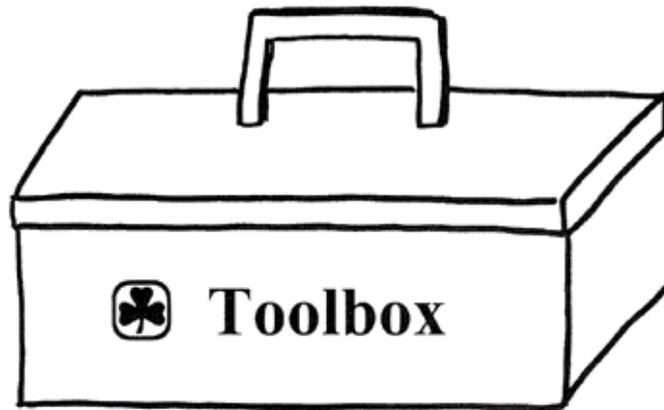


# Active Living



for

# The Guide Program: For Fun and Challenge!

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**This resource for Active Living in the Guide Program has been developed especially for you, the Guide Guider.**

**Many of the games are generic and may lend themselves to many more aspects of the program than we were able to put into print.**

**The activities for this Toolbox were researched by Active Living Advisers and we express our thanks to them. If you have questions or comments on Active Living, please contact your Provincial Office.**

**Our appreciation goes to the Fitness/Active Living Unit of Health Canada for making this Toolbox possible.**

***Take this Active Living Toolbox for the Guide Program,  
adapt the activities to suit the needs of your Unit, and  
ENJOY your Guiding.***



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# Encountering Challenge

## INTRODUCTION TO MY GUIDING COMMUNITY

## My Community

**Title:** PROMISE AND LAW SCRAMBLE

**Equipment:** Sentence fragments of the Promise and Law on strips of cardboard. Pieces should be small enough for the girls to wear as an oversized name tag but big enough so that the words can be read by others from at least one metre away. Pins or tape to attach the tags to the girls' uniform.

The object of the game is to unscramble the sentence fragments so that the Promise and Law are in correct reading order. Have a designated game area. Each girl is given a sentence fragment and when everyone has a card, all are allowed to read their card. Girls must start moving around the game area. They must remain in motion the entire duration of the game. Girls shout out their sentence fragment until they can connect up with the adjacent fragment of the Promise or Law. Once they have found a match, the two must join hands and yell out their sentence fragments together as one larger fragment. For example, girl #1 has 'I PROMISE' and girl #2 has 'TO DO MY BEST,' then the two would say together, 'I PROMISE TO DO MY BEST.' Now the team of two continues to look for the rest of the Promise. Every fragment found must join hands until all the girls in the game are shouting out the entire Promise and Law.

**Title:** PROMISE, LAW, MOTTO GAME

**Equipment:** Cards with half of one line or phrase of each of the Promise, Law or the Motto. Another set of cards with activities such as jumping jacks, running on the spot, stretches, toe touches, one foot hops, sit ups, leg raises ankle rolls, etc. (These cards could be used for other circuit games, so keep them handy.) See appendix for examples.

Post one phrase card with one activity card at various places around your meeting area. Read out the other half of the phrase of the Promise, Law or Motto in the appropriate order. Guides find the matching phrase card and do the activity on the accompanying activity card. The group returns to the Guider for the next phrase. Continue this seek-and-find activity until you have completed the Promise, Law and Motto.

**Title:** PROMISE AND LAW RELAY

**Equipment:** Light cardboard and scissors or file cards, markers

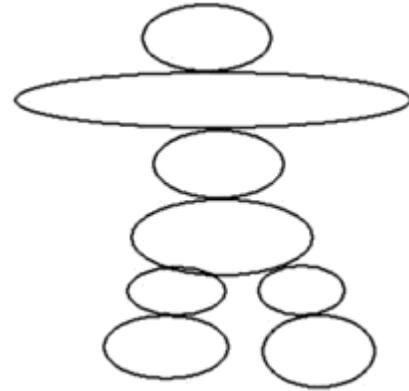
Print the Promise and/or Law in large letters on the file cards or cardboard. Cut the words apart so that there is one word per card and one set of cards per group. Arrange the girls for a relay race. Mix one set of cards up on the floor for each group. The girls race to their pile and pick up a card to put the Promise and Law together one card at a time. While waiting for their turn to get a card, girls can work on putting the words in the right order.

**Title: PROMISE, LAW, MOTTO INUKSHUK GAME**

**Equipment: Paper and markers or pieces drawn in the shape of an Inukshuk, each with a phrase of the Promise, Law or Motto**

Break down the Law or Promise and Motto into eight phrases. On each 'stone' of the Inukshuk, write one phrase. Have these 'stones' in a group at the end of each relay line. On 'GO!' the Guides will run to the pile of 'stones' and pick a phrase and place it in the appropriate place. If a 'stone' is inappropriately placed, the next Guide must reposition it before she lays her new 'stone.' This relay continues until all the 'stones' are placed.

Inukshuks are used by the Inuit as a landmark. They give 'directions' to a community, hunting grounds, etc.



## **GUIDE HISTORY**

## **My Community**

**Title: THE GUIDE HISTORY HUDDLE**

**Equipment: Girls' Program Book**

The leader reads the Guide history on page 74-76 of the Guide program book. Girls are instructed to do a specific activity when they hear certain words such as:

Lord Baden Powell - bow at the waist

Olave Lady Baden Powell - curtsy

Guides/Guiding - march on the spot

Scouting - put hand on forehead as if looking for something far away

Feb.22 - Sing happy birthday while slapping hands on knees (twice) and clapping hands twice

Games - skip around the room

Thinking day - everyone runs in a circle and huddles.

**Title: ACTIVE SCRABBLE GAME**

**Equipment: Set of 'Scrabble' letters in a bag, question cards and answer list, one die per Patrol**

This game is played in small groups. The girls are at the opposite end of the room to the leaders. A 'magic' number is chosen and the girls take turns rolling the die. The girl that rolls the magic number becomes the messenger and runs to the leaders to choose a question card. She runs back to her group, the question is read out loud and the group discusses the answer. The messenger returns to the leaders and gives the answer. If it is correct she draws a letter from the bag and takes it back to her group. When she has returned, the group begins again by rolling the die. The object is for the group to make a word that contains a predetermined number of letters - four or five works well. Question cards are returned to the pile for re-use. It is advisable to number the questions and have a matching numbered answer list for the leader's reference. This activity can be used for any topic and is a great way to introduce reference books to the girls by having them available for use. The answers to the sample questions given below are in the girl's program book.

Where in Canada did Guiding begin?

Where was a rally held in 1909?

Who was Agnes Baden Powell?

Who was born on February 22?

When is Thinking Day?

Where did Lord B-P meet his wife?

What was Lord B-P's wife's first name?

## **CANADIAN HERITAGE**

## **My Community**

**Title: KNEEL JUMP, RABBIT HOP**

**Equipment: None**

These games have been used by the Inuit in the Arctic Winter Games, with distances measured accurately. They have been listed here as non-competitive games which will challenge any Guide's sense of balance and ability to stretch.

*Kneel Jump:* Start by kneeling on the floor with the feet tucked under and flat on the floor. Using upper body momentum, thrust the body forward to land on both feet. Try to keep your balance upon landing. Guides can swing their upper bodies and arms in a rocking motion to help gain momentum.

