

LIFE SKILLS



Cooking

Complete all of the following:

- Demonstrate the following skills:
 - a) Safe knife handling and sharpening
 - b) Julienne cutting
 - c) Blanching
 - d) Cooked standards of steak
 - e) Gut, clean and fillet fish
 - f) Cook meringues, soufflé or pavlova
- Discuss the importance of quality produce in cooking and describe how you can determine the freshness, ripeness and quality of a range of foods, including fruit and vegetables.
- Do one of the following:
 - a) Attend a food handling course
 - b) Discuss correct food handling procedures including standards for food storage temperatures and cooking temperatures.
- Have a cook off using only a few selected ingredients with friends from your Patrol, Unit or another Unit.
- Teach others about composting and recycling of kitchen waste.
- Visit a butcher, green grocer or baker and learn about their products and business. Share this information with your peer group.
- Do one of the following:
 - a) Attend a cooking course for a specific cuisine
 - b) Attend a cake-decorating course
- Learn about a topical food issue, i.e. food miles, slow food movement, organic foods or GM foods, and present this information to your peer group in an interesting way.

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- Visit a commercial kitchen and learn about how they work and the challenges of being a professional chef or cook. Identify the differences between a commercial kitchen and a typical home kitchen.
- Take responsibility for all your meals in your home for at least one week. This is to include menus, shopping, cooking and cleaning.
- Explore cookbooks, magazines, etc. for recipes that are new to you. Make a collection of these recipes for future use.
- Do one of the following:
 - a) Host a dinner party for your peer group or friends including hors d'ourves, three courses and drinks.
 - b) Cater for a large group for a function.
 - c) Help QM at a Guide camp.

Commenced on _____ **and completed on** _____

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ADVOCACY



Complete all the activities in your Trefoil 3 Advocacy Challenge.
Mark the speech bubbles to keep track as you go.



Research the WAGGGS definition of advocacy and other definitions of advocacy, and create a resource/learning aid to be used with a group of younger Guides to help them understand the term advocacy.



Investigate what is involved in each of the following advocacy-related activities and present to your Unit:

- a) awareness raising
- b) campaigning
- c) partnerships/alliances
- d) lobbying



Determine the top 3 issues of Guides from an area larger than your Guide Unit. Share this information with your District, Area, Region or State.



Research the issues identified by your Guiding community and create an activity kit to help educate other Guides on this issue. Include at least 3 activities on the topic.



Using issues you have discovered matter to your Guiding community, organise an activity (such as a photo or poetry competition, display, play) encouraging Guides to raise awareness of the issue with other members of the community.



Find out what local media is available to help you speak out on your issue. Investigate how to gain access to this media. With the support of the appropriate adult (i.e. local or State PR representative) speak out to the media on what you have discovered.

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SPORT



CYCLING

Choose one of the following:

- Establish a plan to ride regularly for a period of two months. Keep a record, which includes distance, terrain and the length of time you rode for.

OR

- Identify a specific bike trail outside the metropolitan area and travel it with a group. Take responsibility for planning including the route, all stops and training. Complete a risk management plan before your ride. (Your Leader can explain this to you.)

OR

- Plan and ride a journey of at least 5 kilometres through a busy traffic area to take into account the safest route to travel. Explain your choices to your assessor. Complete a risk management plan before your ride. (Your Leader can explain this to you.)

OR

- Go on a weekend bike hike that includes an overnight stay. Complete a risk management plan before your ride. (Your Leader can explain this to you.)

Complete all of the following:

- Learn how to do a full bicycle maintenance service.
- Teach basic bike safety and maintenance to a small group.
- Participate in a competition or event that includes cycling.
- Investigate the availability of services and infrastructure for cyclists in your local area. Identify gaps in service and find a way to advocate to reduce one of these gaps.
- Teach a small group about the importance of stretching before riding. Include stretches for calves, hamstrings, upper body, shoulders and neck.

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