

# Guiding

*m a g a z i n e*

AUGUST 1999 £1.30

**New ways to raise  
environmental issues**

## A harvest of ideas

**The Community Action Toolkit  
– be equipped for success**



**AGM  
Report**





Contact information:



**THE GUIDE  
ASSOCIATION**  
a registered charity

MOOSE AZIM



# Welcome

## Taking stock of the last year, and anticipating the next...

The summer break is a good time to look back over the last Guiding year and reflect on those special moments you've had with the girls in your unit. This is exactly what the Chief Guide, Bridget Towle, encouraged members to do – and share with each other – at this year's Annual General Meeting – see our report on pages 16/17.

While you're having a well-earned rest, there's no break in our supply of great ideas in *Activate*. We have a new, science-based series – Up in the Air – that starts on pages 16/17. The Community Action Toolkit – crammed with practical ideas to get your girls thinking about their communities – is launched on pages 12/13. Plus there's some tasty harvest recipes on pages 6/7 – because we know how much the girls love their food!

The environment is another subject close to girls' hearts and, on *Activate* pages 4/5, we have lots of interesting activity ideas. Meanwhile, on page 23 of the magazine, Sheena Crombie, the Association's Environment Adviser, has some good suggestions for raising the issue in your unit meetings. And see page 11 for a report on an environment weekend held earlier in the year at Waddow.

The much-anticipated publication – *Go For It!* – is out this month. This exciting new Association resource will transform Patrol time – and is being launched at a special Guide-only party at Manchester Apollo on August 14.



Finally, turn to page 20 to put some faces to the names of the Executive Committee members. These are the people who make the important policy and planning decisions, on behalf of The Guide Association, that are so vital in helping to ensure its continued success.

## Guiding magazine

VOLUME 87 NUMBER 8  
AUGUST 1999 £1.30

The official magazine of The Guide Association (Incorporated by Royal Charter)  
Published on the last Thursday of each month. ISSN 0265-2706

The views expressed in *Guiding magazine* are not necessarily endorsed by  
The Guide Association. Registered charity number 306016.

**Guiding magazine** 17-19 Buckingham Palace Road, London SW1W 0PT

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World Chief Guide 1930-1977 Olave,  
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Chief Guide Bridget Towle  
Publications Manager Anne Moffat  
Editor Ian Clappert  
Activate Editor Victoria Wheeler  
Editorial Assistant Ruth Bourne  
Design Team Manager Gillian Webb  
Studio Cathy Summers  
Production Manager Richard Dickerson-Watts  
Published by The Guide Association,  
17-19 Buckingham Palace Road,  
London SW1W 0PT.  
Tel: 0171 834 6242 Fax: 0171 828 8317

All editorial communications to: The Editor,  
*Guiding magazine*, at the address above  
Advertisement Agency Mongoose  
Communications Ltd  
Victory House, Leicester Square,  
London WC2H 7QH  
Tel: 0171 306 0300 Fax: 0171 306 0301  
Mongoose Sales Executive Jacqueline Hayhurst  
Photographic Repro by Graphic Facilities  
Printed by St Ives PLC  
Distributors Seymour, Windsor House, 1270  
London Road, Norbury, London SW16 4DH  
Subscriptions Annual 12 issues (including  
postage): British Isles and BFPO £15.60; Over-  
seas £26.04; Zone I £37.20; Zone II £40.56.  
For all subscriptions enquiries:  
Tel: 01525 721067, Fax: 01525 716789  
or e-mail: [subscriptions@guides.org.uk](mailto:subscriptions@guides.org.uk)  
Cheques/POs should be made payable to  
The Guide Association.

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Note: Copy for inclusion in November's  
*Guiding magazine* should reach CHQ by  
September 1. Please address contributions  
to the Editor. Anyone wishing to have  
photographs sent to the magazine  
returned, must include a s.a.e.

