b>bossy person</b>	"Who" cards <b>happy person</b>
"Who" cards <b>hiker</b>	"Who" cards <b>maid</b>



## ONLINE RESOURCES FOR MUSICAL DRAMA

If you are unable to locate copies of the songbooks, have no fear, the internet is just a click away! Following is an alphabetical list of the songs referred to in the Musical Drama section of this booklet, along with online links to lyrics and to hear the song, where available.

Note 1: BC Girl Guides is not responsible for the content or accuracy of the links below. Furthermore, BC Girl Guides does not endorse or favor any of the websites linked to below. These links are provided as a reference to help Guiders learn the songs referred to in this document.

Note 2: Online sources are not always reliable, so if a link is broken, use a search engine to try and locate the song you are looking for.

Note 3: Music found online may not be exactly the same tune and lyrics as represented in the Girl Guide songbooks.

Song Title	Lyrics	Music	Song book	Page
Auntie Monica	<a href="http://guidingjewels.ca/resources/songs/494-song-auntie-monica">http://guidingjewels.ca/resources/songs/494-song-auntie-monica</a>	<a href="http://tuneguide.e-guiding.com/Auntie-Monica.mp3">http://tuneguide.e-guiding.com/Auntie-Monica.mp3</a>	Jubilee	46
Crocodile, The	<a href="http://guidingjewels.ca/resources/songs/618-song-crocodile-the">http://guidingjewels.ca/resources/songs/618-song-crocodile-the</a>	<a href="http://wiki.kcls.org/tellmeastory/index.php/She_Sailed_Away">http://wiki.kcls.org/tellmeastory/index.php/She_Sailed_Away</a>	SSSB	16
Dans Mon Pays	<a href="http://guidingjewels.ca/resources/songs/544-dans-mon-pays">http://guidingjewels.ca/resources/songs/544-dans-mon-pays</a>	<a href="http://youtu.be/KurRpwCGGuA">http://youtu.be/KurRpwCGGuA</a>	Jubilee	45
Donkey Riding	<a href="http://sniff.numachi.com/pages/tiDONKEYRD;ttDONKEYRD.html">http://sniff.numachi.com/pages/tiDONKEYRD;ttDONKEYRD.html</a>	<a href="http://tuneguide.e-guiding.com/donkey.mp3">http://tuneguide.e-guiding.com/donkey.mp3</a>	Jubilee	27
Frogs, The	<a href="http://guidingjewels.ca/resources/songs/533-song-the-frogs">http://guidingjewels.ca/resources/songs/533-song-the-frogs</a>	<a href="http://guidingjewels.ca/resources/songs/533-song-the-frogs">http://guidingjewels.ca/resources/songs/533-song-the-frogs</a>	Jubilee	39
Happy Wanderer	<a href="http://dragon.sleepdeprived.ca/songbook/songs6/S6_31.htm">http://dragon.sleepdeprived.ca/songbook/songs6/S6_31.htm</a>	<a href="http://peninsulaguides.webs.com/guidesongs.htm">http://peninsulaguides.webs.com/guidesongs.htm</a>	Jubilee	23
If You Should Meet an Elephant	<a href="http://guidingjewels.ca/resources/songs/515-song-if-you-should-meet-an-elephant">http://guidingjewels.ca/resources/songs/515-song-if-you-should-meet-an-elephant</a>	<a href="http://tuneguide.e-guiding.com/elephant.mp3">http://tuneguide.e-guiding.com/elephant.mp3</a>	SSSB	26
In a Cottage in a Wood	<a href="http://dragon.sleepdeprived.ca/songbook/songs3/S3_77.htm">http://dragon.sleepdeprived.ca/songbook/songs3/S3_77.htm</a>	<a href="http://songs-with-music.freeservers.com/cottage.html">http://songs-with-music.freeservers.com/cottage.html</a>	SSSB	13
