

On My Own



BC LONES NEWSLETTER



Fall 2011 Issue: 43

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On My Own

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Items appearing in this publication may be copied for use within Guiding.
Credit as to source would be appreciated.

Deadline for submissions for the next issue is: **October 30, 2011**

Joyce Wenner
Provincial Lones Adviser
***On My Own* Editor**
E-mail Address: lones@bc-girlguides.org

JOYBUG'S LETTER



As I write this latest OMO letter to you all, I am enjoying the summertime weather that has finally arrived in BC and looking forward to relaxing in the sunshine. Hopefully this will continue for a few more weeks after a cool and cloudy start to summer vacation.

For some of you – it's back home again after vacations or some camping fun. At least this year's SOAR 2011 in Agassiz was dry for the most part and, hopefully, those of you that attended weren't bothered by the daily *long trains* that passed by so near to the tent areas. This camp may well be remembered as *Camp Choo-Choo!* It's hard to believe all the planning, hard work plus the fun times are over now for another three years. I hope all the Lones managed to meet some Guiding sisters from other countries and also made some new friendships that will carry on for years to come.

I also realized today that it is the middle of August already and soon will be the start of another Guiding and school year! Fall is a great time of the year - with all the changes occurring like leaves or classes and for some of you it means a change in your school, Guiding Unit or branch level too. You should be receiving your 2011-2012 A5.R forms soon from your Lones Guiders along with a new Code of Conduct form, but if not, there is an attached registration package at the end of this edition of the Lones OMO newsletter that you can fill out and mail into Guide House.

Please mail the registration and health form along with your \$60.00 annual registration fee before October 15, 2011 to

**BC Lones - Registrations
Girl Guides of Canada - BC Council
1476 West 8 Avenue
Vancouver, BC V6H 1E1**

I would like to introduce and say welcome to the new Provincial Program Adviser, Julie Thomson. Julie was the Program Adviser for Monashee Area and she has been a Guider with several branch levels including Guides, Brownies and Sparks. I know she will bring a wealth of information to our BC Program Committee which we can share with all of you in the future.

Here is looking forward to another great year in Lones.

Yours in Guiding
JOYBUG
Joyce Wenner
BC Lones Adviser

- Don't forget to send in your On My Own newsletter submissions of pictures and/or write-ups via email to lones@bc-girlguides.org



News in Program

“One by One by One” - BC Membership Challenge

BC Girl Guides is proud to present our new *Membership Challenge*. It may be completed by an individual girl or adult or by a Unit working together. We all want our Guiding organization to grow and you can help make that a reality.

To take part in this challenge and earn your crest do the following:

Sparks any 3 items from list

Brownies any 4 items from list



Guides and up - including adults - do any 5 list items from the following.

1. Invite and bring a friend to your Unit meeting or activity. Discuss this with your Guider first.
2. Participate in a bridging activity with at least **TWO** different levels of Guiding.
3. Hand out bookmarks or other Guiding materials while selling cookies.
4. Help out at a Girl Guide PR or information table or event.
5. Do a service project in your community while wearing your uniform.
6. Put up a poster in your meeting place or other community space. (Ask permission first.)
7. Put up a lawn sign or other sign at your meeting space.
8. Put some bookmarks in a book store, library or by the grocery checkouts. (Ask permission first.)
9. Send a photo (make sure everyone has a photo release), a poem, a description of one of your Unit activities or an article to your District, Area or provincial PR person or website.
10. Make a list of all the Guiding things you want to do when you are older. Share the list with your Unit or Guider.
11. Participate in a large Guiding activity such as a District or area camp or rally, SOAR, Trefoil Rendezvous, Link meeting or joint activity with other Guiding Units.
12. Have a multicultural sharing night with your Unit.
13. Make a Unit sign or banner to take to Unit events in public.
14. Make a presentation about Guiding at school, a youth group or adult meeting or service club.
15. Write a thank you note or special thanks to a Guiding person.
16. Participate in a community event such as Remembrance Day, Parade or Fair.
17. Help to plan a special event for girls, Guiders or alumni.
18. Plan a joint activity with another Unit.
19. Do a good turn for a fellow girl or Guider.
20. At a Guiding activity or event get to know someone you have not previously met before.
21. Handout bookmarks or other Guiding material at Halloween.
22. Nominate a fellow Guider or girl for an award, inside or outside of Guiding,
23. Invite the local media to your event. (Discuss this with your Guider first.)
24. Tell someone about Guiding: include it on your Facebook profile, tell your peers at school, church or friends in your town.
25. Attend a Parent/Daughter event.
26. Do your own project to recruit, retain or reclaim a girl or adult for Guiding. Get ideas from our
27. BC Long Term Plan on our website at www.bc-girlguides.org under Membership Building

Note: Upon completion return your list to your Lones Unit Guider for the BC Membership Challenge crest.



Sing Ontario Sing Challenge

| | |
|---|--|
| <p style="text-align: center;">Song List</p> <ol style="list-style-type: none"> 1. 40 Years on an Iceberg 2. Guide Marching Song 3. I am Slowly Going Crazy 4. 12 Days of Guide Camp 5. 3 Sharp Tooth Buzzards 6. Les Trois Garçons 7. Alice the Camel 8. Norwegian Number Game 9. Four Jolly Blacksmiths 10. Three Pirates 11. 5 in the Bed 12. Going Over the Sea 13. My Twenty Pennies 14. This Old Man 15. One Finger, One Thumb 16. One Man Shall Mow 17. Grand Old Duke of York 18. Pirate Ship 19. Manatees 20. 5 Green and Speckled Frogs 21. Six Little Ducks 22. 90 Years of Guiding 23. My Hat it Has Three Corners 24. Inch Worm | <p style="text-align: center;">Requirements</p> <p>Sparks</p> <ul style="list-style-type: none"> • Select 6 or more songs <p>Brownies</p> <ul style="list-style-type: none"> • Select 7 or more songs <p>Guides</p> <ul style="list-style-type: none"> • Select 8 or more songs <p>Pathfinders</p> <ul style="list-style-type: none"> • Select 9 or more songs <p>Rangers & Adults</p> <ul style="list-style-type: none"> • Select 10 or more songs <div style="text-align: center;">  </div> |
| <p style="text-align: center;">Song Book Resources</p> <ul style="list-style-type: none"> • Songs to Sing and Sing Again • Our Chalet Songbook • Our Chalet Songbook II • Jubilee Songbook • Songs for Canadian Girl Guides • Celebrate With Song • Sing a Song with Sparks and Brownies <p>*** Available from www.thegirlguidestore.ca</p> | <p style="text-align: center;">Note</p> <p><i>The Sing a Long with Sparks and Brownies</i> is an Ontario Council CD - available from</p> <p style="text-align: center;"> www.guidesontario.org  </p> |

**** Lones - Please make a cassette tape of you singing the required songs for your branch level and send it in to your BC Lones Adviser no later than January 5, 2012.

SPARKS



Dish Soap Paint for STEM Challenge

To make paint that is great for painting temporary designs on windows or even sidewalks, try dish soap paint!

You can also paint on paper with it. Once it is dry, it has a nice shiny finish and best of all clean up is a breeze!

You need to use **clear or light** coloured dish soap.

1. In a small bowl, add equal parts of dish soap and powdered tempera paint.
2. Stir and mix well. That's all there is to it!
3. Take care to protect clothing when making this paint, since tempera will stain.
4. Take care to protect the walls and window sills if using this paint on the window.

Paper Skate for Active Living Challenge

Equipment

- sheets of paper, music

Standing on two pieces of recycled paper, skate in different directions and with levels of intensity. Try speed skating, figure skating, hockey, cross-country skiing. The Skater's Waltz is great music for this.

Active Observation

This can be used as part of the CSI and Active Living Challenges or just as a fun activity with a friend.

Equipment

- pictures of people – cut from an old magazine

Directions

1. Put several large pictures of people around the room. The pictures or drawings must be large enough to be able to distinguish individual characteristics easily.
2. Walk around the room until given the signal to stop. Then proceed to the nearest picture and take a short time (10 sec.) to look at it before the signal is given to return to the start.
3. Now answer the leader's questions: for example, what colour was the hair?
4. What colour sweater was the person wearing?
5. How old was the person?
6. What type of shoes?
7. If the pair of girls can't agree or can't remember then return to the picture to get the answer.



BROWNIES



Key to Me - Interest Badge - Cool Collecting

Collect some things you enjoy, such as photographs, leaves or postcards. Organize them into an album or storage box.

Fall is a great time to find lots of different coloured leaves. Wander around outside and collect them. Then make a booklet to display your leaves.

- Take a small notebook or scrap paper to jot down notes about the bark, berries, seeds, etc., that go with your leaves.
- Put the leaves and the notes all about the leaves in a baggie to keep them together till you get home.
- At home you can take a binder with plastic protector sheets and insert paper with your leaves and the information you have on the leaves.

