

# Flying the Flag

## Activity Pack



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**GIRL GUIDES**  
**AUSTRALIA**

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# Introduction

Flying the Flag is a template for a full day of activities at a State, Region or District level based on our Promise and Law. Flying the Flag should, wherever possible, be run on 10 October (the 10th month) 2010 commencing at 10 am.

The first activity would involve the entire group attending the event renewing/making their Promise at 10 am.

The remaining activities (there are thirty-three of them) should be run in a carnival type set up. Each activity will have a booth and the participants will travel between stations as Patrols/groups at leisure. An option may be for participants to be provided with a card that can be stamped at each station as an event souvenir. The activities are broken up into:

- activities about the Promise
- activities for each of the ten Guide laws.

Depending on the number of participants, organisers may need to run multiple bases of the activities provided. Alternatively, they may add activities of their own, provided they fit the theme and philosophy of the event.

Each section has activities which are suited for different age groups. Participants choose the activity that they feel comfortable with. Some guidance can be given to younger members when choosing the appropriate level.

A registration fee will apply to cover the cost of the badge and activities. Check the Centenary and State websites for cost and how to apply closer to the date.

## Activities

### 1. I promise that I will do my best

#### 1.1 Rewarding myself

**Aim:** For girls to recognise their achievements and when they have done their best.

**Age:** 5-9

**Materials needed:** Coloured card  
Textas/crayons/coloured pencils  
Stars and other fun stickers  
Laminator (optional)

**Directions:**

Girls design a certificate recognising their achievements and when they have done their best. The Leader may need to provide guidance and stimulate discussion on what it means to 'do your best', why everyone's best is not the same and what is considered an achievement.

#### 1.2 Strengths and weaknesses

**Aim:** For girls to recognise their strengths and weaknesses and develop a happy and positive self image.

**Age:** 10-14

**Materials needed:** Poster paper  
Textas/crayons/coloured pencils

**Directions:**

Start the discussion with the girls about what strengths they have. Use questions such as 'What are your interests?', 'What is important to you?', 'What are you good at?'.

From this discussion girls design a poster showing all the different aspects of their personality and what they are best at.

(Sourced from WAGGGS Kit *Our rights our responsibilities*, happy act 1)

### 1.3 Different ways with paper

**Aim:** For participants to develop an understanding that everyone does things differently and that everyone's best is different.

**Age:** 14+

**Materials needed:** A4 sheets of paper

**Directions:**

Everyone is given a piece of paper and asked to follow the instructions without asking questions or looking at what others are doing with their piece of paper.

- Fold your piece of paper in half
- Fold it diagonally
- Rip off a corner
- Fold it in half again
- Fold in one third
- Rip off a corner

Then ask everyone to unfold their piece of paper. Are they all the same? Discuss how this reflects differences in people's skill levels and their interpretation of instructions, and that this is acceptable.

(Sourced from WAGGGS Kit *Our rights our responsibilities*, work together act 3)