*Rabbit Hop:* Start from a standing position, then thrust the body forward with the legs, put both hands on the floor in front and hop to a squat position. Do another hop in the same way, then leap forward as far as you can in broad jump fashion. You must land on two feet. Repeat this action, stretching as far as you can on each hop, but maintaining your balance.

**Title: LIVELY LEGENDS AND MORE**  
**Equipment: A Guiding legend or story of Canadian Women**

All girls are in a circle. There is one "reader." Beforehand, the Guider will have read the story/folk tale/legend and identified recurring words. (For example: in the legend of the manitou the word friend(s) is repeated throughout the text.) The group is told that the reader will read the story aloud. When the identified word is said, all girls must jump up and do three jumping jacks. When this happens, the girl who was the reader passes the story to the girl on her left, who becomes the new reader. The reader will change as many times as the groups jumps up to do jumping jacks. The activity is over when the story ends.

**Title: FAMOUS WOMEN RELAY**  
**Equipment: paper, pencils**

Together, leaders and girls will try to come up with a list of at least 20 famous women in Canada. Discuss with the group why each person was/is famous. Afterwards have these names put on circles and divide the group into teams. One person on each team runs to a designated area where the circles are, picks out a name and writes one word to describe why that person is famous on the back of the circle. The group that has the most correct, after everyone has a turn, wins. To make this game reusable, have two sets of cards, (name; why famous), and make it a matching activity.

Famous Canadian Women:

Nancy Green - skier, gold medallist

Nellie McClung - fought for women's right to vote

Kim Campbell - first woman Prime Minister

Roberta Bondar - first Canadian woman astronaut

Anne Murray - country singer

Barbara Ann Scott - world champion figure skater

Margaret Atwood - author and poet

Liona Boyd - classical guitarist

k.d. lang - country and western singer

Karen Magnussen - 1973 women's world figure skating champion

Karen Kain - ballerina, Principal Dancer, National Ballet of Canada

Laura Secord - heroine of the War of 1812 with the Americans. Warned the British that the Americans were planning to attack.

Dr. Emily Howard Stowe - first woman to practice medicine in Canada. Graduated from medical school in 1867 but because she was a woman, was not granted a licence until 1880.

Agnes McPhail - first woman member of Parliament. Was the only woman to be elected in the 1921 federal election in which women were allowed to vote.

Marilyn Bell - first person to swim the 52km span of Lake Ontario

Jeanne Sauvé - first woman Governor General of Canada. Served from 1984 to 1990.

Judy LaMarsh - Minister of Health and Welfare from 1963 to 1965 when Canada's medicare system was designed.

Megan Follows - star of TV movie *Anne of Green Gables*.

## **OUTDOOR EXPERIENCE**

## **My Outdoor Environment**

**Title: NATURE WALK**

**Equipment: Egg cartons, 12 beans per player or team.**

Prior to the walk, place a sample colour, shape or texture at the bottom of each cup in the egg carton. Each girl or pair of girls takes an egg carton on the walk and searches for nature items that correspond to the samples in the cups. When a match is found a bean is placed in the cup.

**Title: A SEED HIKE**

**Equipment: None**

How many different seeds can the girls find? This activity can take place on city streets and in parks, as well as in fields and forests. Fall is the time of year for seeds. Observe how the seed travels to where it will grow. If you find milkweed or other parachute type seeds, see who can keep a seed in the air the longest without using hands. Seeds of all kinds can be collected and used to make collages or other crafts.

## **OUTDOOR COOKING**

## **My Outdoor Environment**

**Title: TREASURE HUNT**

**Equipment: Food and equipment needed to cook the snack.**

Hide the necessary items and have a treasure or scavenger hunt to find them before arriving at the location where the snack will be prepared. The clues used to locate the items could also be an introduction to using compass bearings or following trail signs. Try this as a relay for Patrol cooking groups.

**Title: STEW'S BOILING OVER**

**Equipment: One chair per team**

Divide the group into three or four teams. Have the teams line up in relay race formation. Be sure to have a chair or marker for each team at the other end of the room. Ask the group what goes into a stew; discuss how they would cook stew at camp; and then assign various players to be a part of the stew. The first girl in each team is the meat; the second girl is the potatoes; the third girl is the carrots; and so on. The game leader calls out the items in random order. For example, when she calls 'potatoes', the second girl in each team runs to the other end of the room, around the chair, and back to her team. When the leader calls 'stew's boiling over,' the whole team must run around the chair and return to its place. If your group is small, girls may need to be more than one ingredient in the stew. This adds to the fun.

**Title: FOOD GUIDE RELAY**  
**Equipment: Pictures of food from grocery store ads**

Girls can sort pictures of food into the food groups using a relay race. Discuss with the girls why they sorted them the way they did. Use this activity to plan menus and to reinforce their knowledge about Canada's Food Guide to Healthy Eating and how to use it.

## **DISCOVERING NATURE**

## **My Outdoor Environment**

**Title: NATURE COMPASS**  
**Equipment: One compass, eight cards each noting an item in nature (flowers, trees, weeds, etc.)**

In groups or pairs, girls are given a card with a compass direction to the item. Starting from a common point, girls establish the given direction from the compass and continue in that direction until they find the item listed on their card. By observation they try to find out three things of interest about the item before returning to the leaders. Exchange the cards among the groups to extend the activity.

**Title: FIND THE TREE**  
**Equipment: Green space with trees**

Girls are divided into equal teams. Each team chooses the name of a tree close by. The teams line up opposite each other. The leader calls out the name of one of the trees chosen. That team runs to the tree for safety while the other team tries to tag them. For example, if oak is called, the oak team members must run to the oak tree for safety before they are tagged. Tagged players join the team who tags them. Each team gets an equal number of tries at chasing (random order).

## **THE THREE Rs: REDUCING, RE-USING, RECYCLING**

## **My Horizons**

**Title: ACTIVE SHOW AND TELL**

**Equipment: Items brought by girls, action cards - skipping, duck waddle, hopping, crabwalk, etc.**

Ask girls to bring in items that have or can be reused. The items are placed around the perimeter of the room. Girls stand in the centre of the room with the action cards. Each girl who brought an item chooses an action card and in turn leads the group to her object doing the action on the activity card and explains how it has been or could be reused before leading the group back to the centre. The items could be placed as if at the end of wheel spokes and travel up and down the spokes, or the travel could be random around the room. Music could be played while the girls travel. A further variation would be to have the leader estimate one minute for travelling.

**Title: EXERCISE THE THREE Rs**

**Equipment: Three signs indicating an activity related to each of the three Rs, for example:**  
**reducing - three modified jumping jacks**  
**re-using - three toe touches**  
**recycling - stretch high three times**

Post the three signs around the room. Have all girls in the middle of the game area marching on the spot. The Guider says a word (aluminum), or a habit (washing out your Ziplock bags) or an environmental problem (sanitation site is full) in which the response would be to reduce, re-use or recycle. The girls go to the sign that they feel is appropriately related to the situation or word the Guider has said. Once at the sign, the girls must do what it says. For example, if they chose recycling, they would do three modified jumping jacks. The Guider then asks the girls to explain their choice. You may choose different activities for each sign.

