

June 2011

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Inside this issue:

Challenges	2
Game Ideas	3
STEM	4

Welcome Note

Your unit meetings may have already wrapped up for the year, or are close approaching wind-up. My Brownies are excited to join the Area trip to the Vancouver Aquarium this month, and are busy finishing up the last of our program

work for the year before our final trip and advancement.

I am extremely busy this month, so this is a truncated version of my usual newsletter. This will be my final issue for the 2010-2011 Guiding year.

This summer I will be joining many of you at SOAR in

Agassiz - look for me in the geocaching session!



Religion in Life

This past month I received a request for information on the Religion in Life program. There is very little information available to the Guider about this program, so I thought I would enlighten you with what I have learned.

Membership in Girl Guides of Canada is open to all girls and women who wish to make the promise, regardless of their beliefs. The Religion in Life program was developed to assist in the spiritual growth of each member, adult or youth, who actively participate in their own religious denomination. Girl Guides of Canada upholds the principle that religious instruction is the responsibility of the parents and religious authorities.

There are five age-related stages for the Religion in Life program:

- yellow border (7-9 years old)
- green border (about 10-12)
- blue border (about 13-15)
- red (about 15 and older)

- purple (adults)

These ages are approximate and candidates may start at any stage appropriate to their age and capabilities. Only one emblem - the latest stage earned, is worn.

Depending on the religion that the member is involved with, there are different requirements in order to earn the badge. If a girl is Christian there are different requirements for different churches (for example, the Anglican church has different requirements than the United church). There are recognized programs for each of the following:

Anglican Church of Canada
Apostolic Church of Pentecost of Canada
Bahai Faith
Buddhist Faith
Canadian Baptist Ministries
Canadian Conference of the Mennonite Brethren Churches
Canadian Forces (Protestant)
Canadian Unitarian Council
Christian Church (Disciples of Christ)
Christian Science
Church of Jesus Christ of Latter-day

Saints in Canada
Church of the Nazarene
Community of Christ
Congregational Christian Church of Canada
Eastern Orthodox Church
Evangelical Church of Canada
Free Methodist Church
Hindu
Islam in Canada
Jain
Jewish Religion
Lutheran Churches of Canada
Moravian Church of Canada
Orthodox Church
Pentecostal Assemblies
Polish National Catholic Church of Canada
The Presbyterian Church in Canada
Religious Society of Friends (Quakers)
Role of the Chaplain
Roman Catholic Church in Canada
Salvation Army
Seventh-day Adventist Church in Canada
Sikh
The Christian and Missionary Alliance in Canada
The Standard Church
United Church of Canada
Vineyard Churches of Canada
Zoroastrianism

If you would like to receive detailed information on this program for any of the above listed religions, please contact me at program@monasheegirlguides.com.

If you have a great idea to share in a future edition of **Program Jewels**, send it to: program@monasheegirlguides.com.

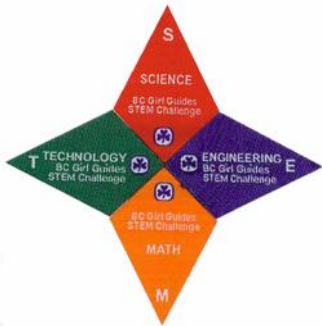
Ideas could include:

- Games your girls love
- Successful crafts that help meet your program
- "Instant meeting" plans
- Field trip ideas
- Helpful website URLs
- Any activity for Girl Guide meetings (any branch!) that you think others need to know!

Challenges

STEM Challenge

Find the full challenge on the [BC Girl Guides website](#)



This is a four part challenge that has just recently been published on the BC Girl Guides website.

It is an updated Science, Technology, Engineering and

Math challenge from the BC Program Committee. You can do just the parts that interest you, or tackle all four and complete the “star” shown above.

Why Science?

"What happens when...?" "Why does the...?" "How does it...?" Girls of all ages are genuinely curious about the world around them. When you incorporate science into your unit or camp program, you help your girls learn basic scientific principles that can provide answers to all sorts of questions. Even better, when you do science in a fun and interactive way, with lots of experimenting and exploring, you are helping the girls learn how to find answers to their questions themselves.

Science adds variety and interest to any program. Often the girls' programs tend to be fairly arts-and-crafts intensive, particularly for younger girls. There is nothing wrong with that, of course, especially if the girls really like arts and crafts. However, as we strive to keep girls engaged and interested in Guiding, it is important to shake things up once in a while and explore different areas. Adding some science is one great way to do that.

What's In the Technology Challenge?