## 2. To do my duty to God

### 2.1 Thank you stars

**Aim:** To encourage girls to think about all the things they have to be grateful for.

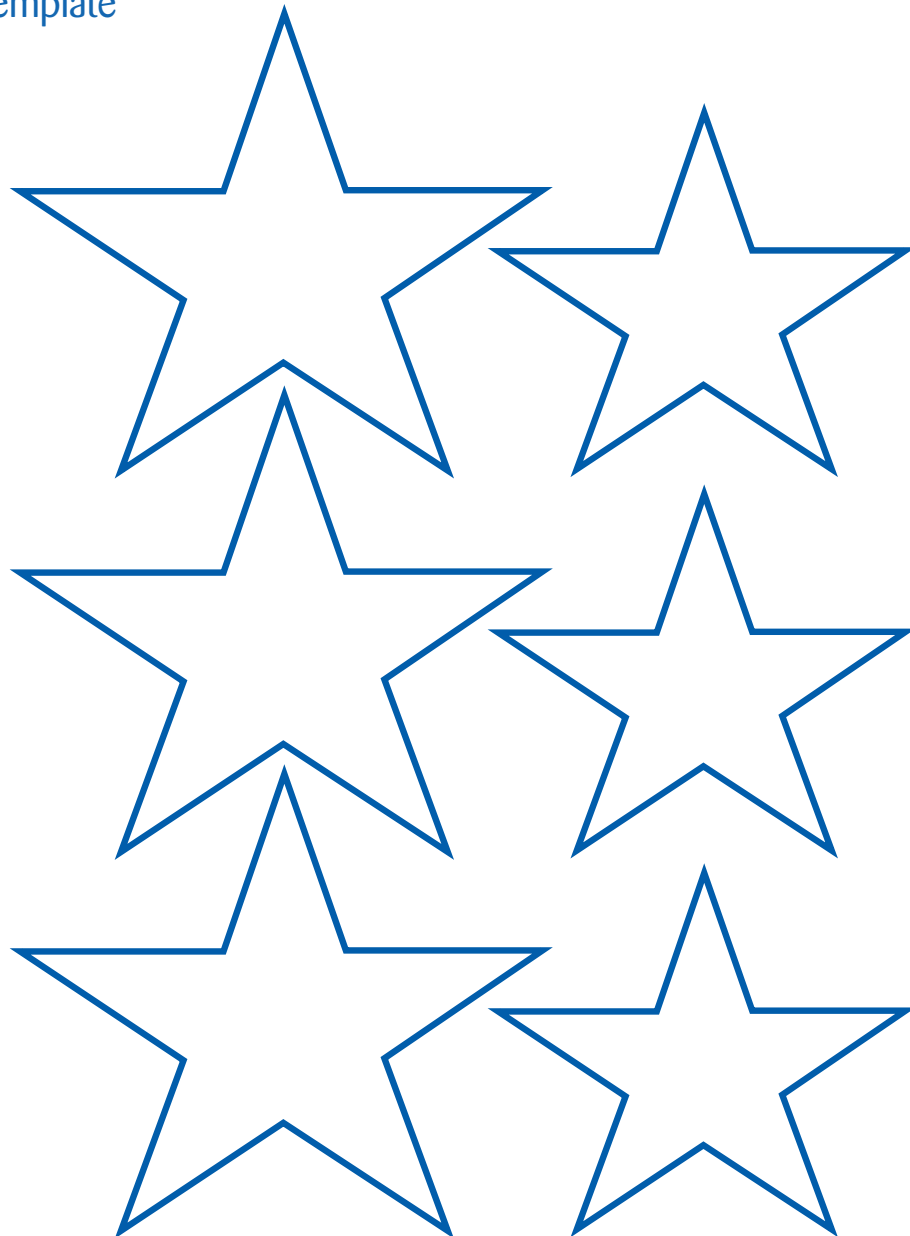
**Age:** 5-9

**Materials needed:** Gold and silver cardboard stars (use template)  
Glitter glue  
Pens/textas  
Large piece of black fabric (to act as night sky)

**Directions:**

Girls are given a star to pin on the night sky. On the star they write something they are thankful for such as best friends, enough food to eat, sunshine.

## Thank you stars template



### 2.2 Prayers and readings

**Aim:** For girls to explore their personal belief in God.

**Age:** 10-14

**Materials needed:** Coloured paper  
Coloured pens  
Small glass bottles  
Glue  
Beads/sequins  
Books of verse, prayers (from different faiths), pictures, readings, etc

**Directions:**

Girls are given access to a collection of readings, prayers, poems, pictures, etc. They look through the material provided and find what they feel reflects their personal belief in God. Some younger girls may need guidance with this activity and girls may choose parts of readings to rewrite as their own. Girls create their own prayer, poem, reading or picture then decorate a small glass bottle in which to store their reflection to take home as a memento.

## 2.3 Faith values

**Aim:** To explore different faiths and determine if their values are similar; to identify any similarities between the values of some faiths and the Guide Law.

**Age:** 14+

**Materials needed:** Posters of the various values of different faiths (three are provided, add more as desired)

### Directions:

For this activity the values of a number of different faiths are displayed, for example, the Ten Commandments, the Five Pillars and the Noble Eightfold Path. As a Patrol/group, participants discuss the similarities and differences between the values. Do they as individuals follow the values of one particular religion or a combination of several? What are the similarities between these values and the Guide Law?

### Christian faith—the Ten Commandments



- One** You shall have no other gods before Me.
- Two** You shall not make for yourself a carved image—any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth.
- Three** You shall not take the name of the Lord your God in vain.
- Four** Remember the Sabbath day, to keep it holy.
- Five** Honour your father and your mother.
- Six** You shall not murder.
- Seven** You shall not commit adultery.
- Eight** You shall not steal.
- Nine** You shall not bear false witness against your neighbour.
- Ten** You shall not covet your neighbour's house; you shall not covet your neighbour's wife, nor his male servant, nor his female servant, nor his ox, nor his donkey, nor anything that is your neighbour's.

### Muslim faith—the Five Pillars of Islam



#### Faith or belief in the Oneness of God and the finality of the prophethood of Muhammad

'There is none worthy of worship except God and Muhammad is the messenger of God.' This declaration of faith is called the Shahadah, a simple formula that all the faithful pronounce. The significance of this declaration is the belief that the only purpose of life is to serve and obey God, and this is achieved through the teachings and practices of the Last Prophet, Muhammad.

#### Establishment of the daily prayers

Salah is the name for the obligatory prayers that are performed five times a day and are a direct link between the worshipper and God. There is no hierarchical authority in Islam and there are no priests. Prayers are led by a learned person who knows the Qur'an and is generally chosen by the congregation.



Prayers are said at dawn, midday, late afternoon, sunset and nightfall, and thus determine the rhythm of the entire day. These five prescribed prayers contain verses from the Qur'an and are said in Arabic, the language of the Revelation. Personal supplications, however, can be offered in one's own language and at any time.

Although it is preferable to worship together in a mosque, a Muslim may pray almost anywhere, such as in fields, offices, factories and universities. Oftentimes visitors to the Muslim world are struck by the centrality of prayers in daily life.

### **Concern for and almsgiving to the needy**

An important principle of Islam is that everything belongs to God, and that wealth is therefore held by human beings in trust. The word zakah means both 'purification' and 'growth'. Our possessions are purified by setting aside a proportion for those in need and for the society in general. Like the pruning of plants, this cutting back balances and encourages new growth.

Each Muslim calculates his or her own zakah individually. This involves the annual payment of a fortieth of one's capital, excluding such items as primary residence, car and professional tools.