Ku-vi-a-nak-tu-mat	<a href="http://guidingjewels.ca/resources/songs/619-song-ku-vi-a-nak-tu-mat">http://guidingjewels.ca/resources/songs/619-song-ku-vi-a-nak-tu-mat</a>	<a href="http://guidingjewels.ca/resources/songs/619-song-ku-vi-a-nak-tu-mat">http://guidingjewels.ca/resources/songs/619-song-ku-vi-a-nak-tu-mat</a>	SSSB	21
Land of the Silver Birch	<a href="http://guidingjewels.ca/resources/songs/516-song-land-of-the-silver-birch">http://guidingjewels.ca/resources/songs/516-song-land-of-the-silver-birch</a>	<a href="http://tuneguide.e-guiding.com/Land-of-the-Silver-Birch.mp3">http://tuneguide.e-guiding.com/Land-of-the-Silver-Birch.mp3</a>	Jubilee	15
My Aunt Grete	<a href="http://guidingjewels.ca/resources/songs/550-song-my-aunt-grete">http://guidingjewels.ca/resources/songs/550-song-my-aunt-grete</a>	<a href="http://guidingjewels.ca/resources/songs/550-song-my-aunt-grete">http://guidingjewels.ca/resources/songs/550-song-my-aunt-grete</a>	Jubilee	43
My Pigeon House	<a href="http://guidingjewels.ca/resources/songs/620-song-my-pigeon-house">http://guidingjewels.ca/resources/songs/620-song-my-pigeon-house</a>	<a href="http://youtu.be/qk4duFsO47k">http://youtu.be/qk4duFsO47k</a>	SSSB	11
Six Little Ducks	<a href="http://wiki.kcls.org/tellmeastory/index.php/Six_Little_Ducks">http://wiki.kcls.org/tellmeastory/index.php/Six_Little_Ducks</a>	<a href="http://wiki.kcls.org/tellmeastory/index.php/Six_Little_Ducks">http://wiki.kcls.org/tellmeastory/index.php/Six_Little_Ducks</a>	SSSB	17
Springtime	<i>Unable to locate online</i>	<i>Unable to locate online</i>	SSSB	24
Something To Sing About	<a href="http://dragon.sleepdeprived.ca/songbook/songs9/S9_22.htm">http://dragon.sleepdeprived.ca/songbook/songs9/S9_22.htm</a>	<a href="http://www.youtube.com/watch?v=IT5Mwj2hpMk">http://www.youtube.com/watch?v=IT5Mwj2hpMk</a>	Jubilee	16
Squirrel	<a href="http://guidingjewels.ca/resources/songs/529-song-squirrel-squirrel">http://guidingjewels.ca/resources/songs/529-song-squirrel-squirrel</a>	<a href="http://wiki.kcls.org/tellmeastory/index.php/Gray_Squirrel">http://wiki.kcls.org/tellmeastory/index.php/Gray_Squirrel</a>	SSSB	19
Suitors	<a href="http://guidingjewels.ca/resources/songs/621-song-suitors">http://guidingjewels.ca/resources/songs/621-song-suitors</a>	<a href="http://frontiergirlsclubs.com/my-login-page/songs/">http://frontiergirlsclubs.com/my-login-page/songs/</a>	Jubilee	54
This Little Guiding Light of Mine	<a href="http://guidingjewels.ca/resources/songs/586-song-this-little-guiding-light-of-mine">http://guidingjewels.ca/resources/songs/586-song-this-little-guiding-light-of-mine</a>	<a href="http://tuneguide.e-guiding.com/guidinglight.mp3">http://tuneguide.e-guiding.com/guidinglight.mp3</a>	OC2	33
Thorn Rosa	<a href="http://guidingjewels.ca/resources/songs/600-song-thorn-rosa">http://guidingjewels.ca/resources/songs/600-song-thorn-rosa</a>	<a href="http://tuneguide.e-guiding.com/thornrose.mp3">http://tuneguide.e-guiding.com/thornrose.mp3</a>	SSSB	18



Song Title	Lyrics	Music	Song book	Page
Three Pirates	<a href="http://guidingjewels.ca/resources/songs/622-song-three-pirates">http://guidingjewels.ca/resources/songs/622-song-three-pirates</a>	<a href="http://guidingjewels.ca/resources/songs/622-song-three-pirates">http://guidingjewels.ca/resources/songs/622-song-three-pirates</a>	Jubilee	52

Jubilee: *Jubilee Song Book*  
 OC2: *Our Chalet 2 Song Book*  
 SSSB: *Sing a Song With Sparks & Brownies*