

Suggested activities GG/GS Method

This activity could be a brief wide game, a sample unit meeting or a scenario. If you are using a theme throughout the training – try to create your activity around the theme.

Divide the group into small groups (patrols) and have them decide on a symbol of recognition.

Then quickly move through the remaining methods. (Or as many as possible, then later, identify those that weren't included and discuss how they might be included if more time had been available).

Our Environment

- Divide the group into patrols in which they will work throughout the activity. (small groups)
- Have each patrol choose a symbol/emblem that indicates an aspect of our environment. (small groups, my world)
- Take the groups outdoors to undertake as many of the activities as are permissible. (learn by doing, my world)
- Brainstorm orally, different types of environments that exist – encourage them to include types of worldwide environments (my world)
- Give each patrol a part of the Guide Law and ask them how it could be used to encourage caring for our environment eg – make choices for a better world, be considerate....., use my time and abilities.....
- Each patrol to take a rope and make it into a circle. Lay this circle somewhere on the ground and see what you can find inside that circle that indicates a living environment. (learn by doing)
- Give each person a slip of paper and ask them to write on it, something they could personally challenge themselves to do to help their local environment. (my path, my pace)
- Ask patrols to think of a way they could give service to the environment within their community and ask them to mime it for other patrols to guess what their service could be. (connect with others)
- Throughout the activity – move around the patrols encouraging them and giving support to encourage active co-operation (connect with others)

Advocacy

- Divide the group into patrols in which they will work throughout the activity.
- Have each patrol choose a symbol/emblem that indicates an aspect of advocacy – something members of that patrol would like to stand up for and spread the message.
- Have headings on cards of the following titles – Western Hemisphere, Asia/Pacific, Europe, Africa/Arab. Ask the group to arrange the titles in order of the % of girls worldwide who attend secondary school. Answer is Western Hemisphere – 76.9%, Asia Pacific 50.5%, Europe 100%, Africa/Arab – 30.7%.
- Display a chart showing the following information –

In the developing world:

- poverty
- distance to school
- children working to support families
- tradition – girls denied education
- lack of qualified teachers
- street children
- refugees
- disabled children
- natural and manmade disasters

Patrols discuss what service project they could undertake to improve situations for one of these examples.

- Teach them a new skill – let them learn by doing – perhaps compass challenge, a knot etc
- Create a graffiti wall with each person writing on it what education course they might attempt if there were no barriers to stop them – thus undertaking a form of self-development
- Congratulate each of them on their choices – give them a star sticker – and give encouragement as an adult to youth
- Brainstorm examples of women who have been adventurers – pushing the limits in the outdoors.
- What would you tell the world about the Guide Promise and Law? Spread the message in 10 words.

Rollup! Rollup!

Here comes the circus



✚ Work in a patrol

**GGA circus appearing for one afternoon
only at your Guide hall.
All welcome!**

✚ Write the map directions for 1) someone arriving at the local station, 2) coming by road from the City

✚ Spell out a word of welcome with your bodies.

✚ Try circus equipment: diabolo, plate spinning, juggling, tight rope walking

✚ Refreshments available: Make a small fire, boil water and cook a marshmallow for all.

✚ Games from Greece and Indonesia

✚ Closing ceremony



Here come the circus performers!



Greece: Statues

Players: Four or more;

How to Play: Choose one player to be "It" and have her stand, eyes covered, in the centre of a large, open playing field. She starts to count, at least to 10, but she can go higher. The point is that there's no set ending number; only "It" knows when she'll stop and open her eyes.

While "It" is counting, the others scatter around, never sure when she'll yell "*Agalmata!*" (That's "statue" in Greek.) On this cue, players freeze, taking on poses that mimic circus performers. "Statues" are allowed to use found items, such as sticks, a ball, or a Frisbee, to add a touch of realism.

"It" tags any statues that are moving -- they're out -- then tries to make the steady ones laugh or move. The last player remaining composed is the winner and becomes the new "It."

This game is great for practicing balance.



In come the animals!

Sumatra: Semut, Orang, Gajah

The large Indonesian island is home to the Sumatran elephant, which has made its way into this kids' game, similar to the "Rock, Paper, Scissors." Children play *Semut, Orang, Gajah* to determine the first player in a game or simply for fun.

Players: Two or several pairs

How to Play: Players pump their fist up and down to the count of three. On four, they straighten their arm and give one of three signs: Pinky out is "ant" (*semut*), pointer finger out is "man" (*orang*), and thumb out is "elephant" (*gajah*).

The elephant beats man because it is stronger; man defeats the ant because he can step on it and squash it. And the ant? It can crawl into the elephant's ear, bite him, and drive him crazy, so the ant beats the elephant.

If players make the same signs, they go again.

Two out of three wins.