There is a lot of overlap between science and technology, technology and engineering, and engineering and science—and of course, math is fundamental to all the other three. The line between technology and engineering is very fuzzy indeed.

In the Technology booklet, the focus is on

those aspects of technology that are commonly referred to as high technology: "scientific technology involving sophisticated devices, especially in the fields of electronics and computers." This part of the challenge therefore contains activities related to computers and other electronics, software, the Internet and modern communications technologies.

What is Engineering, Exactly?

Scientists study the world as it is; engineers create the world that has never been.

—Theodore von Kármán, aeronautical engineer

There is plenty of overlap between pure science and engineering, and it isn't always easy (or possible, or even desirable) to tell where one leaves off and the other begins. As a rule of thumb, you can look at it this way: If you are asking questions about why something is the way it is ("Why are cylinders so strong?" "Why do the planets appear to move through the sky?" "Why do baking soda and vinegar fizz when you mix them?"), you're doing science. If you already know that something is the way it is and you're trying to use that information to accomplish a goal ("Can I use a cylinder shape to support a bridge or building?" "What do I have to do to land a spaceship on Mars?" "Can I use a baking-soda-and-vinegar-reaction to drive a model boat?"), it's engineering.

This part of the challenge is all about problem solving: you have a problem you need to solve or a goal you want to accomplish; figuring out how is up to you. Also, in some of these activities, you will have limited resources—as in any real engineering job, there is only so much material, money, and time; sometimes getting the job done within those constraints means making trade-offs and compromises.

Math? Seriously???

Well, yes, seriously. Of course, this isn't math like in school—there are no multiplication drills or worksheets of algebra word problems. Nobody wants that

at Brownie camp. But let's look at math in another way: rather than seeing it as just a bunch of numbers and arcane symbols, think of it as a process of logical thinking and creative problem-solving.

Have you ever:

- Cooked with the girls? Recipes are all about measuring, counting, adding, multiplying and following prescribed steps toward an end result. Just like an algebra problem, only much tastier.
- Gone camping/touring/hiking/etc., and had to figure out how many tents/vehicles/packages of trail mix/etc. you would need? That's math with a practical application, which is always the most interesting kind.
- Played card games or board games? Games that require counting and adding, like cribbage, have very obvious connections to math, and strategy games like chess, checkers, Risk or The Settlers of Catan (to name just a few) take plenty of logical thinking. Jigsaw puzzles count, too—there is a lot of geometry and spatial awareness involved in putting together a jigsaw puzzle.

These are just a few ways that you can, and probably have, helped your girls develop math-related skills.

Earning the Crests

Check out each individual booklet available on the website to determine how many activities you must complete for each part of the challenge for your branch level. You can use activities from within the challenge booklets, from the original [Science in a Box](#), GET challenge materials, the Eco-Pak booklet, the CSI booklet and branch-specific instant meetings booklets. As long as your activities meet the objectives of the challenge, you can use them! Check out the STEM section of this newsletter for some sample activities from these challenges.

Game Ideas



This Way Valerie

I recently taught this game to a couple of the Brownie units in my district and they loved it so much they wanted to play it again after the first round.

Supplies:

- None!

How to Play:

1. The girls line up in two lines facing each other.
2. Each girl grabs hands with their partner (across from them in the other line) and move arms alternately forward and back while singing the verse (to the tune of "Short'nin' Bread"):
*This way Valerie, That way Valerie,
This way Valerie, All the way home.*
3. Take a couple of steps back and the head couple moves to the next two verses while everyone else sings and claps their hands.
4. The girl on the right side struts down the line doing any action she wants. When she gets to the ends she joins the line on the left. The girls all sing (to the same tune):
*Strut Miss Lucy,
Strut Miss Lucy,
Strut Miss Lucy,
All the way home.*
5. The girl on the left copies the actions of the first girl during the next verse and when she gets to the end she joins the line on the right.
*Here comes another one,
Just like the other one,
Here comes another one,
All the way home.*
6. Both lines move up a



wee bit and repeat the song over and over and over again until everyone has had a turn. The girls will eventually start getting quite creative in their actions if you play this many times.

Poison Ivy Tag

Supplies:

- a loonie (coin)
- some silk or plastic ivy leaves

How to Play:

1. Choose one or two girls to be "it". The "it" girls start on one side of the playing space, the rest start on the other side of the space. In this game, "it" is the poison ivy that the girls brush against as they are out hiking. We brought some silk ivy leaves from home and hung them around the girl who was "it".
2. The leader flips the coin. If the coin comes up HEADS, then the "it" girls can take one giant step in any direction. The other girls must not move. If "it" can reach out and touch someone from where she ends up, then whoever she touches now has "urushi oil" (from the poison ivy) on her, and also becomes "it" and can pass the oil on to other girls. For example, if we start with two "it" girls and they take giant
- steps and are each able to tag another girl, then the next round will have four "it" girls.
3. If the coin comes up TAILS, then the "it" girls remain where they are and all other girls can take two bunny hops in any direction.
4. The game continues until there are only one or two girls remaining who have not been affected by the urushi oil remaining.