An individual may also give as much as he or she pleases as sadaqa-h, and does so preferably in secret. Although this word can be translated as 'voluntary charity' it has a wider meaning.

The Prophet said, 'Even meeting your brother with a cheerful face is an act of charity.' The Prophet also said: 'Charity is a necessity for every Muslim.' He was asked: 'What if a person has nothing?' The Prophet replied: 'He should work with his own hands for his benefit and then give something out of such earnings in charity.' The Companions of the Prophet asked: 'What if he is not able to work?' The Prophet said: 'He should help the poor and needy.' The Companions further asked: 'What if he cannot do even that?' The Prophet said: 'He should urge others to do good.' The Companions said: 'What if he lacks that also?' The Prophet said: 'He should check himself from doing evil. That is also an act of charity.'

### **Self-purification through fasting**

Every year in the month of Ramada-n, all Muslims fast from dawn until sundown—abstaining from food, drink and sexual relations with their spouses.

Those who are sick, elderly or on a journey, and women who are menstruating, pregnant or nursing, are permitted to break the fast and make up an equal number of days later in the year if they are healthy and able. Children begin to fast (and to observe prayers) from puberty, although many start earlier.

Although fasting is beneficial to health, it is mainly a method of self-purification and self-restraint. By cutting oneself from worldly comforts, even for a short time, a fasting person focuses on his or her purpose in life by constantly being aware of the presence of God.

### **The pilgrimage to Mecca for those who are able**

The pilgrimage to Mecca (the hajj) is an obligation only for those who are physically and financially able to do so. Nevertheless, over two million people go to Makkah each year from every corner of the globe providing a unique opportunity for those of different nations to meet one another.

The annual hajj begins in the twelfth month of the Islamic year (which is lunar, not solar, so that hajj and Ramada-n fall sometimes in summer, sometimes in winter). Pilgrims wear special clothes—simple garments that strip away distinctions of class and culture, so that all stand equal before God.

The rites of the hajj, which are of Abrahamic origin, include going around the Ka'bah seven times, and going seven times between the hills of Safa and Marwa as did Hagar (Hajir, Abraham's wife) during her search for water. The pilgrims later stand together on the wide plains of 'Arafat (a large expanse of desert outside Makkah) and join in prayer for God's forgiveness, in

what is often thought as a preview of the Day of Judgment.

The close of the hajj is marked by a festival, the 'Id al Adha, which is celebrated with prayers and the exchange of gifts in Muslim communities everywhere. This and the 'Id al Fitr, a festive day celebrating the end of Ramada-n, are the two holidays of the Islamic calendar.

## Buddhist faith—the Noble Eightfold Path



### 1. Right view

Right view is the beginning and the end of the path, it simply means to see and to understand things as they really are and to realise the Four Noble Truths. As such, right view is the cognitive aspect of wisdom. It means to see things through, to grasp the impermanent and imperfect nature of worldly objects and ideas and to understand the law of karma and karmic conditioning. Right view is not necessarily an intellectual capacity, just as wisdom is not just a matter of intelligence. Instead, right view is attained, sustained and enhanced through all capacities of mind. It begins with the intuitive insight that all beings are subject to suffering and it ends with complete understanding of the true nature of all things. Since our view of the world forms our thoughts and our actions, right view yields right thoughts and right actions.

### 2. Right intention

While right view refers to the cognitive aspect of wisdom, right intention refers to the volitional aspect, i.e. the kind of mental energy that controls our actions. Right intention can be described best as commitment to ethical and mental self-improvement. Buddha distinguishes three types of right intentions: 1) the intention of renunciation, which means resistance to the pull of desire; 2) the intention of good will, meaning resistance to feelings of anger and aversion; and 3) the intention of harmlessness, meaning not to think or act cruelly, violently or aggressively, and to develop compassion.

### 3. Right speech

Right speech is the first principle of ethical conduct in the eightfold path. Ethical conduct is viewed as a guideline to moral discipline, which supports the other principles of the path. This aspect is not self-sufficient, however essential, because mental purification can only be achieved through the cultivation of ethical conduct. The importance of speech in the context of Buddhist ethics is obvious: words can break or save lives, make enemies or friends, start war or create peace. Buddha explained right speech as follows: 1) to abstain from false speech, especially not to tell deliberate lies and not to speak deceitfully; 2) to abstain from slanderous speech and not to use words maliciously against others; 3) to abstain from harsh words that offend or hurt others; and 4) to abstain from idle chatter that lacks purpose or depth. Positively phrased, this means to tell the truth, to speak friendly, warmly and gently and to talk only when necessary.

### 4. Right action

The second ethical principle, right action, involves the body as natural means of expression, as it refers to deeds that involve bodily actions. Unwholesome actions lead to unsound states of mind, while wholesome actions lead to sound states of mind. Again, the principle is explained in terms of abstinence—right action means: 1) to abstain from harming sentient beings, especially to abstain from taking life (including suicide) and doing harm intentionally or delinquently; 2) to abstain from taking what is not given, which includes stealing, robbery, fraud, deceitfulness and dishonesty; and 3) to abstain from sexual misconduct. Positively formulated, right action means to act kindly and compassionately, to be honest, to respect the belongings of others and to keep sexual relationships harmless to others. Further details regarding the concrete meaning of right action can be found in the Precepts.