There are a couple of ways to put your leaves in your booklet:

Leaf rubbings:

- Put the leaf underneath of the template so the rough (back) of the leaf is facing up
- Take a crayon and peel off the paper
- Lie the crayon on its side and rub it over the template
- This is a nice project for Age 5-6

Pressed leaves:

- Press the leaves in a big book (phone books work well) between sheets of wax paper or paper towels for a couple of days till dry.
- Cut pieces of wax paper or clear contact paper (you can purchase at a hardware, Dollarstore or Walmart store).
- **If using wax paper**, the pieces should be about 8" x 8".
 1. Fold the wax paper in half once (you now have a piece 8"x4")
 2. Fold the open edges of the wax paper in about 1/4 inch and crease well (you now have an "envelope" that is about 7.5"x4")
 3. Slide the pressed leaf inside the envelope.
 4. Fold the top open edge down about 1/4 inch and crease well.
 5. Put the envelope onto the template and scotch tape the corners.
- **If using clear contact paper**, the pieces should be about 7" x 4".
 - a. Peel the backing off the contact paper
 - b. Put the leaf onto the template in the position you want it shown
 - c. Carefully put the contact paper overtop, smoothing out any bubbles with your fingers.



Included here is an example to use as a template for your booklet page that you can copy and make for yourself

Type of Tree: _____

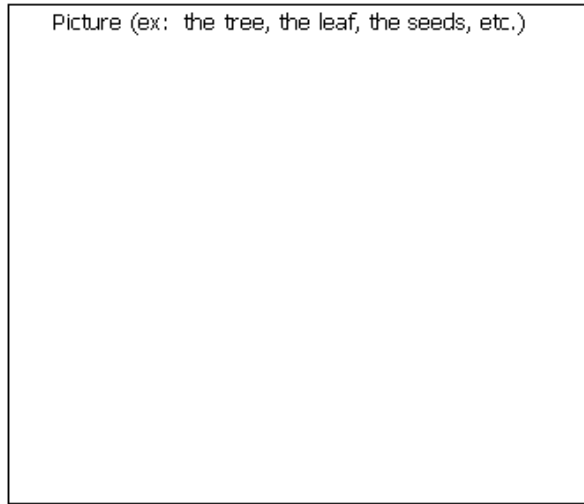
Color of leaf: _____

Color of bark: _____

Size of tree: (big) (medium) (small)

Other interesting things
(ex: fruit, berries, seeds, thorns)

Picture (ex: the tree, the leaf, the seeds, etc.)



GUIDES AND PATHFINDERS



Girl Engagement in Your Program

One of the new things in the Girl Guides of Canada program is having girls help to decide and plan their own program.

This is done in several stages and as our members get older, the amount of involvement changes and increases as to what and how they want to do their program work.

By the time a girl is a Ranger - she is designing her own projects, camps and the badges she wants to earn during her Guiding year. There is no set criteria in place as to what she wants to complete. There are extras also to add to her Program work - the Commonwealth and Duke of Edinburgh Awards are two of them.



Girl Leadership Development

Did you know that girls participate in decision making differently at each branch level?

Here is an example of how your role changes as you progress up the various guiding levels.

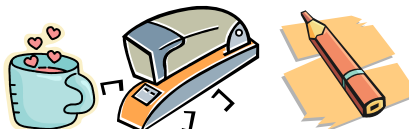
1. **Sparks** - suggesting activities often choosing from options presented to them by their Guiders
2. **Brownies** - suggesting activities; leading simple activities; leading some Unit functions; assisting with Brownie circle and Unit activities as Circle Leaders
3. **Guides** - suggesting activities; initiating planning and leading activities; leading some Unit functions; assisting with patrol and Unit activities as Patrol Leaders
4. **Pathfinders** - suggesting activities; planning and leading activities; leading Unit functions for their own group or other branch level Units
5. **Rangers** - initiating, planning and leading activities; leading Unit functions for their own group or other branch level Units. Overseeing record keeping and supporting community involvement. Your Guider acts as a mentor and sounding board to your plans and will assist you in finding contacts and information.

Girls evaluate activities

- Sparks, Brownies and Guides are given at least two opportunities to evaluate activities they have done.
- Pathfinder and Rangers regularly evaluate activities.
- Guiders support girls' efforts to lead by: mentoring them in the process.

Here is a good game to use as an icebreaker. It encourages them to think creatively while producing a lot of laughs too.

1. Divide the players into smaller groups. Give each group a different, ordinary object such as a stapler, a mug or a pencil.
2. Ask each group to brainstorm the different possible uses for the object - the wackier the better!
3. Run wild with your ideas- the crazier the better! For example, a pencil can be a backscratcher, a stapler a camp sewing machine and a mug can be a swimming pool for a ladybug or a flea.
4. Now share the imaginative list with the rest of the group. You can even ask them to act out the use of their object.



SOAR 2011



TENTS, TENTS AND MORE TENTS - they filled the Agassiz fairgrounds to house over 2,000 girls and Guiders plus approximately 300 core staff for the Girl Guides of Canada – BC Council's 6th triennial **Spirit of Adventure and Rendezvous (SOAR) 2011**.

The camp had all the traditional camp-type activities such as cooking, crafts campfire and sing-alongs plus activities in the each of the program areas. These included: Active Recreation, Crafts, Environment, Fine Arts, Service, Science and Technology and Waterfront. The Rangers also had the opportunity to sign up for various adventure trips too. They got to try everything from horseback riding, hiking, white water rafting, repelling, kayaking plus they volunteered in the community helping the local food banks and thrift stores in Chilliwack. Some campers even got to meet the local wildlife when a skunk came to visit although the smell was definitely not appreciated!

Fast Facts: Lots of food – How much did they need to buy? Here are some of the items:

2,500 fruit snacks
40,000 juice boxes

4,500 granola bars
27 cases hot chocolate

1,500 lbs of tomatoes
2,340 eggs

SOAR Memories



Dease Lake Girl Guide Patrol



Daphne MacGregor-Greer, Provincial Commissioner, being shown around by Greeter Cindy Popplestone



Trading Crests and Pins



SOAR Mascot Ellie



USA Girl Scouts

Games to Play

Balloon Ball

Equipment

- Inflated balloon (have a couple of spares)
- Four bean bags.



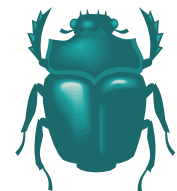
Directions

1. The players are in two teams, facing each other, behind two lines, at least six metres apart.
2. The balloon is on the floor in the middle and each side has two bean bags.
The object of the game is to get the balloon over the opposing team's line by hitting the balloon with a bean bag.
3. Bean bags must be thrown from behind the line.
4. A point is scored for each successful goal.
5. Bean bags may be retrieved only by the team which throws them.
6. If a player touches the balloon, a point is given to the team.

The Beetle Game

Equipment

1. Each "team" chooses a table to sit at. One person at each table will be staying at the table throughout the game. The rest of the team will be moving from table to table after each win.
2. Each table has one dice, scrap paper, pen or pencil that works, and a diagram of a "beetle" (Use scrap cardboard from cereal boxes and laminate with clear Mac-tac).
3. NOTE: The beetle is a large oval abdomen, smaller head, feelers/antennae, two eyes, four legs, and a tail.
4. Each body part has a number from 1-6, just like the dice has numbers 1-6. The abdomen is 6, head is 5, tail is 4, legs are 3, antennae are 2, and eyes are 1. Number all the parts clearly on the body, although as the girls get experience with the game, they remember quite well without looking.



Directions

1. Each team is playing simultaneously (at the same time!).
2. The one person at each table **that stays** (Beetleguise) is the one that draws the parts on the paper.
3. Each team member at the table take turns rolling the dice. You have to be quick because the first team to complete the picture, hollers "**BEETLE**", play stops and the teams move to the next table in a round-robin fashion.
4. The rules are much like a cross between Parcheesi and Hangman. The dice are rolled, and you need a 6 to start. As soon as a six is rolled, Beetleguise will quickly draw a body on the paper, while the other members frantically continue rolling the dice to get a five.
5. Once the head is on, then it doesn't matter which numbers come next, as long as you get 4-3's, 2-2's, and 2-1's.
6. Again, once the body is completed, holler '**BEETLE**' and play stops.
7. Players move to the next table and on a signal, play resumes again.
8. You can either keep score and award applause to the team that had "**BEETLE**" the most times, or you can use this game at camp and hand out little treats. Just make sure everybody gets something!!

