



## COOKING

Before beginning any of these challenges, please make sure that you have adult supervision as appropriate.

Complete all the activities in the first part of your Trefoil 1 Life Skills – Cooking Challenge. Mark the ovens to keep track as you go.



**Cook some pasta and serve it with a pre-prepared sauce that you have heated up.**



**Bake a cake and serve it to your family or Patrol.**



**Make a salad or vegetable dish that shows that you can clean, peel and chop vegetables.**



**Prepare a food that is cooked in a frying pan, e.g. sausages, pancakes, eggs.**



**Discuss the importance of cleanliness when preparing food, cooking and cleaning up.**



**Discuss safe behaviours in the kitchen, including the use of knives and other sharp objects, items on the stove, avoiding burns and scalds.**



**Discuss the methods of food storage that are relevant to your cooking.**



**Discuss how you can recycle kitchen food scraps and packaging.**



**Create a stir fry dish using your favourite ingredients.**

Choose any two of the following activities:

- Discuss the use of at least three kitchen appliances and how to be safe when using them, e.g. toaster, kettle, stove, blender.
- Decorate a cake for a special occasion.
- Prepare and serve a simple meal for your family.
- Use a recipe that makes several serves (e.g. cupcakes, muffins, biscuits) that you could sell at a cake stall or give as a gift.
- Cook something that uses Guide biscuits as an ingredient.
- Make your own school lunches for one week.
- Create an interesting snack to share with your Patrol.

I commenced on \_\_\_\_\_ and finished on \_\_\_\_\_



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Complete all the activities in the first part of your Trefoil 2 Life Skills – Cooking Challenge. Mark the ovens to keep track as you go.



**Discuss the importance of proper food storage and basic food handling.**



**Plan a two course healthy meal and prepare the ingredients list, shopping list and budget. Cook the meal for your family or Patrol and clean up afterwards.**



**Make a soup, casserole or similar dish from scratch.**



**Bake a cake or cooked dessert of medium difficulty and serve it to your family or Patrol.**



**Demonstrate the following skills:**

- **Separate an egg**
- **Grease and line a cake tin**
- **Weigh and measure accurately**
- **Safely handle hot items**
- **Chop and sauté onions**



**Share with your Patrol or Unit how you can recycle kitchen food scraps and packaging.**

Choose any two of the following activities:

- Cook a meal using a different heat source, e.g. Trangia, fire, microwave, wok, BBQ.
- Cook a dish from an international cuisine you do not normally eat.
- Make a yeast-based item (e.g. bread, pizza dough, sticky buns) and share it with your family or Patrol.
- Cook a balanced meal for a person with specific dietary needs (e.g. gluten free, vegetarian, diabetic).
- Learn about healthy eating and healthy cooking habits and share this information with your Unit or Patrol.

**I commenced on \_\_\_\_\_ and finished on \_\_\_\_\_**



Complete all the activities in the first part of your Trefoil 1 Advocacy Challenge. Mark the speech bubbles to keep track as you go.

-  **Find out the WAGGGS definition of advocacy.**
-  **Speak to your Unit on a subject that matters to you (e.g. animals, family, sport, bullying).**
-  **Choose an activity from a resource on poverty/assisting those in need (e.g. resources from WAGGGS, Girl Guides Australia, Non Government/aid organisations) and share it with your Patrol.**
-  **Find an activity you can take part in to help advocate on an issue (e.g. those offered by Girl Guides Australia, WAGGGS or other Non Government/aid organisations) and take part.**

Choose any two of the following activities:

- Make a poster, write a play or skit, or do a presentation about someone who has inspired you to want to build a better world.
- Find out how decisions are made in your family, school or Unit and share with your Patrol.
- Find out about the first Girl Guide advocates at Crystal Palace and how they spoke out to help start Girl Guides.
- Find out what local media is available in your area and how you gain access to it. Share what you have learnt about local media with your Unit or Patrol.
- Create an activity (such as a game, craft or other activity) to help educate your Patrol on an issue that is important to you.

I commenced on \_\_\_\_\_ and finished on \_\_\_\_\_



Complete all the activities in the first part of your Trefoil 2 Advocacy Challenge. Mark the speech bubbles to keep track as you go.

-  **Create a display/presentation on the WAGGGS definition of advocacy.**
-  **Organise and speak in a debate at your Guide Unit on an issue that matters to your Patrol.**
-  **Explore the different resources available from WAGGGS and Girl Guides Australia to help educate others on issues of importance. From at least three of these resources create a collection of activities which can be used in your Patrol.**
-  **Find an activity you can take part in to help advocate on an issue (e.g. those offered by Girl Guides Australia, WAGGGS or Non-Government/aid organisations). With the assistance of your Leader help organise for your Patrol or Unit to take part.**
-  **Find out about advocacy organisations across a range of fields (e.g. health, education, environment) and present what they do to your Unit in an interesting way.**

Choose any two of the following activities:

- Create a collection of quotes/readings on making change in the world.
- Explore the ways you can speak out in your community (e.g. radio, TV, newspaper) and invite someone who works in this field to talk to your Unit.
- Explore the WAGGGS Triennial Themes/ Global Action Theme and present them to your Unit in an interesting way.
- Find out about the work of the United Nations and what they do to help those living in poverty.

I commenced on \_\_\_\_\_ and finished on \_\_\_\_\_



## CYCLING

Complete all the activities in the first part of your Trefoil 1 Sport – Cycling Challenge. Mark the bike wheels to keep track as you go.

-  **Demonstrate that you can ride a bike. Include the following:**
  - Take off and stop
  - Brake safely
  - Turn corners
  - Speed up and slow down
  
-  **Demonstrate basic bike maintenance with your assessor including pumping up tyres, replacing the chain and keeping your bike clean.**
  
-  **Discuss safe bike behaviour with your assessor. Demonstrate:**
  - Appropriate hand signals
  - The need for lights and reflectors
  - Helmets and appropriate clothing
  - Road safety rules
  
-  **Go on a bike ride of at least an hour with your family or Unit.**

Choose any two of the following activities:

- Demonstrate repairing a puncture.
- Visit a BMX bike track and try some simple laps.
- Visit a bike shop and learn about different types of bikes and the equipment they sell.
- Learn about a type of cycling undertaken at a professional level (eg. road, track, BMX, mountain bike riding.) and share this information with your Unit or Patrol.
- Learn about the stretches that you should do before cycling, especially your calves, hamstrings, upper body, shoulders and neck.

I commenced on \_\_\_\_\_ and finished on \_\_\_\_\_



## CYCLING

Complete all the activities in the first part of your Trefoil 2 Sport – Cycling Challenge. Mark the bike wheels to keep track as you go.

-  **Demonstrate that you can ride a bike on a quiet road.**
-  **Discuss safe bike behaviour on the road with your assessor, including road rules, equipment and the importance of wearing a helmet.**
-  **Demonstrate puncture repair and other basic bike maintenance.**
-  **Explain the purpose and use of gears.**
-  **Go on a bike ride or bike hike of at least three hours with your family or Unit.**

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Choose any two of the following activities:

- Learn how to do a simple trick or jump on your bike.
- Find out about bike paths, bike lanes or other bike services in your area and share this information with your Unit or Patrol.
- Learn about why cycling is good for the environment and how people can be encouraged to cycle, and share this information with your Unit or Patrol.
- Learn about why cycling is good for people's health and how cycling can be incorporated into a healthy lifestyle. Share this information with your Unit or Patrol.
- Try a type of riding that is new to you, e.g. mountain bike riding, BMX.

I commenced on \_\_\_\_\_ and finished on \_\_\_\_\_