## **5. Right livelihood**

Right livelihood means that one should earn one's living in a righteous way and that wealth should be gained legally and peacefully. The Buddha mentions four specific activities that harm other beings and that one should avoid for this reason: 1) dealing in weapons; 2) dealing in living beings (including raising animals for slaughter as well as slave trade and prostitution); 3) working in meat production and butchery; and 4) selling intoxicants and poisons, such as alcohol and drugs. Furthermore any other occupation that would violate the principles of right speech and right action should be avoided.

## **6. Right effort**

Right effort can be seen as a prerequisite for the other principles of the path. Without effort, which is in itself an act of will, nothing can be achieved, whereas misguided effort distracts the mind from its task and confusion will be the consequence. Mental energy is the force behind right effort; it can occur in either wholesome or unwholesome states. The same type of energy that fuels desire, envy, aggression and violence can on the other side fuel self-discipline, honesty, benevolence and kindness. Right effort is detailed in four types of endeavours that rank in ascending order of perfection: 1) to prevent the arising of unarisen unwholesome states; 2) to abandon unwholesome states that have already arisen; 3) to arouse wholesome states that have not yet arisen; and 4) to maintain and perfect wholesome states already arisen.

## **7. Right mindfulness**

Right mindfulness is the controlled and perfected faculty of cognition. It is the mental ability to see things as they are, with clear consciousness. Usually the cognitive process begins with an impression induced by perception, or by a thought, but then it does not stay with the mere impression. Instead, we almost always conceptualise sense impressions and thoughts immediately. We interpret them and set them in relation to other thoughts and experiences, which naturally go beyond the original impression. The mind then posits concepts, joins concepts into constructs and weaves those constructs into complex interpretative schemes. All this happens only half consciously and as a result, we often see things obscured. Right mindfulness is anchored in clear perception and it penetrates impressions without getting carried away. Right mindfulness enables us to be aware of the process of conceptualisation in a way that we actively observe and control the way our thoughts go. Buddha accounted for this as the four foundations of mindfulness: 1) contemplation of the body; 2) contemplation of feeling (repulsive, attractive or neutral); 3) contemplation of the state of mind; and 4) contemplation of the phenomena.

## **8. Right concentration**

The eighth principle of the path, right concentration, refers to the development of a mental force that occurs in natural consciousness, although at a relatively low level of intensity, namely concentration. Concentration in this context is described as one-pointedness of mind, meaning a state where all mental faculties are unified and directed onto one particular object. Right concentration for the purpose of the eightfold path means wholesome concentration, i.e. concentration on wholesome thoughts and actions. The Buddhist method of choice to develop right concentration is through the practice of meditation. The meditating mind focuses on a selected object. It first directs itself onto it then sustains concentration and finally intensifies concentration step by step. Through this practice it becomes natural to apply elevated levels of concentration also in everyday situations.

## 3. To serve the Queen and my country

### 3.1 Tea with the Queen

**Aim:** To combine the tradition of making tea with meeting the Queen.

**Age:** 5-9

**Materials needed:** Teapot  
Tea cups with saucers  
Tea/milk/sugar  
Hot water  
Queen costume  
Instructions on making tea

**Directions:**

As a Patrol/group the participants are given a card of instructions and all the equipment to make and serve tea. Dressed as the Queen the Leader running the activity sits with the participants to have tea. The participants then have to come up with one question they would ask the Queen if given the chance.

### 3.2 Marketing Australia

**Aim:** For girls to come up with a pitch to market Australia.

**Age:** 10-14

**Materials needed:** Poster paper  
Pictures of Australian landmarks and icons  
Textas/crayons/coloured pencils

**Directions:**

Start with a discussion about what are the best things about being Australian. Based on this discussion girls (as a Patrol/group) design a marketing campaign to 'sell' Australia. They are to design a poster and give a brief presentation. Encourage girls to be proud of where they come from and to be good ambassadors.

### 3.3 Requirements of Australian citizens

**Aim:** To encourage participants to think about what it truly means to be an Australian.

**Age:** 14+

**Materials needed:** Copy of *Life in Australia* (Department of Immigration and Citizenship—see [www.immi.gov.au/living-in-australia/](http://www.immi.gov.au/living-in-australia/))  
Paper  
Pens

**Directions:**

Refer to 'Australian values and principles' and the 'Privileges and responsibilities of citizenship' and discuss if there are any values, privileges or responsibilities missing. Also discuss whether Australian citizenship should be a birth right for those born in Australia or whether it is something to be earned. Why do some people choose not to become Australian citizens? In Patrols/groups ask participants to come up with questions they think should be asked of those wanting to become Australian citizens, reflecting what they should know and understand, for example, songs, ceremonies, facts from history.

## 4. To help other people

### 4.1 Making a difference

**Aim:** To identify ways to help other people.

**Age:** 5-9

**Materials needed:** Photos of key locations of interest in community (e.g. town hall, library, hospital, park, religious meeting place, sports ground, child care centre, school, adult education centre, multicultural centre, Guide hall, police/fire station)

**Directions:**

Patrols or groups are each allocated a photo. The Patrol/group brainstorms how they could help other people associated with that photo. At the end of the brainstorm session, get each individual to identify an action that she will follow up when she returns home.