Look for more games at <http://guidezone.e-guiding.com>

READING SUGGESTIONS

| | |
|--|--|
| <p style="text-align: center;">SPARKS The Perfect Snow By Barbara Reid</p> <p><i>It came in the night. "Perfect!" said Scott. "Snow!" said Jim.</i> At recess the schoolyard is full of happy kids. Scott is making snowmen. Jim is working on the world's greatest snow fort. At lunchtime they join forces...to create a perfect snow surprise!</p> | <p style="text-align: center;">BROWNIES</p> <p style="text-align: center;">PUT ME IN A BOOK! By Robert Munsch</p> <p>Hailey is really excited when a writer puts her in a book. But being in a book isn't as much fun as it sounds. And how is Hailey going to get OUT again?</p> |
| <p style="text-align: center;">GUIDES</p> <p style="text-align: center;">Cara the Fairy Camp By Daisy Meadows</p> <p>Summer camp is one of the best parts of summer vacation, thanks to Cara the Camp Fairy! Because of her special magic, campers can navigate through the woods, stay cool during the day, and do lots of fun activities. But Jack Frost has sent his goblins to steal Cara's magic. Now camp is a catastrophe!</p> <p>Rachel and Kirsty have been looking forward to camp for months, but everything is going all wrong. Can they help Cara fix things...before the whole summer is ruined?</p> | <p style="text-align: center;">PATHFINDERS</p> <p style="text-align: center;">THAT FATAL NIGHT By Sarah Ellis</p> <p>In the aftermath of the <i>Titanic</i> disaster, a young girl - Dorothy Wilton must come to terms with haunting memories from the voyage. Dorothy is encouraged by her teacher to write about her experiences on that fateful night in April 1912. But a secret Dorothy is too traumatized to acknowledge – a secret about her own actions on that fatal night, which may have had deadly consequences.</p> |



World Literacy Day ~ September 8

The United Nations' (UN) International Literacy Day annually falls on September 8 to raise people's awareness of and concern for literacy issues in the world. Literacy day was first celebrated on September 8, 1966 in countries all over the world, including the United States, Canada and the United Kingdom, the day raises people's awareness of and concern for literacy problems within their own communities.

Did you know, according to UNESCO, about 774 million adults lack the minimum literacy skills and one in five adults is still not literate with two-thirds of them are women. Did you know about 75 million children are out-of-school and many more attend irregularly or drop out of school?

Literacy is a cause for celebration too on this day because there are now nearly four billion literate people in the world. On International Literacy Day each year, UNESCO reminds the international community of the status of literacy and adult learning globally.

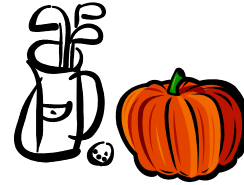
Trader Craft Ideas

| | |
|---|---|
| <p style="text-align: center;">Lollipop</p> <p>Materials</p> <ul style="list-style-type: none"> • three bright coloured pipe cleaners • cellophane - clear • craft stick • glue, pencil • pin • tag | <p>Directions</p> <ul style="list-style-type: none"> • Twist the pipe cleaners together. • Roll the twisted pipe cleaners up into a flat circle to look like a snail shell. Glue together. • Glue a craft stick on the back. • Cut a piece of the cellophane to wrap up the piece of candy. • Twist at the base of the stick. Optional: add a ribbon here. • Hot glue flat back pin on back. • Add the tag to the ribbon. |
| <p style="text-align: center;">Rainbow Seeds</p> <p>Materials</p> <ul style="list-style-type: none"> • 2 to 3 seed beads of each colour: red, yellow, pink, green, purple, orange & blue • Small Ziploc craft bag – available in packs of 25 or 50 from Dollar Stores • Blank address labels, cut in half • Different colour pens or markers • Safety pin • Tag | <p>Directions</p> <ul style="list-style-type: none"> • Place the half of label on the baggie and write, "Rainbow Seeds - Plant in your heart when your life needs some colour." Use different colour pens or markers to write this. • Add 2 to 3 seed beads of each colour. • Close baggie tight and add pin to the corner. • Add the tag to the pin with your name and unit number and trade with other guiding members. |
| <p style="text-align: center;">Shooting Star</p> <p>Materials</p> <ul style="list-style-type: none"> • White fun foam, cut into star shape • One silver pipe cleaner • Hot glue gun/glue sticks • Flat back pin • Tag | <p>Directions</p> <ul style="list-style-type: none"> • Cut pipe cleaner into three even lengths. • Glue the pieces of pipe cleaner on the back of the star so they shoot out one side. • Hot glue flat back pin on back. • Add the tag to the pin. |
| <p style="text-align: center;">Toilet Paper Roll</p> <p>Materials</p> <ul style="list-style-type: none"> • string • 1 1/2 inch piece of drinking straw • craft felt white for toilet paper, cut to size of straw • glue, pencil • pin • tag | <p>Directions</p> <ul style="list-style-type: none"> • Glue felt toilet paper around the piece of straw, rapping a couple of times and leaving an end hanging. • Put string through the straw and square knot the two ends at the top. Add a pin. • Add the tag to the pin |

HALLOWE'EN PARTY FUN

Pumpkin Golf Game

Object of Game: Hit the golf ball into a pumpkin.



Preparation

1. Carve out a pumpkin. Make the mouth extra large.
2. Build a cardboard ramp up to about one foot from the ground – or to the bottom of the pumpkin's mouth.
3. You will probably need some support under the cardboard so it doesn't buckle – a hard cover book works.
4. Tape the ramp to the floor for stability.
5. Mark a starting point a few feet from the start of the ramp. * The older the kids, the farther away.

Playing the Game

1. Each player gets to hit a golf ball three times.
2. Each time the ball goes into the pumpkin, the player wins a piece of candy.

△ **Looking for some computer games to play with a Halloween theme?**

△ **Log on to** <http://www.primarygames.com/holidays/halloween/games.htm>

Toilet Paper Witch Craft

***** To view a picture of this craft <http://www.dltk-holidays.com/halloween/mwitch.html>

Materials

- toilet paper roll
- a printer
- paper
- scissors
- glue
- something to colour with - markers, pencil crayons or paints.



Instructions

- Print out the template of choice from the above website. If using black and white colour pieces as necessary.
- Cut out the pieces.*This step may require adult assistance for younger children.
- Glue the head, arms and feet onto the body.
- Glue the pot to the body in front of a witch. You can glue a toothpick into the witch's hands and the back of the pot to make it look like she is stirring her brew.

Sparkly Spiders

What you'll need

- Styrofoam ball, approximately 4" in diameter
- Purple acrylic paint
- Sponge applicator
- 2 large googlie eyes
- Hot glue
- 9 black thick fluffy pipe cleaners
- Colourful craft gems OR purple sequins



How to make it

1. Using the sponge applicator, paint the entire Styrofoam ball and allow to dry completely.
2. Use eight of the pipe cleaners for legs. To do this, at the bottom of each one, bend into a foot, about 1" long. Bend at the "knee" about halfway up the stick.
3. When the ball is dry, insert the pipe cleaners into the body, four on each side.
4. Cut the last pipe cleaner in half, and then cut one of those halves in half again. Bend the quartered pipe cleaner to create a "feeler" (officially known as a "palp," for those budding scientists) about ½" long and place one on either side of the face (on either side of where the mouth would be).
5. Hot glue the wiggle eyes onto the spider's face.
6. Decorate the spider's back with purple sequins or craft gems gluing them on.
7. Adjust the legs so that the spider stands on its own.

Tips

- Craft gems can be found in any discount department store or craft supply store.
- Sponge applicators can be found by the paintbrushes in any craft supply or discount store

- Note: Styrofoam is very porous and can take a little while to dry. Plan something fun during drying time so that you aren't impatiently waiting to begin the next step. This is a good time to cut and bend the pipe cleaners you need for the legs.

* To see the finished product log on to <http://crafts.kaboose.com>

Halloween and Guy Fawkes nights will soon be here – why not try this at your next campfire.

Mud Potatoes

- Take baking potatoes and coat in a thick layer of mud (this is the fun part!).
- When you have a good bed of coals, place the potatoes in the coals and cook for approximately 1 hour, depending on the size of your potato and how hot the coals are.
- Use tongs to remove from the fire, be careful you don't burn yourself they are **very hot!**
- Knock the mud off and enjoy with butter and additional toppings if desired.



Pumpkin Ideas

Carving a Jack-O-Lantern

Preparation and Cleaning

1. When selecting pumpkins for carving, the lighter coloured ones carve easier, as they are softer. The downside is they do not last as long.
2. Pick a pumpkin with a nice stem and an easily carvable face.
3. Clean the pumpkins off outside by washing them with plain water and a sponge. Allow to dry.
4. Keep the pumpkin outside, or in a cool place, until you are ready to carve it.
5. Cut open the top of the pumpkin and clean out the inside seeds and guts (many of us call them "Pumpkin Brains"). Be careful not to pull hard on the stem as it breaks easily.
6. Now pick a design and carefully start carving. I take a template – there are lots to find online or just draw your own picture then tape design to pumpkin and take a skewer and make small holes around the outline for the design. Now you can cut it out using a sharp paring knife or pumpkin cutter.

Tip: When cleaning the inside of your Jack-O-Lantern – only scrape the inside wall to an inch thick. This will make carving a lot easier.

Set the seeds aside for cooking pumpkin seed snacks – see below for recipe - or save the seeds for growing next year – remember to plant them early so they have the most growing time.

Roasted Pumpkin Seeds

Preparation Directions

1. Remove seeds from the pumpkin.
2. Separate and discard pulp *use this for other things – see below.
3. Thoroughly wash seeds in warm water so no pulp strings remain.
4. Spread seeds out onto a cookie sheet - I use parchment paper on the tray – saves cleanup.
5. Sprinkle generously with salt or other spices *see below.
6. Put pan into oven and bake at 350 degrees for approximately 20 minutes.
7. Check every five minutes and stir so they don't burn - adding more salt to taste.
8. Check seeds to see if they are done by taking a sample out, allowing to cool and tasting. If the insides are dry, they are done.
9. Allow to cool and serve or store in air tight containers for later.