**Title: TIN CAN STILTS**

**Equipment: Two 28oz. tin cans, string**

Make a small hole (for the string) in the base of the empty can. Thread string through the hole and tie a knot inside to prevent the string from slipping through. Repeat for second can. Stand on the tin cans - one foot on each - and measure the string from the tin can to your outstretched hands. To use the stilts, stand on the cans. Hold the string tightly so that the cans are pulled to the bottoms of your feet. Now proceed to walk.

Use the stilts in other games.

## BEING PREPARED

## My Horizons

**Title: TREASURE FEELING**

**Equipment: Pencil and paper for each patrol, first aid kit, cloth**

Give each Patrol a pencil and a sheet of paper. In the middle of the room is a collection of about eight articles from a first aid kit covered by a piece of cloth. At the starting signal, one Guide from each Patrol runs up, puts her hand under the cloth and feels one object. She returns to her Patrol and draws it without speaking. When the Patrol has recognized the object, the next member goes up.

**Title: ACTIVE KIM'S GAME**

**Equipment: Reusable or recycled objects chosen by girls**

Place the items around the perimeter of the meeting room. Allow the girls a set time in which to skip or run around the room in a clockwise direction and observe the items. When the time is up, the girls gather in one corner of the room while the leader removes, replaces, or adds an item. The girls again skip or run around the room for a set time and observe the changes. When the time is up they report or record their observations. Music could be played as the girls circle the room.

**Title: A FIERY DRAMATIZATION**

**Equipment: none**

As a group, plan an escape route if a fire should break out. Have the girls go around and inspect the meeting place to find the best route for 2-3 different fire situations. Then do a dramatization of a fire and the fire escape route. Choose some girls to have specific roles. You will need the following actresses:

Guides - these girls are girls at the meeting

Flames - these girls act like flames, waving their arms, moving back and forth. If it is a large fire, have several girls do this. To simulate a Guide's clothes on fire, have 2-3 flames encircle and skip around one girl.

Water Girls - these girls are the water in the fire fighter's hose. They tag the flames in order to extinguish them.

Have all girls start in a circle and one person describes a fire hazard that may occur. When she says that a fire breaks out, the flames get up and start moving around. Everyone can get into this by playing along. One Guide can yell 'FIRE!' while another runs to call the fire department, while another organizes the group into their fire escape routine. The Guide actresses march outside as the water girls extinguish the fire. This is not meant to be a tag game, but more of a skit. The girls are actively moving around but they do not need to run. You can adapt the level of energy in the play depending on the group.

**Title: FIRE SAFETY AND/OR EMERGENCY RELAY GAME**

**Equipment: list of questions about fire safety or emergency situations**

Following a discussion on fire safety, develop a series of questions and answers. Have the Guides line up in relay fashion. On 'GO!', one Guide from each patrol runs to the leader who asks a question. It must be correctly answered before she may return to her Patrol. Possible questions:

- What do you do when you smell or see smoke?
- Is it a good idea to open the door and check on the fire?
- What do you do if you touch the door and it is hot? cool?
- Once out of a burning building, do you run back in to get anything?
- Is it a good idea to throw water on a grease fire?
- What can you find in most kitchens that could help put out a fire?
- How often do you need to check the batteries in your smoke detector?
- How do you check your campfire to ensure it is out?
- What is the phone number for your fire department?
- How many fire exits are there in your meeting place? Where are they?
- What kind of information does the fire department need if you call in an emergency?
- Does your fire department have an ambulance service? If not, how do you call an ambulance?
- What can you do if you find someone choking?
- Your friend just cut herself badly, what can you do with your Guide tie?
- How can you use your Guide tie to help someone with a sore arm?
- What do you do if your clothes catch on fire?

For more information on fire safety, call your local fire department and arrange a visit to the fire station or by a fire fighter. There is also more information in *LET'S TRY IT, Vol. 1*, pages 103 - 108. St. John Ambulance is set up to teach emergency first aid.

The questions given for this game are suitable for the Active Scrabble game (See Discovering Challenge, My Future - Fun and Leadership). Played as a team, girls can work together on the answers to the questions.

**Title: FIRE SAFETY GAME**

**Equipment: Four crib-sized blankets, four flame shapes cut from orange paper, tape to tape flames on backs**

In a large area place the blankets on the floor in the four 'corners' of the playing area. The Guides will form a circle in the centre facing inwards with their eyes closed. A Guider walks around the circle touching each Guide on the back. On four of the Guides she places a 'flame.' On the Guider's signal the girls open their eyes and try to find out who is on fire, telling them to 'STOP, DROP AND ROLL,' and smothering the 'flames' with one of the blankets. If the Guider is careful, the girls may not be able to tell the difference between a pat and the placing of the 'flame.'

This game could be part of a meeting on Outdoor Cooking - Encountering, My Outdoor Environment.

**Title: FIND THE FLAME**

**Equipment: Large (33 cm x 15 cm) red/orange felt flame shape**

This game is a practice fire drill. Establish a route for leaving a building in an emergency, and a place to meet together away from the building or camp site. Decide on a signal that will be used in case of an emergency - for example, a whistle in a conspicuous spot - so that any person can find it easily. Tell everyone where the whistle is stored. Show everyone what the felt flame looks like. Hide the flame somewhere, but leave a tiny piece showing. If anyone spots the flame, at any time during the day, they go to the whistle and blow the signal. Everyone evacuates the area and meets at the designated place.

The game may take place during your entire meeting time or camp period. It is very good practice in following instructions, but also includes an element of adventure.

**Title: FIRST AID RELAY**

**Equipment: One small freezer-weight plastic bag per girl or Patrol, sufficient quantities of first aid kit items for each girl or Patrol**

The first aid items are shown to the girls and their uses discussed. The items are left at a central or 'home' location. The girls are given a plastic bag and sent on a walk along a preset route. At various locations along the route they encounter emergency situations. These could be presented on cards or they could be acted out by other girls, perhaps visiting Pathfinders. At each emergency location the group must decide what items are needed from the supplies at 'home.' Runners are sent to retrieve the necessary items and when they return the items are placed in the plastic bag and the group continues the walk. If needed, allow time for instruction on the use of the items and discussion of the emergency. At the end of the walk the first aid kits will be complete.

**Title: MAKE YOUR OWN FIRST AID KIT**

**Equipment: First aid card sets that include pieces of equipment and situations in which first aid would be required. Make as many sets as you have Patrols.**

**First aid equipment: band-aid, dressing bandages, triangular bandage, blanket**

**Situations: sprained arm, jack knife cut on palm, girl shivering severely**

Mix up all the cards. Each girl draws one card. On 'Go!', the girls shout out what is on their card. They must form groups with other girls who have cards UNLIKE their own. The object is to have girls in groups containing a variety of first aid equipment and one situation. Once in groups, the girls must then do a skit of how to treat their situation with the equipment they have accumulated. Be creative and make up your own situations and first aid equipment that you feel is important in a first aid kit.

## **FRIENDSHIP MESSAGES**

## **My Horizons**

**Title: LETTER TRAVEL**

**Equipment: Place names on large cards**

Investigate how mail gets from your community to other places in Canada. Are all letters sent to a central location for redistribution? How are they transported on each leg of their journey? If possible, have a representative of Canada Post visit the Unit meeting. To play the game, arrange the place name cards around the room. The girls pretend that they are letters being mailed to various locations. To arrive at their destination they must travel the route that the letter would take while acting out the method of transportation (for example, truck, plane, etc.).