### 4.2 Natural disaster

**Aim:** To identify ways to help other people.

**Age:** 10-14

**Materials needed:** Instructions

*Aid cargoes* cards (refer Centenary Resource CD)

*People cards* (refer Centenary Resource CD)

**Directions:**

Girls can play this game within a Patrol or a larger group. Provide the instructions and cards to each Patrol/group. Participants are to work through the scenario together to develop the best result they can. There isn't necessarily a 'right' answer.

**Instructions:**

There has been a terrible natural disaster. An earthquake has devastated some islands in the Pacific Ocean. People have lost their lives, their homes and their livelihoods. Natural water supplies on the island have become infected and the clean water supply is running out. The earthquake's effects have been made worse by a drought which has killed nearly all of this year's crops—the inhabitants may soon run out of food. There is a helicopter delivering aid to the earthquake area but it can only take one cargo and one person each day.

Within your team, assign each Patrol/group member an aid cargo and/or person. Take it in turns to explain why each cargo load and person is important and should be the first to be delivered to the islands.

As a group, you must decide together the order in which supplies and people should be delivered. You should choose the people and supplies you think could make the biggest impact. Be prepared to explain your reasons.

It is important that you work together as a team!

(Sourced from *Right Now!*, Girl Guiding UK)

## 4.3 Newsflash

**Aim:** To identify ways to help other people

**Age:** 14+

**Materials needed:** Lots of different newspapers from recent times  
Copies of GGA Position Statements (refer Centenary Resource CD)

**Directions:**

Look through the newspapers for articles about issues (i.e. relating to peace and war, poverty, education, environment, health, heritage and culture) around the world. Relate these issues to the content of the relevant GGA Position Statements.

Discuss what governments could do to resolve the issues. Why don't they do this?

Discuss what Guides could do to resolve the issues. Identify an action that you or your Patrol/Unit/group could do when you return home.

## 5. A Guide is loyal and can be trusted

### 5.1 Team building games

**Aim:** To develop trust and loyalty within the Patrol/group.

**Age:** Dependent on games chosen

**Materials needed:** Equipment for activities

**Directions:**

Provide a collection of team building activities and trust games suitable for each developmental stage—this station should be as active as possible.

## 6. A Guide is helpful

### 6.1 Helpful house

**Aim:** To encourage girls to think of how they can help in different situations.

**Age:** 5-9

**Materials needed:** Pens  
Paper  
Pictures of different situations where girls could be helpful

**Directions:**

Using the pictures girls write down and discuss how they can be helpful in each situation.

(Sourced from *Games with a point*)

## 6.2 Influential women

**Aim:** To consider the service given by well known women, now and in the past, and to discuss why they are admired for what they do/did for others.

**Age:** 10-14

**Materials needed:** Biographies of several influential women (for example, Faith Bandler, Fiona Wood, Helen Clarke, Mother Theresa, Marie Curie)  
Centenary *Leadership for Life* publication

**Directions:**

Look at the different biographies of influential women and discuss what the women do/did to help others and what adversity they have/had to overcome. What would have happened if they hadn't been of service?

## 6.3 World issues

**Aim:** For participants to look at the different world issues that the United Nations campaigns about.

**Age:** 14+

**Materials needed:** Pens  
Paper  
Information about the Millennium Development Goals (MDG's)  
Information about what UN agencies and others are doing to achieve MDG's (check out the GAT badge curriculum or WAGGGS website [www.wagggsworld.org/en/resources/documents/3450](http://www.wagggsworld.org/en/resources/documents/3450) and WAGGGS *Global Action Theme guidelines for member organisations* for information)

**Directions:**

Participants discuss the different ways in which the UN and other organisations are helping to achieve the MDG's and develop a simple plan showing how their Unit can help the plight of others in the world.

# 7. A Guide is polite and considerate

## 7.1 Manners and etiquette

**Aim:** To encourage girls to consider why manners are important and how their behaviour can have an effect on those around them.

**Age:** 5-9

**Materials needed:** Scenarios for role play (with girls being polite and impolite)

**Directions:**

Participants are given a variety of scenarios to role play. After the role play, discuss how manners would have assisted in everyone enjoying that activity, e.g. having afternoon tea at Guides and some girls push and shove to get to the sandwiches and cakes first.



## 7.2 Respect

**Aim:** To emphasise the importance of respect not only for oneself but for others.

**Age:** 10-14

**Materials needed:** Butcher's paper  
Textas

### **Directions:**

Ask the girls to think of a time when they felt they were being respected and a time when they felt they were being disrespected. As a Patrol/group encourage girls to discuss what happened or didn't happen to cause this and how it made them feel. Finally ask girls to write a list of what it feels like to be respected and another one to be disrespected and discuss how their actions have an effect on whether others feel respected or not.

(Sourced from WAGGGS Kit *Our rights our responsibilities*, right to be me activity 4)

## 7.3 Acting rights

**Aim:** To explore stereotypes and prejudices in a fun and non judgmental way.

**Age:** 14+

**Materials needed:** Pens  
Paper  
List of words, e.g. racism, tourist, European, Asian, Muslim, blind person, refugee, homeless, homosexual, love, media  
Map pins and pin board (or Blutac)

### **Directions:**

Each Patrol/group is given a pen and several pieces of paper. One person is picked as the artist and they are given a word to draw (similar to the game of *Pictionary*). Depending on the number of Patrols/groups participating, they are either given a time limit or it is a race to see which group guesses the correct word first. Each artist (regardless of whether the word is guessed or not) writes what they were trying to draw on the bottom of the page. At the end pin the pictures up so as to compare what was drawn for the same word and discuss:

- why some words were harder to draw than others.
- whether the image corresponded to reality
- whether the images were positive or negative
- whether the images could be viewed as offensive.