Some flavour ideas

- **Cheesy** Pumpkin Seeds - sprinkle with Cheesy popcorn seasoning.
- **Tex-Mex** Style - Sprinkle powdered taco seasoning onto the seeds. This is better mixed in a bowl first. Add more red pepper powder for really hot seeds – but be sure to have a glass of milk on hand to cool off your mouth.
- **Seasoned or Garlic Salt** - yum! Lo-Salt Diet!? Then just use garlic powder.

Hint: Want more ideas? Just think about the flavors of popcorn and give it a try!

Don't forget to use the pumpkin's filling meat for baking great pies, muffins or loafs – here is one of my favourite on the following page.

Pumpkin Spice Cake

Only three ingredients and it tastes wonderful! You can make cupcakes, cookies or quick bread too.

Ingredients

- 1 (15 oz.) can pure pumpkin (not pie mix)
- 1 pkg. spice cake mix
- 1/4 cup tap water
- Frosting or powdered sugar if desired but not necessary
- Semi sweet chocolate chips.



Directions

1. Preheat oven to 350F degrees.
2. If using a 9x13 inch baking pan, line with parchment paper or grease and flour it.
3. If using cupcake pans, line with cupcake papers, and spray each liner with a tiny bit of non-stick spray like Pam.
4. Mix cake mix, pumpkin and water in a large bowl until well blended. It starts out lumpy and then suddenly is all incorporated.
5. For cake, dump into cake pan and bake as directed on cake mix box.
6. For cupcakes, use a large spoon to scoop into cupcake papers; the mix will "sit up" somewhat so the cupcakes won't have flat tops unless you smooth them out. Bake as directed on cake mix box.
7. For cookies, drop by spoonfuls onto cookie sheet, about 2 inches apart, bake for 10-13 minutes.
8. After baking, let cool on the sheet/pan for 5-10 minutes, then remove to cooling rack.

One box of cake mix makes about 20 cupcakes with this recipe.

If making cookies, line cookie sheets with parchment paper so they won't stick.

Makes a couple of sheets of cookies To fancy these up, you may sprinkle them with powdered sugar or frost with white or cream cheese frosting.

Variations: You can add 1/2 cup raisins, dried cranberries, chopped apples, or chopped nuts or whatever you want. You can also add a teaspoon of pumpkin pie spice if you want them spicier.

THANKSGIVING

What is Thanksgiving Day?

Thanksgiving Day is a day set aside each year where people in the United States and Canada give thanks for all the blessings they received during the year by feasting and prayer.

History of Thanksgiving

Thanksgiving Day first started in New England in the USA. It was for thanking God for the abundant harvest of their crops. This is usually somewhere in late fall when the crops have been harvested and put away for the winter months. People from many parts of the world have been holding some kind of harvest festivals for thousands of years and it continues today.

In 1621, in what is now the United States of America, the Pilgrims celebrated their harvest in the New World. By the 1750's settlers moving to Canada from America had taken this celebration to Nova Scotia. At the same time, French settlers arriving in Canada with the explorer Samuel de Champlain also held thanksgiving feasts and shared their food with their Indian neighbours. After the Seven Years War ended in 1763, the citizens of Halifax held a special day of Thanksgiving.

When does Canada Celebrate Thanksgiving?

The first Thanksgiving was observed at Port Royal Nova Scotia in 1710 when the town passed into English hands. Later it was celebrated on November 6 beginning in 1879 but finally, on January 31, 1957, the Canadian government proclaimed the second Monday in October to be our national holiday. We celebrate it the same way as the Americans do but a month earlier and we all enjoy getting together with family and friends for dinner and friendship.

Thanksgiving Riddles

| |
|---|
| What kind of key has legs, but can't open doors? |
| Why didn't the turkey finish his dessert? |
| What is Dracula's favorite holiday |
| What happened to the turkey that got into a fight? |
| What do you get when you cross a turkey with a centipede? |

How many words can you make out of the word *Thanksgiving*?

| | | |
|--|--|--|
| | | |
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World Peace Day



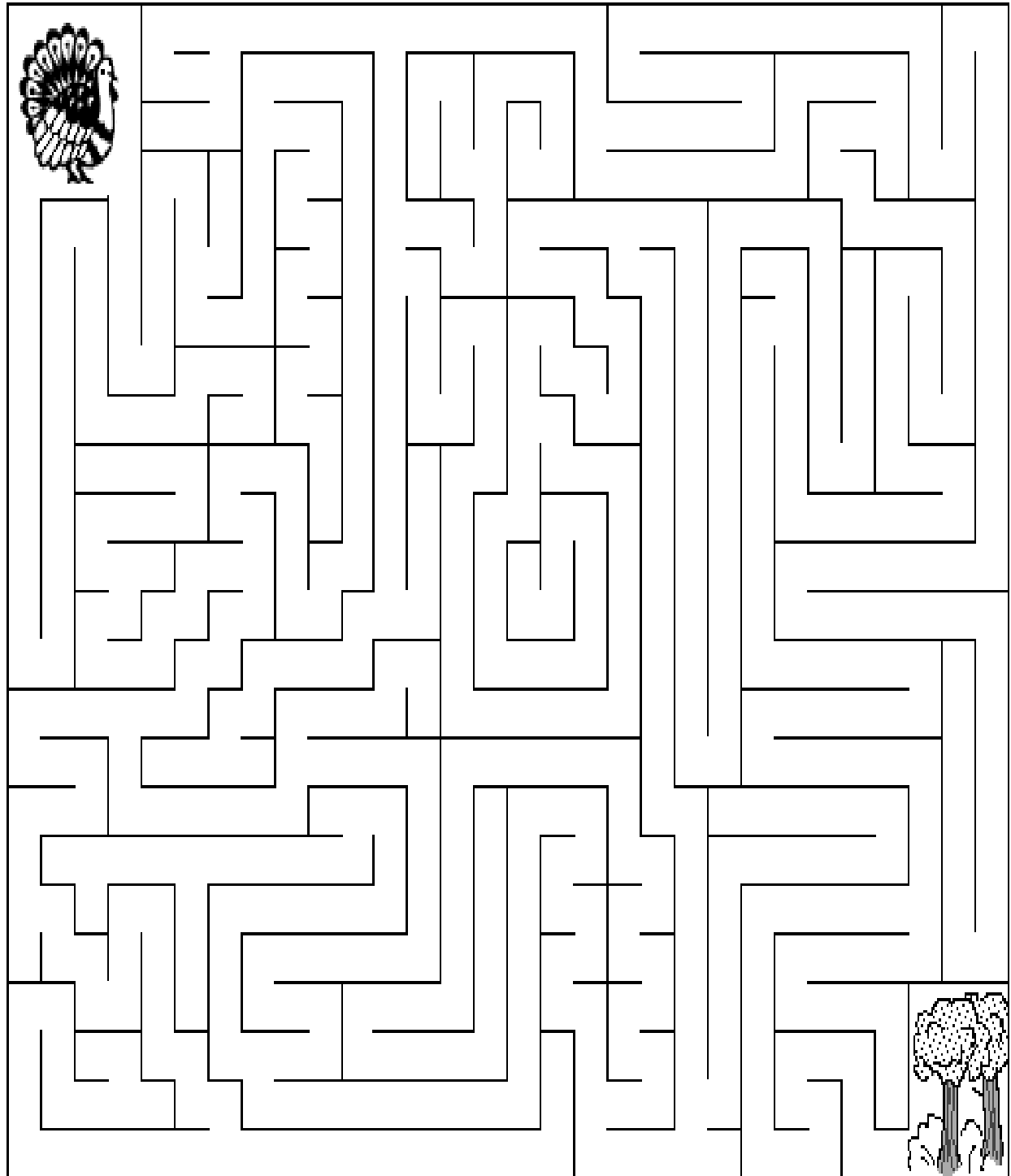
The International Day of Peace was established in 1981 to coincide with the opening of the UN General Assembly who declared that the day should be observed as a day of global ceasefire and non-violence.

The first Peace Day was celebrated in 1982 and starting in 2002 - September 21 became the permanent date for the International Day of Peace. By creating the International Day of Peace, the UN has devoted itself to worldwide peace and encouraged people to work in cooperation for this goal. Since the beginning it has grown to include millions of people worldwide and many events are organized each year to commemorate and celebrate this day.

Symbols: The peace dove flying with an olive branch in its beak is one of the most commonly seen symbols for the day. The dove can also represent "hope for peace" hence the phrase "to extend an olive branch". Often the dove is represented as still in flight to remind people of its role as messenger a peace.

This year is special too now that our Canadian peacekeeping troops have finally returned home as of July 31, 2011 after 9 years of duty in Afghanistan.

TURKEY MAZE



Help the turkey escape into the woods

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free for non-profit use

Why Do Leaves Turn Colour In Autumn?