## **FITNESS AND FUN**

## **My Future**

**Title: HEART SMART**

**Equipment: None**

When the Guider calls out a food choice, do the activity.

fruit and vegetables	biceps curls	bread and cereals	jog on the spot
low fat dairy	brush your teeth	high fat	pretend to sleep
lean meats	chicken arms	variety	combine all of the above.

This game may be modified to include other food groups and/or activities.

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**Title: ACTIVE GAMES**  
**Equipment: variable**

Discover a new activity by inviting an expert to attend your meeting and teach a new game. (For example, lawn bowling, croquet, lacrosse, field hockey, softball, basketball, volleyball or invent your own game.) Challenge another Unit to join you.

**Title: HUNGRY, HUNGRY ANIMALS**  
**Equipment: Edible Treasures**

Divide your group into small groups. Each group chooses to be an animal. They have to agree on the sound that the animal they have chosen makes. Each team chooses a runner. On signal, everyone except the runner looks for hidden treasures, which will be scattered in a designated area (outside is best). When someone finds a treasure, they have to make the sound of their team animal but only the runner is allowed to pick up the treasure. The group that collects the most treasure wins but all treats are shared evenly.

**Title: BEAN BAG SNATCH**  
**Equipment: Bean bag**

Players are in two lines facing each other, some distance apart. A bean bag is in the middle, between the lines. The players are numbered from opposite ends.

The game leader calls a number and the girl from each line with that number tries to snatch the bean bag and return to her own place without being tagged by the other player. Two numbers may be called, but tagging may only be done by the player with the same number as the one who snatched the bean bag.

**Title: THUNDER AND LIGHTNING**  
**Equipment: Two bean bags, stop watch**

Players sit on the floor in a circle, one arm's length apart. The bean bags are the thunder. Starting from opposite sides of the circle, the bean bags are passed, one clockwise and the other counter-clockwise, around the circle without being thrown or dropped. Time how fast the group can pass them around the circle. Challenge the group to do it faster staying in the same formation. Challenge them to figure out a way to do it faster by changing the way they are grouped. For example, move in closer, or put hands in the centre of the circle so they are touching. Increase the difficulty by adding bean bags. As an alternative, divide the Unit into teams and challenge them individually.

## EXPLORING CHALLENGE

### KNOWING MY COMMUNITY

### My Community

**Title:** ACCESSIBILITY CHECKLIST

**Equipment:** Accessibility Checklist

Walk through and explore your facility or another building in your community and use this checklist to see if they are accessible to people with special needs.

YES/NO

\_\_\_ \_\_\_ 1. If the main entrance to the building has stairs and no ramp, it has a barrier. Does the building have a ramp?

\_\_\_ \_\_\_ 2. Are the signs in and around your building large enough for someone with a visual impairment to see?

\_\_\_ \_\_\_ 3. Do the hallways have handrails to help people walk? No handrails are barriers for some people.

\_\_\_ \_\_\_ 4. Are there parking spaces available for people with special needs? Are they near the entrance? Are they 366 cm or 3.6 metres wide?

\_\_\_ \_\_\_ 5. Are there flattened areas of the curb so that people in wheelchairs or people with walkers, baby carriers or shopping carts can pass easily?

\_\_\_ \_\_\_ 6. Are there tactile markings (can be felt by touch) cut in the sidewalk at the flattened areas of the curb to warn people who are blind?

\_\_\_ \_\_\_ 7. If your building has more than one floor, does it have an elevator?

YES/NO

\_\_\_ \_\_\_ 8. Are all doorways, including those to bathroom stalls, at least 84 cm wide?

\_\_\_ \_\_\_ 9. Are showers accessible to people who use wheelchairs?

\_\_\_ \_\_\_ 10. Are nearby pathways and nature trails paved to enable people to wheel their wheelchairs on them?

\_\_\_ \_\_\_ 11. Are the sinks low enough? Get a chair and check, if not, how many centimetres must they be lowered?

\_\_\_ \_\_\_ 12. Are the telephones in the building accessible? Get a chair and check, if not, how many centimetres must they be lowered?

\_\_\_ \_\_\_ 13. Are there grab bars in the bathroom stalls so that people can lift themselves from a wheelchair to a toilet and back again?

\_\_\_ \_\_\_ 14. Are the aisles in the room at least 81 cm wide so that people in wheelchairs, or on crutches, or with canes or walkers can get around easily?

Extension for The Guide Law and Citizenship: Discuss active living opportunities for people with disabilities. Do accessibility issues have an impact on your Unit? How might you deal with such issues? Keep in mind that special needs can be physical, visual or mental. Contact someone from an advocacy group to discuss issues about a particular special need.

From *The Canadian Active Living Challenge: Leaders Resource Tool Kit, Program 2, 1993.*

**Title: AWARENESS RELAY**

**Equipment: Books, paper, masking tape, 3 x 5" cards**

Give one 3" x 5" card to each group member. On each card is a task. Each person completes an assigned task and then touches another member of her team to start the next task. The girls should complete tasks in numerical order. The first group to finish all the tasks is the winner.

- Task 1 - open a book to page 73 without using your hands
- Task 2 - pick up a book and carry it to a teammate without using your hands
- Task 3 - put on your sock with only one hand
- Task 4 - write your name on a piece of paper without using your hands
- Task 5 - open a door without using your hands
- Task 6 - tie your shoe without using your thumbs
- Task 7 - make three folds in a sheet of paper without using your hands
- Task 8 - remove a piece of masking tape with your toes

**Title: BREAKING BARRIERS**

**Equipment: None**

Have girls in Patrol teams at one end of the game area. At least two members of each team cannot use their legs. The team must figure out how to get everyone from point A to point B. Obstacles such as steps, doors, tires, piles of mats, etc., can be used to make it more challenging. The object is to get the whole team to the designated finish line. This activity will give the girls an idea of how people without the use of their legs might overcome obstacles.

**Title: INTERSECTION!**

**Equipment: One blindfold per team, one colour coded emergency phone per team (could simply be an X marked on the wall)**

Girls are in groups of three or four. Assign each team a different colour, the same as one of the coloured phones. Give a blindfold to one member on each team. Each team joins hands and all groups begin to run around the game area as if they were cars on a highway. When the leader yells INTERSECTION!, the teams break apart as if they crashed. The leader then explains that in the crash one of the girls was blinded (girl with blindfold now puts it on) and the other passengers in her car (the other two or three members on her team) have each broken their legs and they cannot move. The girls with broken legs must direct the blind girl to their matching colour emergency phone to call for help.

**Title: WORLD FLAG CIRCUIT TRAINING**

**Equipment: Cards on which the symbols of the World Flag are drawn, activity cards, music**

To prepare, use page 54 of the girls' book to sketch the symbols of the World Flag and for descriptions of the symbols in the World Flag. On activity cards, write or draw using stick figures, activities such as push ups, side stretches, toe touches, hop on one foot, sit ups, modified jumping jacks or ankle rolls. One activity per card. See the appendix for suggestions.

Place a symbol card with an activity card at various locations around the room. The girls are in a circle with the leader in the centre. Start the music and the girls jog around the circle. When the music stops, the leader reads a description of one of the symbols. The girls run to the correct symbol and do the posted activity until the music starts again. They resume \*jogging and repeat the procedure until all of the symbols have been identified.