Participants should also realise that they may use stereotypes to relate to the environment around them.

(Sourced from WAGGGS Kit *Our rights our responsibilities*, right to be me activity 5)



## 8. A Guide is friendly and a sister to all Guides

### 8.1 My friend the potato

**Aim:** To explore the differences between people and how this uniqueness doesn't prevent them from being friends.

**Age:** 5-10

**Materials needed:** Potato for each member of the Patrol/group

**Directions:**

Each participant is given a potato and is asked to describe the characteristics which make her potato special and unique. Discuss how everyone is different and that as a Guide they must try and see the differences as positive.

### 8.2 Qualities of a friend

**Aim:** To encourage participants to explore what makes a good or perfect friend and why it is often difficult to be a perfect friend.

**Age:** 10+

**Materials needed:** Pens  
Friend cut out

**Directions:**

Each participant is given a cut out 'friend'. On this friend they write all the characters that makes them the perfect friend. Discuss what makes a good friend and why it is sometimes difficult to be the perfect friend.

## 9. A Guide is kind to animals and respects all living things

### 9.1 Pond dipping

**Aim:** To encourage participants to look at the ecology of the water ecosystem and encourage them to respect all living things including those that may be a bit squishy and icky.

**Age:** 5-9

**Materials needed:** Water from a pond, dam, creek, rock pool  
(if activity is close to a pond/river/beach participants could make a dipping net from a wire coat hanger and pantyhose)  
Glass jars for observing water creatures  
Identification chart (if possible)  
Paper  
Pens

**Directions:**

Once the participants have collected their water creatures (if possible) ask them to observe the way they move in the water, what body shape they have, whether they have legs and what other interesting body parts they have. If available, use identification charts to see what the creatures are and what their job is in the water ecology. Participants can draw a picture of their water creature. Once the activity is completed the creatures are returned to their habitat.

## 9.2 Worm farms

**Aim:** To build a mini worm farm to take home and learn about the importance of worms in the ecosystem.

**Age:** 10-14

**Materials needed:** Large empty glass jar  
Damp fine sand  
Damp soil  
Decayed leaves / vegetable peelings  
Three earth worms per jar  
Black paper  
Sticky tape  
Take home instruction sheet (refer CD)

**Directions:**

1. Place a 10 cm layer of damp soil in the jar then add an equal layer of damp sand.
2. Add layers of damp soil then damp sand until the jar is almost full.
3. Put the decaying leaves / vegetable peelings and three worms on top of the final layer of soil.
4. Wrap the black paper around the jar and tape the ends to block light from entering the jar.
5. Send the participants home with the worm farm and instructions to leave the jar in a shady spot for a few days before removing the paper for a look at what the worms are doing—return worms to the garden when finished.
6. Provide each participant with a take home instruction sheet, which will list what to feed the worms, how often and why worms are important.

## 9.3 Plant survey

**Aim:** To encourage participants to notice what there is in the ecosystems around them.

**Age:** 14+

**Materials needed:** Plant identification charts for the area  
Paper  
Pens

**Directions:**

Participants are given a list of plants that are native to the area and plants which are declared weeds. They survey the area to see how many plants belong there and how many are introduced. Discuss with the participants the importance of natural vegetation and the effect of weeds on delicate ecosystems. Develop an action plan on how to remove/reduce the declared weeds.

## 10. A Guide is obedient

### 10.1 Pedestrians / bike riding rules

**Aim:** To explore the importance of obeying the road rules.

**Age:** 5-14

**Materials needed:** Various resources on road rules for pedestrians and bike riders (from police)

**Directions:**

Discuss with the girls the road rules for pedestrians and bike riders and why it is important to obey them. Provide younger girls with a copy of the rules to take home. If possible ask the local police to assist with this activity.

### 10.2 Laws and rules

**Aim:** To explore laws/rules and why they are necessary.

**Age:** 14+

**Materials needed:** Pens  
Paper

**Directions:**

Start a discussion about what is the difference between a law and a rule. In Patrols/groups ask participants to list (on separate pieces of paper) all the laws and rules they have to follow. Next to each law ask participants if they can explain what the purpose of the laws are. Discuss the purpose of the laws in light of our values.

## 11. A Guide has courage and is cheerful in all difficulties

### 11.1 Value of a smile

**Aim:** To encourage girls to share a smile with others.

**Age:** 5-9

**Materials needed:** Badge machine  
Coloured paper  
Coloured pens/textas/crayons

**Directions:**

Talk to the girls about when they last smiled. What was the reason they smiled? Discuss how a smile can be infectious. Using the coloured paper and pens, make a smiley face badge to wear home so they can 'spread a smile'.

(Sourced from *Guiding in Australia*, August 1995)

### 11.2 Keeping calm—body clues

**Aim:** To encourage girls to recognise how the body tells them what they are feeling, particularly in stressful situations.

**Age:** 10-14

**Materials needed:** Butcher's paper (large enough to draw an outline of a person)  
Coloured pens

**Directions:**

Trace the outline of a person on the butcher's paper. As a Patrol/group the girls write and draw what happens when they are in a stressful situation, for example speaking in public.