This game demonstrates that even if just one girl

touches poison ivy, if she does not thoroughly clean it off, she can transfer it to other people, and they can transfer it, etc.



Poison ivy

STEM



Raw or Hard Boiled?

Source: http://www.bc-girlguides.org/wp-content/uploads/science_book.pdf

Have you read Ramona Quimby, Age 8 by Beverly Cleary? Remember the part where Ramona cracks a hard-boiled egg on her forehead and discovers that her mother packed a raw egg in her lunch by mistake? This will never happen to you, once you've learned this simple trick for finding out if an egg is raw or hard-boiled.

What you need:

- Hard-boiled egg
- Raw egg

What to do:

1. Set one of the eggs on the table. Be careful--it might be the raw one!
2. Give the egg a spin, like a top, so that it spins around on the counter top. This might take some practice. Try not to spin it right off onto the floor.
3. Carefully put your finger on top of the egg to stop it spinning, then let it go again. Does the egg stay still, or does it start spinning again?
4. Try the same thing with the other egg. Do you get

the same result?

How it works:

One of the eggs will start turning again after you let go of it. This one is the raw one. Why doesn't it stay still? Well, when you spin the egg, the whole thing spins--the shell, the white and the yolk. When you touch the egg to stop it, you stop the shell, but the white and the yolk keep moving. This, by the way, is an example of Newton's First Law of Motion, which says that an object in motion tends to stay in motion, unless it is acted on by an outside force. In this

case, the outside force is the pressure from your finger. It acts on the shell, stopping it from spinning, but it can't reach the liquid inside--so the liquid keeps moving. When you lift your finger off the shell, the liquid inside gets the whole egg moving again.

A hard-boiled egg, on the other hand, is solid all the way through. When you touch the shell, you stop the whole egg--the yolk and the white can't move around inside the shell. When you let go of the egg, it stays stopped.

Cell Phone Relay

http://www.bc-girlguides.org/wp-content/uploads/technology_book.pdf

This game models a cellular phone network. Several people who are making phone calls move around an area, and as they go, their phone calls are passed from one cellular tower to another. How many people can be talking at the same time before calls start getting dropped?

This game is best for larger groups, but it will work with smaller groups as well. What you should know before you start: In this game, everything is a model for a something in a real cell phone network:

- Girls who are Talkers represent people talking on cell phones. In this game, as in real life, the Talkers move around while they are on the phone. The cellular network has to keep track of which phone call is coming from which Talker and of where the Talkers are.

- The batons carried by the Talkers represent the phone calls. There is one phone call for each Talker, and the Talkers have a flag that matches their batons to make it easy to match the "phone calls" up with the right Talker.
- Girls who are Towers represent a network of cell phone towers, which transmit calls from cell phones over radio waves. Each tower can only transmit over a fairly small area, represented by the arms' reach of the Tower girls. As a person talking on a cell phone moves around, her phone call is passed, or handed off, from one tower to the next. A tricky part of designing a cellular phone network is making those hand-offs without interrupting the phone call. A key goal of any cellular

network is to drop as few calls as possible. How many of the phone calls on your network are dropped? How does this compare to the number of Talkers?

What you need:

- Batons, ribbons or bean bags in different colours
- Flags, shirts, ribbons or scarves to match the batons

What to do:

1. Divide the girls up into two teams, "Towers" and "Talkers". Start with lots of Towers and only a couple of Talkers, but once everyone has the hang of it add more Talkers to make the game fun and challenging.
2. Arrange the Towers in a grid so that each Tower can just reach her neighbour when they both have their arms outstretched.
3. Give each Talker a baton and a matching flag. She should attach the flag to herself so

that it is clearly visible and hold the baton in her hand. Position the Talkers around the outside of the Tower grid.

4. On the word "Go!", each Talker hands her baton to the nearest Tower, then starts walking through the Tower grid. As she moves, the Towers pass her baton from one Tower to another. The object is to keep each baton at a Tower that is right next to the Talker it belongs to.
- If a Tower already has two batons and a third one is passed to her, she must drop one of the batons.
- If a Talker gets to her destination but her baton doesn't arrive with her, it means the cellular network "dropped" her call. The goal is to drop as few calls as possible.