\* other movements may be used such as walking backwards, crawling, etc.

**Title: PUZZLING OVER THE FLAG**

**Equipment: Cut out pieces of the World Flag, in one envelope per team; the World Flag or a current picture of one (see page 54 of the girls' book)**

The object of the game is for each team to make a World Flag. The World Flag or picture of one should be up at the front of the room as well, so the girls can use it as reference. The first girl on each team selects a piece from the envelope, runs up to the front of the room and sticks her piece on the wall, then she runs back to her teammates. Each following girl has the choice either to randomly pick a piece from the envelope, run up and put it on the wall in the correct place OR to run up to the wall and make a correction or switch some pieces around.

When the World Flag is completed, the team must be sitting down together and yell out 'HERE IS OUR WORLD FLAG!'

**Title: WORLD CENTRE MAP GAME**

**Equipment: Four world maps, cards with the picture and name of each of the four World Centres, four ribbons or flags and four pins, four exercise cards. See the appendix for suggestions.**

At each station place one map, one exercise card, a picture and name of a World Centre, and one flag pinned to the map. Each Patrol 'flies,' 'swims,' or 'runs' from one World Centre to another. At each location a leader or another Guide explains the facts about the World Centre pictured and the group is invited to locate and mark the location on the map with the flag provided. The group then does the exercise shown on the card. This could be a folk dance or game suitable to the country.

**Title:** WAGGGS  
**Equipment:** Enough chairs for everyone, in a circle

All the girls except one sit on chairs in the circle. The extra girl is the caller, and she stands in the middle of the circle. Each girl is named one of the four World Centres. The caller yells out one of the Centres and everyone who has that name and the caller, must get up and rush to find a new seat. The girl left standing with no chair becomes the new caller. She yells out another Centre and the seats change again. If WAGGGS is yelled out, everyone gets up and moves to a new seat. To make the game more challenging, specific information about the Centres can be yelled out.

Examples: This World Centre is in India! (*Sangam*)  
These two World Centres have swimming pools! (*Sangam and Our Cabaña*)  
The motto of this World Centre is "peace, understanding and friendship." (*Our Chalet*)  
This World Centre is in a major world city. (*Pax Lodge*)  
All visitors to this Centre participate in a village service project. (*Our Cabaña*)  
These Centres are owned by the World Association. (*All*)  
"Neath the grand Sierra Madre, On a plain in Mexico, lies our beautiful..." (*Our Cabaña*)  
"High up, high on the mountain, We've founded..." (*Our Chalet*)

## CAMPING AND OUTDOOR SKILLS

## My Outdoor Environment

**Title:** DICEY KNOTS  
**Equipment:** Knotting cord, dice, activity card, knot card, balls/bean bags, skipping ropes, scarves, balloons

Number the knot and activity cards 1 to 6 and write a knot or activity beside each number. One girl rolls the dice and ties the knot corresponding to that number while the other girls do the activity assigned to that number. The activity continues until the knot is correctly tied. Suggested activities: ball/bean bag toss, keep balloons in the air, hopping, skipping, etc.

See the catalogue for information on the Knot Cards. May also be available through your local Girl Guide store.

**Title:** KNOTS  
**Equipment:** String, obstacle course

Play a relay outside to learn knots. Form teams of four to six people. The leader calls out a knot, the girls in the lead tie the knot and then go through an obstacle course to get to the leader. If a girl does not know the knot, her teammates can help her and then she may run to the leader. This is a good way for everyone to learn a new skill or review one they already learned. Girls can use the timber-hitch to tie wood together to carry it to the leader, and they can tie a bowline around a member of the team and take her to the leader as well.

**Title: FIRE LIGHTING PANTOMIME**

**Equipment: None**

This can be used by experienced campers to teach the inexperienced how to light a campfire. Information on how to light a campfire safely can be found in *LET'S TRY IT! Ideas and Skills*, vol. 1, page 96. This pantomime is better done in small groups. Following a discussion on proper and safe methods of fire lighting appropriate to your local wood supplies, have one Guide mime a portion of the fire building and lighting procedure. The other girls in the group must guess what is being done and how it falls into the procedure.

## FINDING YOUR WAY

## My Outdoor Environment

**Title: CAN I GET BACK HOME?**

**Equipment: One compass per group, a large area to move about in, or determine and mark compass points within your area.**

Have the Guides form small groups depending on the number of compasses you have. Try for as small a group as possible. Read out a list of commands, which, when followed correctly, will return the Guide to 'home' position.

Suggested commands are:

a) 3 steps WEST, 2 steps NORTH, 1 step EAST, 5 steps SOUTH, 2 steps EAST, 2 steps NORTH.

OR

b) 2 steps NORTH, 2 steps SOUTH EAST, 2 steps SOUTH, 4 steps SOUTH WEST, 2 steps NORTH, 2 steps WEST, 4 steps NORTH EAST

OR

c) 2 steps SOUTH EAST, 2 steps EAST, 3 steps SOUTH WEST, 2 steps SOUTH EAST, 2 steps WEST, 1 step NORTH WEST, 1 step SOUTH WEST, 2 steps WEST, 2 steps NORTH EAST, 3 steps NORTH WEST, 2 steps EAST, 2 steps NORTH EAST.

Starting at \*, these instructions make these shapes:

a)



b)



c)



**Title: NAVIGATING YOUR WAY**

**Equipment: compasses for each team, a large playing area (outside in a wooded area is best), 10 clues leading to a "treasure" (the number of clues depends on how long you want the activity to last)**

This is a treasure hunt in which each clue gives compass directions to find the next clue. Make a number of clues. Set them up in the designated game area and send the girls out in small groups.

**Title: CAMOUFLAGE**

**Equipment: None**

This is best played in a place where there is good cover. The girl who is "it" stands in an open, conspicuous, spot with her eyes closed (blindfolded if necessary) for five minutes. During this time the players all hide, but they must be able to see "it" from their hiding place. A signal is given (like a blast on a whistle) and "it" opens her eyes. Within a pre-arranged time limit and without moving from her place although she may turn around, she must see how many hiders she can spot.

This is excellent practice in keeping still. What usually gives the hiders away (other than something like a red jacket!) is their movement.

**Title: FOXES AND HOUNDS**

**Equipment: Squeeze bottles filled with coloured water, a snowy outdoor space**

Divide the group into two or more teams, each with a squeeze bottle (used dish detergent containers work well) filled with water and about half a small bottle of food colouring. Test each mixture on snow, to make sure it can be seen. One team (Foxes) runs along making trail signs in the snow at intervals, using the squeeze bottle. Remember to make the gone home sign at the end! The other team (Hounds) begins following the trail after 10 minutes. After the trail has been followed, the teams change positions and a new trail is made. The game can be played with both teams starting at once, and then switching to solve each other's trails. Just be sure each team uses a different colour of trail-marking fluid.

**Title: NIGHT STALK**

**Equipment: Large playing area preferably with trees and shrubs; four metal buckets**

This game is played at night. The four buckets are placed around the playing area and each player gathers four small stones. One player or leader is in the centre with a flashlight. The girls are given time to disperse around the playing area. They must deposit one stone in each of the four buckets without being caught by the flashlight. The flashlight may only be shone when a noise is heard and in one direction at a time, for example, sweeping arcs are not allowed. When a player deposits all of her stones she returns to the centre.