(Source from *Skills for life*, p. 12)

## 11.3 Influential women

**Aim:** To consider what different women have done in overcoming adversity to succeed and what it has meant to others.

**Age:** 14+

**Materials needed:** Biographies of several influential women  
Pens  
Paper

**Directions:**

Looking at the biographies of different influential women, Patrols/groups create a short 2 to 5 min advertisement on how an individual overcame adversity to achieve success. Perform this ad to other Patrols/groups.

## 12. A Guide makes good use of her time

### 12.1 How do you spend your time?

**Aim:** To encourage participants to think about how they spend their time.

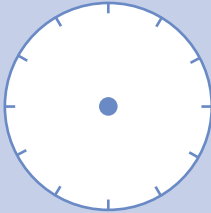
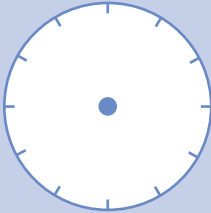
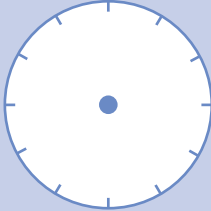
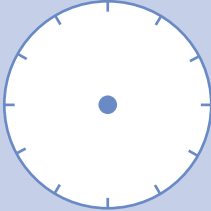
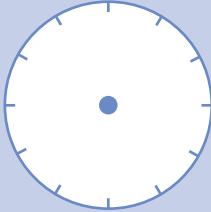
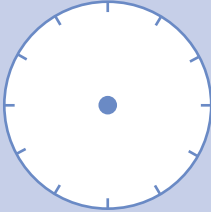
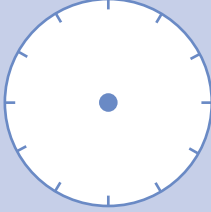
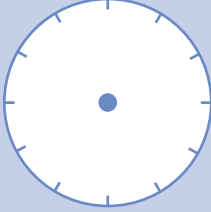
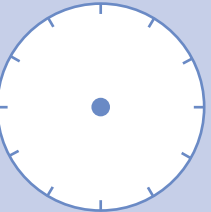
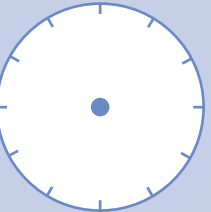
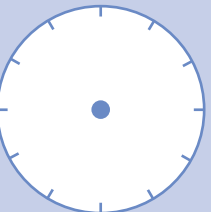
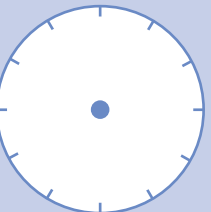
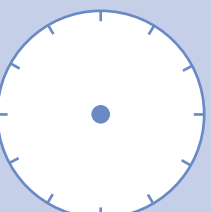
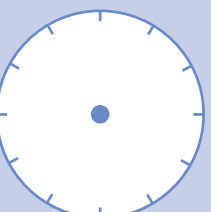
**Age:** 5-9

**Materials needed:** Timetable with two clock faces (am and pm) on each day  
Coloured pens

**Directions:**

Using different coloured pens ask the participants to colour in each day's clock face showing how much time they spend. For example, on Monday's am clock face the hours from twelve to seven may be coloured blue to represent sleeping and nine to three coloured green to represent being at school. Participants discuss what they do in the times between school and bed and when they get up before they go to school. Are their parents always nagging them to get ready? Do they leave homework to the last minute? Can they come up with a better way to spend their time? Do they use their time effectively or do they waste time?

(Sourced from *Guiding in Australia*, May 1990)

Day of the week	am	pm
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

## 12.2 Pocket organiser

**Aim:** To make a pocket organiser.

**Age:** 10-14

**Materials needed:** Fabric scraps approximately 25 cm by 20 cm (curtain scraps are ideal)  
Needle and thread or sewing machines  
Ribbon

**Directions:**

1. Fold fabric in half with right sides together bringing one long edge within 5 cm of the other long edge.
2. Sew the side seams then turn right side out.
3. Stitch channels of different widths in the pocket to carry different items such as diary, pen, tissues.
4. Sew ribbon to one end for tying the organiser shut.

(Source from *Guiding in Australia*, May 1990)

## 12.3 Weekly planner

**Aim:** To encourage participants to recognise whether they are using their time effectively.

**Age:** 14+

**Materials needed:** Blank weekly planner printed on coloured card (about A4 in size)  
Laminator (if possible)  
Pens

**Directions:**

Participants are given a blank weekly planner on which they write all the things they do. Discuss with the participants whether they are happy with this—do they feel they are overextending themselves or not doing enough. Is their timetable balanced or is it too heavily weighted towards study, work, social activities or Guides? If possible laminate each participant's schedule so that she can take it home to keep track of how she is going.

# 13. A Guide takes care of her own possessions and those of other people

## 13.1 Handywoman

**Aim:** To practice home maintenance skills.

**Age:** All

**Materials needed:** Depends on practical skills

**Directions:**

Set up a number of stations covering home maintenance skills.