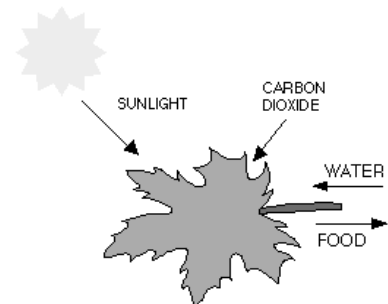
One of the best things I enjoy about the end of summer is the fabulous colours of the leaves that change each fall. Did you ever wonder how and why a fall leaf changes colour? Why does a maple leaf turn bright red? Where do the yellows and oranges come from? To answer those questions, we first have to understand what leaves are and what they do.



Like us plants and trees need to eat to grow. In fact, they like to eat sugar — a type of sugar they make with the help of the sun and a green chemical called **chlorophyll**. You can tell they're eating because chlorophyll is making the leaves green. Trees eat and grow the most during spring and summer, when there is more sun. The plants also take water from the soil through their roots and take in a gas called carbon dioxide from the air. The plants use the sunlight to turn water and carbon dioxide into oxygen and glucose. Oxygen is a gas in the air that mammals need to breathe so this helps us which is why we need plants and trees around us to live. Glucose is a kind of sugar and the plants use glucose as food for energy and as a building block for growing.

The way plants turn water and carbon dioxide into oxygen and sugar is called photosynthesis which means "*putting together with light*." A chemical called chlorophyll helps make photosynthesis happen. Chlorophyll is what gives plants their green colour. When summer ends and autumn starts, the days get shorter and shorter so the trees "know" to begin getting ready for winter.

Winter days are short and dry so many plants stop making food in the fall. The chlorophyll goes away and then we can see orange and yellow colours which were always in the leaves all summer, but the green covered them up.



Inside a leaf there are millions of little packages of colour in green, yellow and orange.

- The green packages are called chlorophyll
- The yellow packages are called xanthophylls
- The orange packages are called carotene

Some leaves turn red and some turn purple. These colours are made in the fall, from glucose food trapped in the leaves after the photosynthesis stops. Brown colours are also made in the fall. They come from wastes left in the leaves.

S.T.E.M. CHALLENGE SCIENCE

How sunlight affect leaves colours?

Supplies:

- A tree with leaves that turn red in autumn
- Aluminum foil or heavy paper
- Masking tape.



What you do

1. Before the leaves turn colours in the fall, find a maple tree, flowering dogwood, or other tree or shrub that you know will turn bright red or purple.
2. Find several leaves that receive bright sunlight, and cover half of them with foil or heavy paper and tape – leaving them still on the tree.
3. After the leaves have changed colour, remove the covering and observe the different colours underneath. These are the colours that were in the leaf all summer. The bright reds and purples are only made in the fall, with exposure to light.

AUTUMN WORD SCRAMBLE

How many words can you unscramble?

trawe _____

afle _____

rnege _____

ernago _____

mutanu _____

loscuge _____

gnlituhs _____

holoprychl _____

* answers page 27



Autumn Word Search



Y M V R A L N S E Z A Y N H Q
P J I C E O E N U I L V C A Y
X S O G S B I A P O S M H Y E
B R I A R H O O V C K A C R L
N O E R S A C T A E R L B I L
N S N N C U T R C V S L E D O
E W U F N L E I E O E A A E W
K S O R I C E S O P R B U E E
A Q O R R R T R I N A T T E G
R C B O B F E R R X U O I G N
R E W O L F N U S I T O F A A
N O V E M B E R X Y U F U I R
S E P T E M B E R S M Q L L O
N I K P M U P E H I N D S O N
E L P P A S C E N I C O R F Z

ACORN
BEAUTIFUL
CORNUCOPIA
FOOTBALL
LEAVES
OCTOBER
RAKE
SCENIC
SQUIRREL
YELLOW

APPLE
BONFIRE
CRISP
HARVEST
MIGRATION
ORANGE
RIPE
SEASON
SUNFLOWER

AUTUMN
BROWN
FOLIAGE
HAYRIDE
NOVEMBER
PUMPKIN
SCARECROW
SEPTEMBER
SUNSHINE



Happy Thanksgiving

Colouring Sheet

Campfire Songs

The Song That Gets On Everybody's Nerves

* Tune - Here we go round the mulberry bush

I know a song that gets on everybody's nerves,
Everybody's nerves, everybody's nerves.
I know a song that gets on everybody's nerves,
And this is how it goes... (repeat)

Campfire Embers

* Tune - The Bells of St. Mary's

The embers of campfire are now slowly dying
The birds in the treetops have gone to their nest,
The stars twinkling o'er us, are now shining for us,
O God of Nature, grant us now the perfect rest.

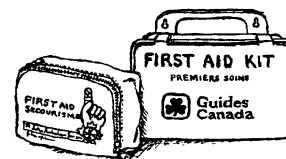


For more songs and to hear the music how this is to sung log on to
<http://www3.telus.net/jp123/1cgg/action.html> by 1st Castlegar Girl Guides

First Aiders Song

* Tune – The 12 Days of Christmas

On the first day at Guide Camp the leaders sent to me - A girl with a badly skinned knee



On the second day of camping the leaders sent to me – (continue until you have covered 12 days)

Two banged heads and a girl with a badly skinned knee

Three nosebleeds

Four skeeter bites

Five nettle-stings

Six girls with splinters

Seven upset tummies

Eight cuts and grazes

Nine twisted ankles....

Ten homesick Guiders

Eleven girls with measles

Twelve angry parents

Alberta

Facts about Alberta

- Alberta was named after Princess Louise Caroline Alberta, daughter of Queen Victoria and Prince Albert. Princess Louise was also the wife of the Marquess of Lorne, the Governor General of Canada from 1878 to 1883.
- Joined confederation in 1905.
- Area of Alberta is 661,109 km².
- The total population of Alberta is approximately 3.72 million as of April 2010.
- Alberta is located in western Canada, next to British Columbia, the coastal province on the Pacific.
- Alberta's border to the west, with BC, is mostly formed by the Rocky Mountains. To the north, Alberta borders the Northwest Territories, to the east the province of Saskatchewan, and to the south the American state of Montana.
- Alberta is the fourth largest province in Canada. It is similar in size to Texas, three times the size of Great Britain or equal to the combined areas of France, Switzerland, Belgium and the Netherlands.
- The province has a diversity of natural terrain—parklands, grasslands, primordial badlands, vast tracts of wild lands, boreal forests and plains, ancient glaciers, thousands of lakes and rivers, and mountain ranges that run the length of North and South America.
- The capital city is Edmonton.
- Calgary is the beef capital of Canada and hosts the annual Calgary Stampede every July.
- Alberta is the world's second-largest exporter of natural gas.

Alberta Provincial Symbols

Topped by a red St. George's Cross on a white background, the Armorial Ensigns feature azure (blue) in back of a range of snow-capped mountains with green hills, prairie and a wheat field in front. (May 30, 1907 by Royal Warrant) A Crest, Supporters and Motto were added on July 30, 1980.

The Crest has a Royal Crown on top of a beaver sitting on a helmet with a silver and red wreath. The Supporters are a gold lion and a pronghorn antelope. The base of the Coat of Arms is a grassy mount with wild roses. The provincial Motto is **Fortis Et Liber** (strong and free) and is used together with the Coat of Arms on seals, shields, banners.

PROVINCIAL TREE is the Lodgepole Pine

In the early 1900's the Lodgepole pine was primarily used to make railway ties. Today it plays a major role in Alberta's forest industry and is manufactured into poles, posts, pulp, plywood, mine timbers and other lumber products.

PROVINCIAL BIRD is the Great Horned Owl

Great Horned Owl (adopted May 3, 1977 by a province-wide children's vote). The bird is a year-round resident of the province, and represents the concern of Albertans for our wildlife.

Provincial Flower is the Wild Rose

The wild rose (adopted 1930) grows almost everywhere in the province, brightening the countryside with flashes of pink.



ALBERTA IS KNOWN AS – *The Province of the Dinosaurs*

There is a famous Dinosaur Museum Royal Tyrrell Museum of Paleontology in Drumheller – it holds numerous specimens from Dinosaur Provincial Park and the Devil's Coulee Dinosaur Egg Historic Nest Site and is also home to the largest dinosaur – Tyrannosaurus Rex statue measuring 26.2 meters tall

1. ALBERTOSAURUS

WHEN ALBERTOSAURUS LIVED

Albertosaurus lived about 74-76 million years ago during the Age of Reptiles and were first unearthed by Joseph Burr Tyrrell in western Canada in 1884 and got their name from H.F. Osborn. Many Albertosaurus fossils have been found in Alberta and in the western USA

A PACK OF ALBERTOSAURUS

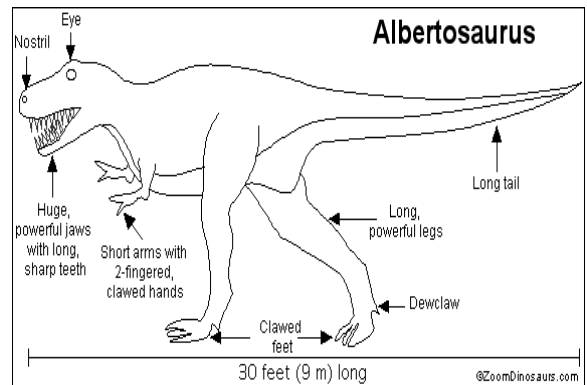
Paleontologist Philip Currie found nine *Albertosaurus sarcophagus* fossils together. Since these dinosaurs were of different ages, they were probably from a herd that lived together (at least temporarily). The idea of a pack of these enormous predators hunting together is really scary to think about.