## **OBSERVING AND RESPECTING THE NATURAL WORLD      My Outdoor Environment**

**Title:            BLIND TREE GAME**

**Equipment:    Blindfolds**

Girls are in pairs and each pair is given a blindfold. The blindfolded girl is led to a tree and allowed to hug and examine it before she is led back to the starting point. Until the girls are very good at this, it is best to follow the same route in both directions. The blindfold is then removed and the girl attempts to locate her tree. When successful, the girls change places and repeat the process.

**Title:            NIGHT EYES**

**Equipment:    Rectangles (5 x 7cm) of black construction paper, fluorescent tape or paint, black thumb tacks, flashlight with batteries**

Have the girls punch out small circles from the tape and place two as 'eyes' on each piece of construction paper, or have them paint the eyes with fluorescent paint. Guiders hide the 'eyes' outside in accessible places, tacking them to trees, shrubs, buildings, logs, etc. Go on a Night Eyes Hunt. Girls shine flashlights around to find the night eyes. The girl or team finding the most eyes wins. Finish with a discussion of whose eyes the girls might have seen (a cat, an owl, a raccoon, etc.).

## **OUTDOORS IN WINTER**

## **My Outdoor Environment**

**Title:            SNOW GOLF**

**Equipment:    Poles for hole markers, flagging tape, buckets (optional), Frisbee or ball and stick (one per group)**

In groups of three or four play a round of golf in the snow. The game can be played with either a Frisbee or a large light ball and stick (hockey sticks work well).

Set up a course by digging small holes or sinking buckets in the snow. Mark each hole with a pole and flagging tape. Each person takes a turn hitting the ball or throwing the Frisbee toward each hole, counting the number of hits or throws. Continue the course, counting the number of hits per hole. The lowest count wins.

**Title:            FOX AND GEESE**

**Equipment:    Large snow covered playing field**

One player is the fox and the rest (four to nine) are geese. Stamp out a large circle in the snow (about 30 feet in diameter) and then add six spokes from the centre so that it looks like a wagon wheel. The fox chases the geese along the hub and spokes of the wheel. If a goose is tired, she may rest in the centre of the wheel where the spokes meet but only until another goose enters. When a goose is tagged she and the fox trade places. Variation: in areas that do not see a lot of snow this game can be played at the beach in the sand.

**Title: KING TRAPPER EVENT**  
**Equipment: Toboggans, wood, saw**

This is a relay race with six girls per team. You can adapt the event to suit the size of your Unit.

Sprinter - races pulling toboggan empty      Sawyer - cuts a piece of wood into two pieces  
Loader - loads the wood on the toboggan      Puller - pulls the toboggan to a fire circle  
Piler - stacks the wood on the woodpile      Wood Fetcher - picks up a piece of wood.  
Rotate the tasks until everyone has had a turn with each challenge.

## **AROUND THE HOUSE**

## **My Horizons**

**Title: TOOL TIME RELAY**  
**Equipment: Hammer and nails, screws and a screwdriver, electric drill, sandpaper, tape measure, carpenter's pencil, pieces of wood**

Discuss the correct and safe use of the tools. In relay style but not as a race, the girls assemble an object performing the necessary tasks in the given order.

Example:      #1 - measure 2" from the ends of a wood block  
                  #2 - drill two holes on the marks  
                  #3 - place a screw in each hole  
                  #4 - nail this piece of wood to a larger piece to make a boat  
                  #5 - sand the corners.

The order can then be reversed to disassemble the object.

**Title: LAUNDRY TRAINING**  
**Equipment: Cards showing the laundry symbols; activity cards from circuit games (see appendix); music (optional)**

Place the symbol cards and activity cards at various locations around the room. The girls are in a circle with the leader in the centre. Start the music and the girls jog around the circle. When the music stops, ask a question pertaining to one of the symbols. The girls run to the correct symbol and do the posted activity until the music starts again. They resume jogging and repeat the procedure until all of the symbols have been identified.

Questions to ask:

1. Which colour means BE CAREFUL? *Yellow*
2. What colour means GO AHEAD? *Green*
3. Which colour means STOP or DO NOT? *Red*
4. Which colour is always used with an X through it? *Red.*
5. Which symbol means hand wash, in cool water? *Yellow tub with a hand in it.*
6. Which symbol means do not use chlorine bleach? *CL in a red triangle with an X through it.*
7. Which symbol means may be dried in the dryer? *A square with a circle in it.*
  - a) When used with green what does this mean? *Use a medium to high temperature*
  - b) When used with yellow what does this mean? *Dry at a low temperature.*

8. What symbol means that you may iron an article? *The iron symbol.*
  - a) What symbol means that an article should be ironed at a low setting? *A yellow iron with one dot or 110 °C in it.*
  - b) What symbol means that an article should be ironed at a medium setting? *A yellow iron with 2 dots or 150 °C in it.*
9. Which symbol gives information on dry cleaning? *The circle.*
  - a) What does a yellow circle mean? *Dry clean with caution.*
  - b) What does a green circle mean? *Dry clean*
  - c) What does the red circle with an X mean? *Do not dry clean.*
10. What symbol means an article may be washed in warm water? *A green coloured tub symbol with 50 °C in it.*
11. What symbol means that an article should be laid flat to dry? *A yellow square with a horizontal line in it.*
13. What symbol means do not wash? *A red tub with an X through it.*
14. What symbol means hang to dry? *A green square with a U at the top.*
15. What symbol means drip dry? *A green square with 3 vertical lines in it.*

See information sheet that follows the appendix or contact Industry Canada for the international laundering symbols.

## ART APPRECIATION

## My Future

**Title:** HUMAN SCULPTURE

**Equipment:** none

One girl is the artist and the rest are the medium. The artist forms a human sculpture by arranging the other girls.

**Title:** A PHOTOGRAPHY SCAVENGER HIKE

**Equipment:** List of things to photograph, cameras, film

Have lots of fun creating a list of things for your girls to photograph along the trail: a hand pointing out moss; a tree that's wider than anyone in the group; a candid shot of a Guider; a specific type of bird or flower. The site of your hike will determine what you can ask the girls to find, but strive for a list that balances the scenic, the humorous and the instructional. Girls can work individually, in teams or with buddies, depending on your preference and the number of cameras you can collect for the hike.

**Title:** COUCH POTATO  
**Equipment:** Couch Potato identification

This tag game reinforces the positive aspects of Active Living. Couch Potatoes can be identified with name cards or other props.

One or more Couch Potatoes are 'It'. If tagged by a Couch Potato, a player pretends to sit on a couch by putting her hands on her thighs and slightly bending her legs. Any other player can free her by doing a physical activity with her. They mime an Active Living Activity, such as tennis, sweeping the floor, basketball, or skiing for five seconds. She mirrors them and she is free to move again. Couch Potatoes may not tag anyone who is in the process of freeing someone, or being freed.

*Variation:* Players can have three chances to stay alive before becoming a Couch Potato. They must hold their hand(s) on the first and second spots where they were tagged. They become a Couch Potato the third time they are tagged.

From *Active Kids: Anytime, Anyplace* 1992, published by Ontario Physical and Health Education Association (OPHEA). Reproduced with permission. Members of Girl Guides of Canada may make copies for not-for-profit use with Guiding.