Some ideas for skills:

- hammering nails
- using a drill
- changing light globes
- changing tap washers
- repairing a hem/hole in clothes
- fixing a squeaky hinge
- filling a hole in the wall and painting over it
- identifying a safety switch
- finding a stud in the wall
- re-setting a roller blind
- removing common stains
- cleaning an electric kettle (i.e. removing water stains)
- cleaning without commercial cleaners (e.g. using bicarbonate of soda, vinegar, lemon juice)
- building furniture
- basic car maintenance.

## 14. A Guide is self controlled in all she thinks, says and does

### 14.1 Meditation

**Aim:** For girls to try meditation techniques to help them refocus.

**Age:** 5-9

**Materials needed:** Tranquil music  
Instructions on different meditation techniques (approx 10-15 min)

**Directions:**

Sometimes girls just need to take time out to refocus when they are overwhelmed or stressed. Guide the girls through at least one meditation technique, more if they are interested.

### 14.2 Cooperative squares

**Aim:** To use cooperation to achieve a task and encourage individuals to look at how they behave when working in a group.

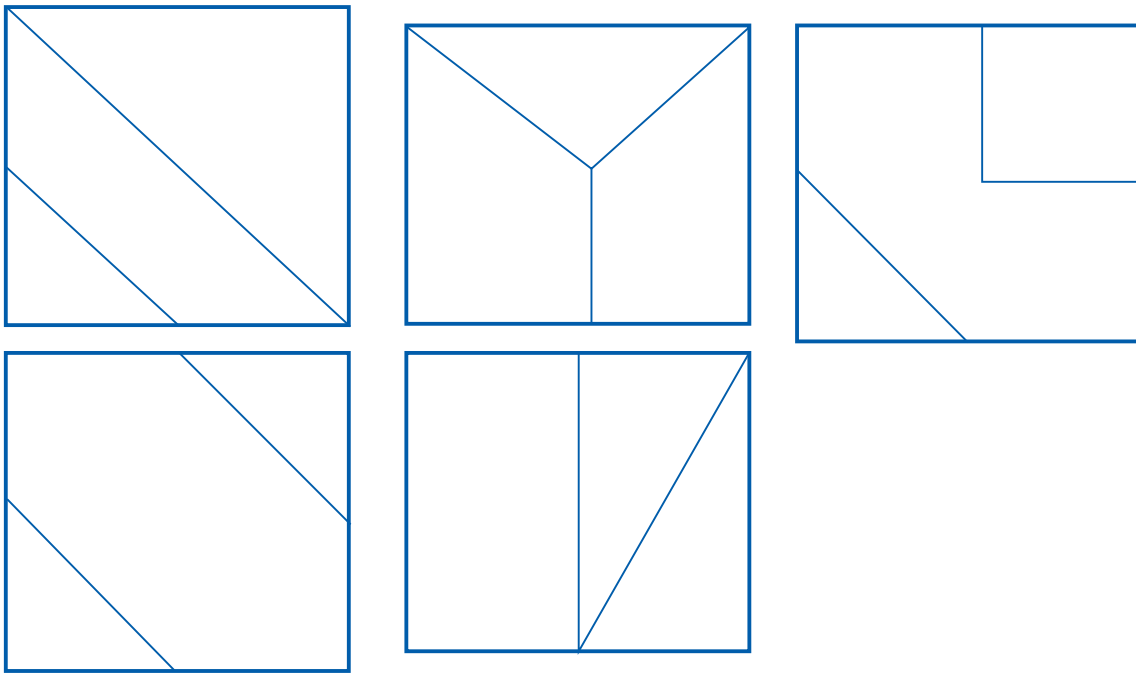
**Age:** 10-14

**Materials needed:** Set of cooperative square cards for each group cut as shown on the template—each set in a different coloured card with five squares to a set and three pieces per square

**Directions:**

Give each group of five a set of cooperative square cards (each girl receives an envelope with three parts of a square but not necessarily the parts to make her square). Give instructions that each group must form five squares of equal size without speaking or signalling to each other and without taking a piece from another person (girls can give away pieces but cannot take them). The task is complete when all members of the group have a square of equal size in front of them.

(Sourced from WAGGGS Kit *Our rights our responsibilities*, work together activity 6)



### 14.3 Words that wound

**Aim:** To encourage participants to think about Article 13.2.a of the Convention on the Rights of the Child and whether there should be limits on what children can say.

**Age:** 14+

**Materials needed:** Sticky notes  
Pens  
Blank wall space with a scale ranging from 'teasing/playful' to 'painful/degrading'

**Directions:**

Give each person a sticky note and ask them to write down a hurtful comment they have heard. Ask the participants to place their comment where they think it belongs on the scale. Ask everyone to examine the scale and as a group discuss the following:

- Are some words more hurtful to girls than to boys?
- Would the ranking of a word be different for different ethnic backgrounds?
- Why do some people find particular words painful when others find them playful?
- What conclusions can they draw about abusive language from how these words have been categorised?

Children are given the right to have freedom of expression but are restricted from expression that violates the rights and reputations of others. Discuss what are the rights and responsibilities of Guides with respect to abusive language and that they have taken a promise to uphold the Guide Law (in particular being self controlled in what they think, say and do).

(Source from *Teaching human rights*, UN publication, p. 64)





## Mixed Sources

Product group from well-managed forests and other controlled sources

[www.fsc.org](http://www.fsc.org) Cert no. SGS-COC-005800  
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GIRL GUIDES  
AUSTRALIA