HOW THEY MOVED

The Albertosaurus walked on two muscular legs that were massive. Short-armed theropods like T. Rex, Giganotosaurus, Albertosaurus, and Allosaurus could not run very fast. If they fell, their short arms would not break their fall and they would be badly injured This meant that these large theropods were slow, lumbering animals.

DIET

Albertosaurus were carnivores also known as meat eaters and probably ate plant-eating dinosaurs for food.



2. EDMONTOSAURUS "Edmonton [Rock Formation] Lizard"

WHEN EDMONTOSAURUS LIVED

Edmontosaurus lived about 73 to 65 million years ago in Alberta Canada. They probably lived in herds since large numbers have been found close to one another and were believed to have migrated thousands of miles seasonally- traveling from the North Slope of Alaska (which would have been dark for months at a time during winter, making plants scarce) to Alberta, Canada (which was rich in green plants during winter).

DESCRIPTION

It had short arms, a long, pointed tail, three-toed, hoofed feet, and mitten-like hands. Its head was flat and sloping with a wide, toothless beak, cheek pouches, and hundreds of closely-packed cheek teeth that ground up its food. It was about 42 feet (13 m) long and may have weighed up to 3.5 tons. It was a biped-meaning it walked on two legs but could also walk on four legs, perhaps to graze low-lying plants.

Edmontosaurus was a slow-moving dinosaur with very few defenses, but may have had keen senses of eyesight, hearing, and smell to help it avoid predators in its swampy habitat. They had leathery skin (as determined from two mummified Edmontosaurus fossils found in Wyoming) and loose skin around its nose area. Some paleontologists think that it may have been able to blow up the skin like a balloon, perhaps for mating rituals. It also had a series of bumps (tubercles) running along its neck, back, and tail.

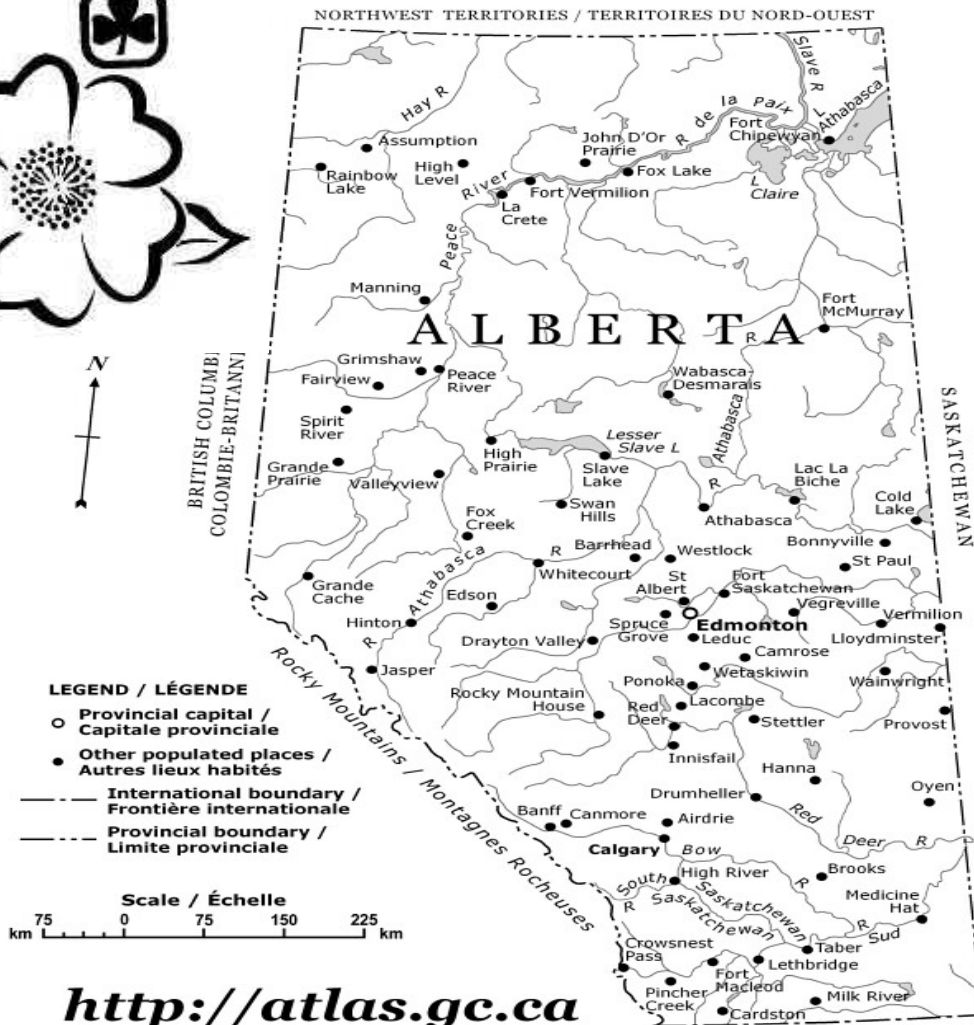
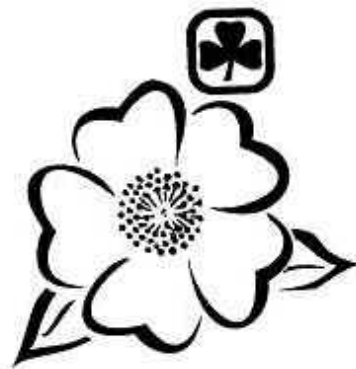
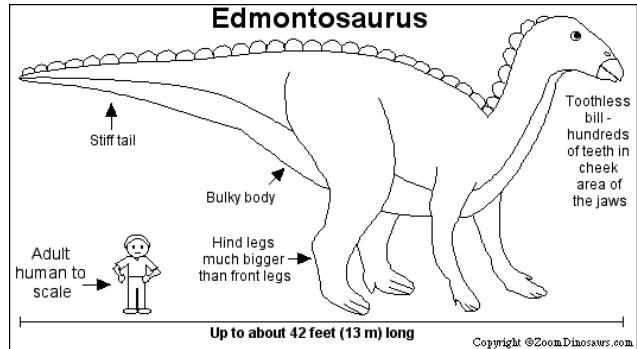
DIET

The Edmontosaurus was a herbivore or a plant eating dinosaur. When discovered in the ground, they had fossilized conifer needles in their stomachs. They ate conifer tree needles, twigs, seeds, and other plant

material with their tough beaks. They had no teeth in their beak, but had hundreds of cheek teeth that they used for grinding up tough plant material.

ENEMIES

They were almost defenseless and their enemies were the Tyrannosaurus Rex and Albertosaurus. The Edmontosaurus could run on two legs or walk on four but it was a slow dinosaur and to avoid predators went into its swampy habitat. A dinosaur's speed was estimated by using characteristics like leg length, estimated body mass and fossilized tracks.



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Visit the Alberta GGC website to see what they are doing

<http://www.albertagirlguides.ca/index.html>

THUMBS UP



- ☺ Lones Guider Tamara and Dease Lake Guider Amy who made this summer's camping such a great adventure at SOAR 2011 in Agassiz.
- ☺ To the Lones Members who attended SOAR – thanks for helping others.
- ☺ BC PR Team for great SOAR pictures and especially Pat for sharing them with us.
- ☺ The BC Ranger Adviser for delivering Lones crests to girls at camp because of the mail strike.
- ☺ 3rd Lones Brownie Unit for making sure their work was sent in to Sunny Owl.