## DISCOVERING CHALLENGE

### LEADERSHIP

### My Community

**Title: PUZZLE**

**Equipment: Four simple but different jigsaw puzzles**

Divide the girls into four teams and give each team one piece of their group's puzzle. All of the other pieces from all the puzzles are mixed together on a table an equal distance from each team. Puzzle pieces can be obtained from the pile in relay formation. The teams must co-operate and communicate with one another to complete their puzzles.

### WHAT'S IMPORTANT IN MY COMMUNITY

### My Community

**Title: WALKING**

**Equipment: Flyers or posters**

Make flyers on an important issue in your community. When the flyers or posters have been made, the girls deliver them around the neighbourhood.

### OUTDOOR LEADER

### My Outdoor Environment

**Title: WALK A TRIANGLE**

**Equipment: Coin/stone, compass**

Put the coin/stone on the ground at your feet. Set your compass. Face 60 degrees and walk ten paces forward. Add 120 degrees to your original bearing -- 180 degrees -- and walk ten paces in that direction. Add another 120 degrees (300 degrees), face that direction and walk another ten paces. If you were absolutely accurate, you will have returned to your original marker.

120 degrees is one third of the complete 360 degree circle. Can you figure out a course that would let you walk a square?

**Title: DRESS FOR THE OCCASION**

**Equipment: One set per team of: knapsack full of large/oversized clothes for all seasons (clothes must be big enough for the girls to fit over their uniforms), whistle, hiking stick. Ideas for clothes to include:**  
**winter - hat, mitts, polar boots, jacket, turtleneck**  
**summer - camp hat, bug off, sunglasses, T-shirt, hiking boots**  
**spring - raincoat, rain pants, waterproof footwear, gloves**  
**fall - warm coat, lots of layers, hat, hiking boots**

This is a relay game in which the girls must dress for the occasion. The leader will call out a season and some weather conditions. The first girl in each team runs up to the knapsack and pulls out the right clothes to wear and puts them on. When dressed she blows the whistle and yells out "I LOVE HIKING IN THE specified season!" She then undresses and runs back to her team. As the Guider sees that the first girl is undressing, she will yell out the next season so as soon as the first girl gets back the second girl can run up.

This can be played as a relay outdoors in winter. You will need clothes that are much bigger than the girls' outdoor clothing. An old adult snowmobile suit, very big boots and a large helmet might be suitable, or perhaps a funny hat, a big poncho and plastic grocery bags for the feet. To play, each player runs up to the clothes, puts them on, runs back to the team, takes the hand of the next player and brings her back to the dressing area. The first player takes off the clothes and the second player puts them on and runs back to the team.

This can be followed up with a discussion about appropriate clothing for outdoor activities.

## **OUTDOOR ADVENTURE AND SKILLS**

## **My Outdoor Environment**

**Title: ANNNND AACTION!**

**Equipment: None**

Have girls march on the spot and chant that they are going on an adventure. Each girl will list off something that she is bringing with her. The next girl must repeat what the first girl said and add another item. With each item mentioned, the girls move an arm or leg or nod their head until they are moving almost every part of their body. Movements could be to turn around, shake left arm, look left, swing right, etc.

## STUDYING THE NATURAL ENVIRONMENT

## My Outdoor Environment

**Title: STARS ALIVE**

**Equipment: One flashlight for each girl, diagrams of the constellations referred to in this level**

Post the constellation diagrams in different areas of your meeting space. Girls hop or skip about the room (music may be used if desired). The Guider calls out the name of a constellation. Girls run to the appropriate diagram and arrange themselves in the shape of the constellation. The room lights are turned off and the girls shine their flashlights on the ceiling. When the Guider calls "MILKY WAY," everyone comes together, joins hands and skips in a circle until another constellation is called out.

**Title: FOOD CHAIN TAG**

**Equipment: colour-coded tags to indicate whether you are a producer, consumer or decomposer**

Each girl is an important organism in the ecosystem. Having an equal number of girls in each of the three main groups:

decomposers - bacteria, micro-organisms

producers - green plants, trees

consumers - insects, frogs, birds, rabbits, foxes, wolves.

The girls must try to catch the organisms below them in the food chain while at the same time avoid getting caught by their predators. (For example, rabbits eat grass, but foxes eat rabbits.) When a predator makes a catch, the prey is considered to be eaten. She stands behind her predator and holds onto her hips. The two girls run along together, attached with hands on hips, while the predator looks for more prey. Eventually, all the girls will end up being connected in a food web containing some girls representing all three groups. If a girl in your Unit is in a wheelchair, she can easily play too, by wheeling herself or having a friend push her along.

## ACTIVITIES TO EXPLORE

## My Horizons

**Title:**            **ACTIVITY GOALS**

**Equipment:**   **pen and paper, list of questions**

Have each Guide write down the numbers one to five on the left side of her paper. Let the girls know that you will be asking questions for each of the five numbers. When ready, begin to ask the questions listed below. Provide enough time for participants to respond to each question. Repeat the question if needed.

1. When younger, one of my favourite activities was....
2. The physical activities I do now include....
3. When older, some of the activities I'd like to try include....
4. Three benefits of physical activity for me are...
5. An activity I am going to try is...

Once the Guides have completed these questions, gather together and discuss some of the answers to each question. The importance of physical activity and its benefits can be an important part of this discussion.

*From The Canadian Active Living Challenge: Workshop Leaders's Guide. 1993.*

**Title:**            **MY ACTIVITY VALUES**

**Equipment:**   **My Activities Values**

The game begins with the leader standing in the centre facing the girls. The leader says, "I like a physical activity best when it is ..." and then holds up the two choice cards, one to the right and one to the left. The girls make their personal choice and then run to the corresponding end of the room. The game starts again, but this time the leader makes a quarter turn so that the girls run to the side walls.

done alone  
chosen spontaneously  
done indoors  
recreational  
safe  
relaxing  
done at home  
done in the community  
one that "burns" a lot of calories  
wild and crazy  
not expensive  
noisy

done with others  
planned in advance  
done outdoors  
competitive  
risky  
challenging  
done at school  
fun  
creative  
one that makes me "fitter"  
quiet  
others.

## FUN AND LEADERSHIP

## My Future

**Title: WAVES**

**Equipment: None**

Draw two parallel lines about a metre apart. Divide the players into two groups, behind the lines and facing each other. A 'refuge' or 'home' must be marked some distance away behind the lines. One group of players are the 'waves,' and they take each others' hands and swing them backwards and forwards while counting loudly 'one, two, three, swish.' The other group are the girls picking up shells on the beach. They are on their hands and knees until the Waves shout 'swish.' Then they get up and run as fast as they can to the 'refuge' while the Waves try to catch them. The players who are caught by the Waves, join them, and the game goes on till all the girls are caught. Then the groups change places.

**Title: ACTIVE SCRABBLE**

**Equipment: question cards, answer sheet, one die per group, scrabble letters, resource books**

Choose a topic. Make a series of questions and answers on the topic selected. The members of each group take turns rolling the die until a preset 'active' number is rolled. That player runs to the leader to get a question card. She returns to her group and the question is read out loud. The group decides upon an answer and the player runs back to the leader. If the answer is correct the player draws a scrabble letter from the bag and returns to her group. The players then resume rolling the die until the 'active' number is rolled again. The object is to collect enough letters to spell a word of a preset length (four or five letters).

**Title: QUESTIONS 1, 2, 3**

**Equipment: answer cards, question sheet**

The group stands in a circle and numbers off 1, 2, 3, 1, 2, 3, etc. Each set of 1s, 2s and 3s then play as a group. The answer cards are placed face down in the centre of the circle. The leader reads a question and then states a number (1, 2, or 3). All the girls who are that number race around the outside of the circle in a clockwise direction. The members of the other two groups form an arch for runners to go under to get to the centre of the circle. The girls turn over the answer cards searching for the correct answer to the question. When the correct answer has been found and called out the girls mix the cards up and return to their places for another round.

**Title: TIC TAC TOE**

**Equipment: skipping ropes, question sheet**

Choose a topic and write up a list of questions. The skipping ropes are laid out to be the game board. The girls are in two teams and identified in some fashion (for example, ties on and ties off). The leader asks a team a question and if answered correctly, they place one girl on the game board. Then the other team has a turn. The object is to get three in a line on the game board.

**Title: CIRCUIT TRAINING**

**Equipment: large answer cards, activity cards, tape player and music (optional)**

Choose a topic and write up a list of questions and answers on large cards. Pair each answer card with an activity card and place them at various spots around the room. When the music plays the girls move around the room. The leader stops the music and calls out a question. The girls run to what they think is the correct answer and perform the activity posted until the music starts again. See the appendix for suggestions.

## ACTIVE LIVING

## My Future

**Title: INUIT GAMES**

**Equipment: Small blanket, balloon/light ball, soccer ball, plastic grocery bag, tennis ball, pantyhose**

A mini "fitness hour," using adapted Inuit sports, can be enjoyed by all ages.

*Seal Race:* Play this game on snow or ice, with girls in snowsuits. To move, a player can use only her arms, lying on the ground, with legs slack.

*Blanket Toss:* Each team has a small blanket or tablecloth; the girls hold the edges. A balloon, light ball or soft doll is placed on one blanket. The players lift their blanket to toss the ball to another team. The technique of tossing is hard to master at first, but great fun.

*Leg Kick:* A soccer ball is placed inside a string bag or plastic grocery bag and suspended to about 75 cm above the ground. Players kick it first with one foot, then two feet. The ball can be raised to challenge successful kickers.

*Whirligig:* Place a tennis ball in the toe of pantyhose. Hold on to the other toe. Swing around in a circle so that the ball is about 20 cm off the ground. Players stand in a circle and jump over the ball as it comes to them.

**Title: I FEEL...**

**Equipment: Five large cards labelled: SAD, GLAD, MAD, SCARED and EXCITED**

The cards are placed on the floor face up around the room. A scenario is read to the girls and they run to the feeling card that best describes their reaction. The girls can also be asked to write the scenarios: How do you feel when...? It is important to stress that there is no right or wrong to feelings.

**Note:** Older girls could be encouraged to lead any of the games in this resource. If appropriate, they could teach them to Sparks and Brownies.

## APPENDIX

### List of books of Active Games:

*Clouds on a Clothesline*, a Tawingo Publication

*Games With a Point*

*The Incredible Indoor Games Book*, by Bob Gregson, Fearon Teacher Aids, 1982

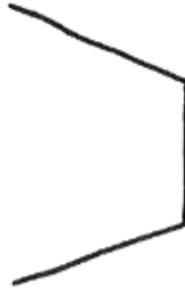
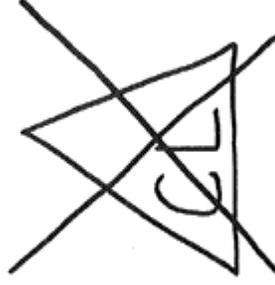
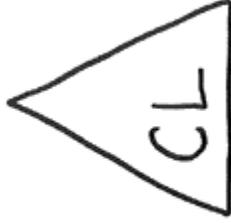
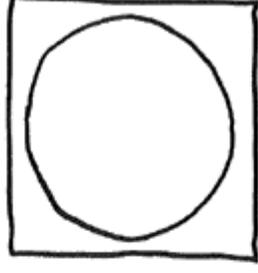
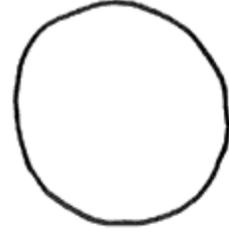
*Games for Everyone*, 1986 by David Booth

*Cooperative Sports*, 1978, by Terry Orlick

### Suggestions to include on Activity Cards for the Circuit Training games:

- stretch and wash a large window
- hoist a flag, arm over arm
- polish a car
- walk on the spot
- arm circles
- shoulder shrugs
- palm tree stretch and sway
- skip without a rope
- sit down and do leg lifts (three per leg, then switch)
- modified jacks (arms out, with alternating left and right leg)
- shadow box
- grapevine (step to the side, step behind, step to the side, touch)
- touch elbow to opposite knee, reverse
- bend arms, lift elbows to shoulder level, touch elbows together, open elbows, close elbows.

<b>RED</b>	<b>GREEN</b>	<b>YELLOW</b>
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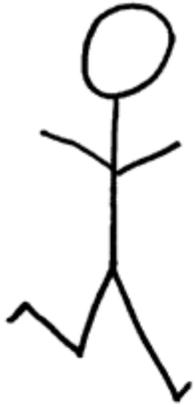


# Follow the Signs

These symbols tell you which procedures to use or avoid when washing, drying, ironing and dry cleaning.

	Stop Symbols are in Red	Be Careful Symbols are in Yellow	Go Ahead Symbols are in Green
 <b>Washing</b>	 Do not wash	 Hand wash in cold water  Machine wash in cold water at a gentle setting - reduced agitation  Machine wash in lukewarm water at a gentle setting - reduced agitation  Machine wash in warm water at a gentle setting - reduced agitation	 Machine wash in warm water at a normal setting  Machine wash in hot water at a normal setting
 <b>Bleaching</b>	 Do not use chlorine bleach	 Use chlorine bleach with care	
 <b>Drying</b>		 Dry flat  Tumble dry at low temperature	 Tumble dry at medium to high temperature  Hang to dry  Drip dry
 <b>Ironing</b>	 Do not iron	 or  Iron at low setting  or  Iron at medium setting	 or  Iron at high setting
 <b>Dry Cleaning</b>	 Do not dry clean	 Dry clean - with caution	 Dry clean

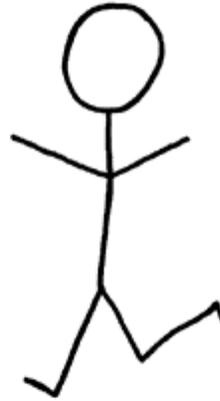
IC No. 15000 B 94-03



Jump On Right Foot  
10 Times



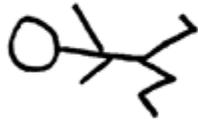
10 Toe Touches



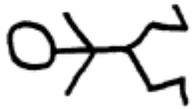
Jump On Left Foot  
10 Times



10 Arm Circles



Run On the Spot



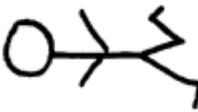
Jump On Both Feet 10 Times



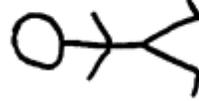
Stretch Each Arm



10 Crunch-ups



10 Modified Jumping Jacks



10 Side Bends Each Side



Roll Over 10 Times



10 Push-ups