Dates to Remember

| | |
|----------------------------------|-----------------------|
| Labour Day | September 5, 2011 |
| International Literacy Day | September 8, 2011 |
| GGC Registration Week | September 10-18, 2011 |
| World Peace Day | September 21, 2011 |
| Chocolate Mint Cooke Sales Begin | October 1, 2011 |
| Thanksgiving | October 10, 2011 |
| Halloween | October 31, 2011 |
| Remembrance Day | November 11, 2011 |
| Universal Children's Day | November 20, 2011 |

REMINDER → Turn your clocks *back one hour* to Daylight Standard time on Sunday Nov 6th



Answers

| |
|--|
| A. A turkey |
| A. Because he was stuffed! |
| A. <i>Fangsgiving</i> |
| A. He got the stuffing knocked out of him. |
| A. 100 drumsticks |



Fall Word Scramble

| | |
|----------|-------------|
| water | leaf |
| green | orange |
| autumn | glucose |
| sunlight | chlorophyll |

Thanksgiving Word List

Did you find a longer word than I did? Find 70 or more = A+

| | | | |
|---------|--------|---------|---------|
| Thank | Thanks | Giving | Gig |
| Having | Hang | Hank | Has |
| I | An | Is | In |
| Isn't | This | Thin | Than |
| Ick | Gang | Gist | Ink |
| It | Gas | Gash | Gait |
| Think | Nag | Gain | Gains |
| Sank | Sink | Ant | Ants |
| Gag | Gin | Tan | Tank |
| Thinks | Sin | Sag | Shin |
| At | As | Kin | Tang |
| Gags | Tans | Vans | Hangs |
| Sang | Knit | hanks | Tanking |
| Tin | Tins | Ting | Hat |
| Hats | Hi | Ag | Ash |
| Akin | Skin | Aghast | Khan |
| Shaking | knits | Skating | Sinking |
| Gnat | Gnats | Giant | Giants |
| Visa | Inks | Visit | Vats |
| Via | Vista | Van | Vat |
| His | Hag | hags | Ask |
| Asking | ins | Task | Tag |
| Tags | Skiing | Ski | Gangs |
| inking | Viking | Staking | Stank |

Girl Guides of Canada – Guides du Canada: Code of Conduct

Girl Guides of Canada is pleased to launch an **updated Code of Conduct** which affirms our commitment to ensuring that GGC is a fun, safe and respectful space for all. GGC has had a Code of Conduct for Members for many years. This statement of our standards of behaviour is now extended to parents/guardians, non-member volunteers and employees – in other words, all those who make up the Guiding community.

Developed after considerable consultation, we believe our updated Code of Conduct reinforces what Guiding is all about – fairness, responsibility, accountability and treating each other with respect in all of our interactions, whether personal or electronic. As a parent/guardian of a girl Member, you understand the importance of these values, and how they contribute to the safe and supportive space that Guiding offers.

Attached to your **2011-2012 Girl Youth Membership Renewal Form (A5.R)** is a copy of the Code of Conduct, as well as “The Code of Conduct and You”, which outlines roles and responsibilities in upholding the Code, both of which you can keep for your files.

Please note:

- Your signature on the Membership renewal form will indicate that you, your daughter/ward, and any other parents/guardians agree to abide by the Code of Conduct.
- Your daughter/ward will participate in activities and discussions to review the Code of Conduct with her Unit Guider.
- Girls in Pathfinders, Rangers or Trex will be asked to sign a copy of the Code of Conduct on their own with their Unit Guider.

Visit the GGC website <http://www.girlguides.ca/code-of-conduct> for more details, or contact your daughter/ward's Unit Guider.



GIRL REGISTRATION Form and PARENT /GUARDIAN CONSENT

| | |
|--------------------------|--|
| Girl Membership (iMIS) # | |
|--------------------------|--|

PARENT/GUARDIAN: Please complete pages 1 and 2 of this form and return to the Unit Guider. **In Ontario**, the form must be returned to the Administrative Community office within 30 days of receipt. **Please retain pages 3 and 4 (Code of Conduct) for your reference.**

UNIT GUIDERS: Please review and ensure that the information is complete and indicate below the actual unit the Member is being registered in. Then send original (pages 1&2) to your iMIS site for data entry within 30 days of receipt.

Unit Placed in: _____ Unit iMIS #: _____
 Received Date: _____ Date Paid: _____

I want to join: Sparks (5-6) Brownies (7-8) Guides (9-11)
 Pathfinders (12-14) Rangers (15-17+) Lones

How did you learn about Guiding? Previous girl Member Family/friend in Guiding Website School
 Media Print Advertising Cookie Campaign

| | |
|--|---|
| Have you been a Member with Girl Guides of Canada-Guides du Canada before? If so, what unit and which year? Unit: _____ Year: _____ | Do you have a preference for a particular unit now? If yes, please list: Unit: _____ |
|--|---|

PART A: Contact Information

Daughter/Ward: _____
 First name and initials _____ Last name _____

Address: _____
 Apt./No. Street P.O. Box or R.R. No.

City _____ Province/Territory _____ Postal Code _____
 Phone: Home () _____ Cell: () _____
 Birth date: / / _____ email: _____
 (enables access to the Girl Zone on the GGC website)

Main Parent/Guardian: _____
 First Name _____ Last Name _____ Email: _____
 Telephone: Work: () _____ Home: () _____ Cell: () _____

2nd Parent/Guardian: _____
 First Name _____ Last Name _____ email: _____
 Telephone: Work: () _____ Home: () _____ Cell: () _____

Emergency Contact:
other than custodial parent; not resident in girl's home _____
 First Name _____ Last Name _____
 Telephone: Work: () _____ Home: () _____ Cell: () _____

PART B: Use of Information

In order to ensure we are continually improving our programs and activities, GGC may periodically contact girls to ask for their ideas, opinions and feedback. Please check the box if you **do not** give us permission to contact your daughter/ward.

PART C: Membership Agreement

I understand that by signing this agreement:

- Girl Guides of Canada-Guides du Canada (GGC) is a volunteer organization for girls and women, and I will support my daughter/ward and her Guiders in their activities throughout the year.
- I agree to support the sale of Girl Guide Cookies, the main fundraiser for GGC.
- I understand my responsibility in making sure my daughter/ward arrives and is picked up on time for meetings and other activities.
- I have read and understand the **Code of Conduct**, and I agree that I and my daughter/ward will abide by it and uphold its terms. I will also inform any other parent(s)/guardian(s) of my daughter/ward who will interact with GGC that they must also abide by it and uphold its terms.

Signature of Parent/Guardian _____ Date _____

We protect and respect your privacy. Your personal information is used only for the purposes stated on or indicated by the form. For complete details, see our Privacy Statement at www.girlguides.ca or contact your provincial office or the national office for a copy.

FOR OFFICE USE ONLYName: _____ Birth Date: (YY) _____ (MM) _____ (DD) _____
Unit Name: _____ Girl Membership (iMIS) # _____

Parent/Guardian Consent

General Consent Statement

Guiding activities are organized according to set standards and guidelines for activity management including supervision, training, equipment, and health matters. These standards are documented in Safe Guide: Activity Planning and Safety Management and are available upon request.

During a typical Guiding activity, your daughter/ward may participate in activities, supervised by her Guider, which may include, but are not limited to:

- Arts and crafts (use of scissors, glue, small craft materials)
- Active games (physical activities that may involve balls, running, skipping, jumping, tossing, etc.)
- Use of equipment (for science experiments, crafts, games, cooking, etc.)
- Active outdoor activities in the community (cookie sales, walking tours, skating, nature walks, etc.)
- Excursions to local points of interest (museums, parks, fire halls, etc.)

In all activities there is an element of risk. While Girl Guides of Canada and your daughter's/ward's Guider(s) take reasonable precautions to minimize these risks, this is no guarantee against injury or loss.

Some of the risks associated with typical activities include (but are not limited to): scrapes, cuts or bruises; sprains, strains or possible broken bones; illness from known or unknown sources; theft or loss of possessions; unforeseen injuries from activities, equipment or actions of your daughter/ward, other participants or other people, including negligent actions.

You will occasionally need to provide your daughter/ward with equipment or clothing appropriate for the activity.

From time to time, unscreened adults who are not Members may assist with the supervision of your daughter's/ward's unit activities under the direction of a Guider. Our procedures do not permit a girl to be left alone with an unscreened adult.

Some activities may take place in the community. These may be within walking distance, or may require a different drop-off or pick-up location. When activity locations require alternate drop-off or pick-up or other transportation arrangements, the Guider will provide you with the details.

From time to time your daughter/ward may attend activities or events (e.g., camps, trips, or special outings or events) that would be in addition to the activities outlined above. Your permission will be required for these specific activities/events. If this occurs your daughter/ward's Unit Guider will send home additional information about the planned activity or event.

Declaration:

I have read and understand the information provided on this form. I understand and assume any and all risks associated with Guiding activities on behalf of my daughter/ward not limited to those risks listed above. I authorize my daughter/ward to participate in the activities described above.

Name: _____
(please print)

Signature: _____

Date: _____

PLEASE DETACH THIS PAGE AND RETAIN FOR YOUR RECORDS.

DO NOT RETURN WITH YOUR SIGNED APPLICATION

Code of Conduct

(Revision: December 9, 2010)

This Code of Conduct is an integral part of involvement with Girl Guides of Canada – Guides du Canada (GGC). The Code of Conduct requires all Members, all volunteers, all employees, and all parents and guardians of Members to:

1. Refrain from words, actions and behaviour – in any medium -- that demonstrate disrespect for other Members, volunteers, employees, or the family members of such individuals.
2. Uphold GGC's reputation and integrity by ensuring that their conduct, whether in person, online, or otherwise, brings honour and dignity to GGC.
3. Be vigilant in ensuring an environment that is safe and protects girl and adult Members, volunteers and employees from emotional, physical, verbal and sexual abuse.
4. Respect other Members', volunteers' and employees' rights to privacy and the confidentiality of their personal information.
5. Act with honesty and integrity when dealing with property, monies and any other assets belonging to GGC.
6. Respect and abide by the laws of Canada and of the relevant Province or Territory.
7. Treat Members, volunteers, employees and Members' families fairly, knowing that GGC does not tolerate unlawful discrimination on the basis of race, national or ethnic origin, citizenship, colour, religion, sex, age, mental or physical ability, political beliefs, socio-economic status, health-related status, sexual orientation, marital status, or any other grounds enumerated in the human rights legislation of the jurisdiction in which the individuals involved are located.

In addition, Members, volunteers and Employees will:

8. Subscribe to the principles of the Promise and Law of GGC and adhere to GGC's bylaws, policies and procedures.
9. Fulfill their roles and responsibilities as stated in their position descriptions (where applicable) and act within the limitations of their authority in the discharge of their duties.
10. Diligently maintain the confidentiality of any information regarding GGC that they have obtained in the course of performing their roles in Guiding and that is not generally available to the public.

Girl Guides of Canada-Guides du Canada reserves the right to take action regarding any breach of the Code of Conduct.

*PLEASE DETACH THIS PAGE AND RETAIN FOR YOUR RECORDS.
DO NOT RETURN WITH YOUR SIGNED APPLICATION*

The Code of Conduct and You

(March 2011)

The stated values for Girl Guides of Canada (GGC) are stipulated in the Promise and Law, and are further reinforced by the Code of Conduct. Being a part of the Guiding community, you – girl Members and their parents/guardians, adult Members, volunteers, and employees – have the right to participate in an environment that is respectful, safe, and positive. With this right comes the responsibility to ensure a respectful, safe and positive experience for everyone involved in Guiding.

Each person involved with GGC has roles and responsibilities with respect to the Code of Conduct:

- Uphold the principles of the Code of Conduct and be personally accountable for your actions and behaviour.
- Hold each other accountable for actions and behaviour.
- Use open, clear and respectful communication to resolve issues.
- Take prompt and reasonable action to address issues in a timely manner to avoid unnecessary escalation, and seek assistance if necessary.
- Be a role model for others, especially for our girl Members/daughters/wards.

Adult Members working with girls are expected to:

- share and explain the Code of Conduct to the girls in their Unit, and together establish a common understanding of the Code of Conduct as it applies to their Unit;
- educate themselves on GGC policies and procedures;
- explain to non-member volunteers, and parents/guardians, the policies and procedures relevant to their interaction with GGC;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all girls.

Parents/guardians are expected to:

- encourage and assist their daughter/ward in following the Code of Conduct;
- ensure that other parent(s)/guardian(s) of their daughter/ward are aware of the Code of Conduct, and of their responsibility in following it in their interactions with GGC;
- support the efforts of GGC and its adult Members in maintaining an environment where all can enjoy Guiding;
- communicate regularly and meaningfully with the Unit Guiders of their daughter/ward's Guiding Unit

Girl Members are expected to:

- Participate in programming with their Unit Guider to learn about the Code of Conduct and our standards of behaviour.

The Code of Conduct policy is available from adult Members or from provincial offices. Adult Members and employees can access policies related to the Code of Conduct through the Member Zone section of the GGC website.



Participant's Name _____

Note to parent/guardian

1. The information on this form may be used by GGC representatives or medical personnel to administer or authorize appropriate health care or medical attention for the participant; and to obtain your permission on who may pick-up your child/ward.
2. Please return this form to the responsible Guider. You may be asked to review and update health information on this form periodically throughout the year. Please initial any changes.
3. It is recommended that you attach a photo on the reverse side of this form.

| | | | |
|-------------------|-----------------------------|---------------------|-----------------------|
| Girl's Name: | | | |
| Last name | First name | | |
| Birth date: _____ | Height: _____ Weight: _____ | | |
| year/month/date | | | |
| Address: | | | |
| No. | Street | Apt. No. | P.O. Box or R. R. No. |
| City | | Province /Territory | |
| | | Postal Code | |
| Phone: Home | () | Business | () |
| | | Cell | () |

| | | | |
|---|--------|--------------------|-----------------------|
| Contact information of custodial parent or guardian: E-mail _____ | | | |
| Phone: Home () | | | |
| Business () | | | |
| Cell () | | | |
| Last name _____ Given name _____ | | | |
| Address (if different from above) | | | |
| No. | Street | Apt. No. | P.O. Box or R. R. No. |
| City | | Province/Territory | |
| | | Postal Code | |

If parent/guardian unavailable, for emergencies, please notify:

| | | | |
|--|--------|---------------------|-----------------------|
| 1. | | Phone: Home | () |
| Last _____ Given Name _____ Relationship _____ | | Business | () |
| Address (if different from above) | | Cell | () |
| No. | Street | Apt. No. | P.O. Box or R. R. No. |
| City | | Province /Territory | |
| | | Postal Code | |
| 2. | | Phone: Home | () |
| Last _____ Given Name _____ Relationship _____ | | Business | () |
| Address (if different from above) | | Cell | () |
| No. | Street | Apt. No. | P.O. Box or R. R. No. |
| City | | Province /Territory | |
| | | Postal Code | |

1. Family doctor _____ Phone ()
2. Provincial health insurance number (optional) _____
3. The activity/event/camp may include swimming hiking, boating, pitching tents, etc. Does the participant have any physical, cognitive, emotional or behavioural limitations/challenges that would require assistance and/or modifications to the program to enable her to participate fully? Yes No
If yes, please state particulars:

4. Do you have any special instructions for Guiders/staff regarding the participant's health care and/or diet? Yes No
If yes, please explain:

5. Does she know about menstruation? Yes No
6. Are corrective lenses required? Yes No Contact lenses? Yes No

We protect and respect your privacy. Your personal information is used only for the purposes stated on or indicated by the form. For complete details, see our Privacy Statement at www.girlguides.ca or contact your provincial office or the national office for a copy.

Site/event _____

Year _____



Name of participant: _____

7. If the participant has allergic reactions to such things as food, insect stings, etc., please complete the following:

| Allergy | Life-Threatening? | Allergy | Life-Threatening? |
|---------|--|---------|--|
| _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No | _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No |

8. Is the participant subject to any of the following? (Please check all that apply)

| | | | |
|---|--------------------------------------|--|---|
| <input type="checkbox"/> Arthritis | <input type="checkbox"/> Convulsions | <input type="checkbox"/> Motion sickness | <input type="checkbox"/> Diabetes |
| <input type="checkbox"/> Respiratory ailments | <input type="checkbox"/> Ear trouble | <input type="checkbox"/> Nightmares | <input type="checkbox"/> Other – please specify _____ |
| <input type="checkbox"/> Bed wetting | <input type="checkbox"/> Headaches | <input type="checkbox"/> Sleepwalking | |

9. Chronic conditions or recent illnesses of which the Guiders/staff should be aware: _____

10. Please provide details of treatment required and name of medications she will be bringing with her if required for the above mentioned condition(s).

11. Are there any medications that your child/ward should carry themselves (e.g., asthma pump, Epi-pen).

Yes No If yes, please specify: _____

Medications: Any medication (over-the-counter and/or prescribed) required by girl Members must be brought with her in original packaging with dosage instructions and clearly labeled with her name. Medications are given to the Guider or first aid provider upon arrival at the activity/event/camp for storage. The Guider or first aid provider will supervise the taking of medication by girls according to instructions provided. Participants must be willing to take their medication. They will not be given any medication that is not provided by parents/guardians. Other comments: _____

Note: If the participant has been treated by a physician for an illness or injury within one month of the date of the activity, it is recommended that the **Wellness Statement (H.5)** is completed and signed by a physician.

Every care and attention will be given to the health and comfort of the participant.

I hereby authorize a Girl Guides of Canada representative to secure such medical advice and services (e.g., contacting EMS/ambulance) as may be deemed necessary for the health and safety of myself or my daughter/ward during activities. I agree to accept financial responsibility in excess of the benefits allowed by my provincial/territorial health plan or the Girl Guides of Canada insurance plan.

Date: _____

Signature of Participant (or custodial parent/guardian if participant is under provincial/territorial age of majority) _____

PHOTOGRAPH OF PARTICIPANT

A picture is required when a girl Member is attending any activity/event/camp at which she may not be known (e.g., area camps, outings, district rallies, etc.)

Place photo here

PERMISSION TO PICK UP GIRL MEMBER

Girl Guides of Canada strives to provide the safest possible environment for your daughter. In keeping with that goal, Unit Guiders will only release your daughter/ward to individuals who have been authorized by you to pick up your daughter/ward after Guiding activities.

a) My daughter/ward has my permission to make her own way home: Please initial _____

b) In the space below, please list up to four people (*including yourself*) who may pick up your daughter/ward.

| | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

**Please note that individuals on the list may be required to show photo identification if they are not known to the Unit Guiders. If there is a need for someone other than those listed above to pick up your daughter/ward, please inform the Unit Guider in writing. In an emergency situation, the unit Guider may accept verbal authorization from you.*

NOTE TO GUIDERS: Securely destroy this form at the end of the Guiding year or return to parent/guardian.

We protect and respect your privacy. Your personal information is used only for the purposes stated on or indicated by the form. For complete details, see our Privacy Statement at www.girlguides.ca or contact your provincial office or the national office for a copy.