*Guiding magazine* e-mail address  
[guiding@guides.org.uk](mailto:guiding@guides.org.uk)  
CHQ e-mail address  
[chq@guides.org.uk](mailto:chq@guides.org.uk)  
World Wide Web site address  
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Keeping you informed about  
opportunities and Executive  
Committee decisions

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Our cover girl Guides were caught in a  
reflective mood at Blackland Farm  
COVER PHOTOGRAPHER: MOOSE AZIM



## What & when

In this section you will find information about events, fresh opportunities and new resources and initiatives

# Out this month!

## Guide Section resource



*Go For It!* the essential, new programme resource for the Guide Section will be published on August 27.

This bright, interactive file is overflowing with exciting indoor and outdoor activities for Patrol time. Each Patrol will want one — and every Guide will have fun learning how to work as a team and plan her time.

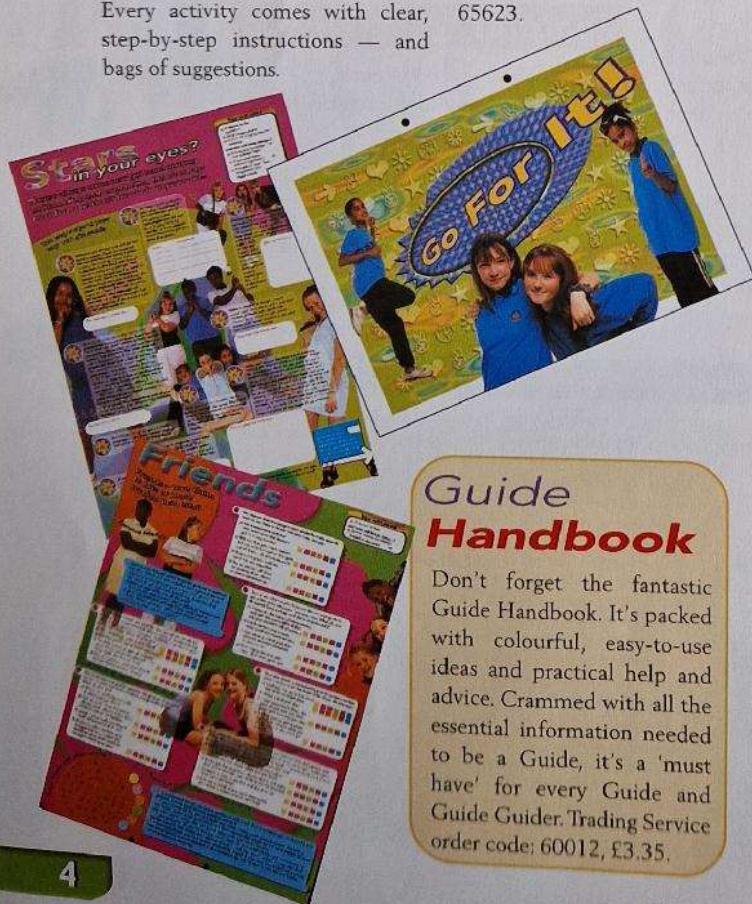
There are quick and easy ideas that don't need much equipment or preparation. More involved activities can last a meeting or longer. Every activity comes with clear, step-by-step instructions — and bags of suggestions.

The space available to record all progress and achievements, makes the file unique and personal to each Patrol.

Key features include:

- A trendy ring binder so that Patrols can add their own pages.
- Explanatory notes for Guiders.
- 43 easy-to-use activity spreads packed with themed ideas.
- A fantastic competition to win a day out at the offices of Mizz magazine.

*Go For It!* is available from the Trading Service, Association shops and depots and costs £6.95 order code 65607, or why not take advantage of the special offer price and buy four copies for £25 order code: 65623.



## Guide Handbook

Don't forget the fantastic Guide Handbook. It's packed with colourful, easy-to-use ideas and practical help and advice. Crammed with all the essential information needed to be a Guide, it's a 'must have' for every Guide and Guide Guider. Trading Service order code: 60012, £3.35.

## new products

## New T-shirts

A new, white 'skinny-fit' T-shirt, with the *Go For It!* logo emblazoned across the front, is now available from Trading.

Made of 100 per cent cotton, it comes in sizes Small: up to 28" (order code 27359), Medium: up to 32" (27367) and Large: up to 34" (27375). All sizes cost £7.50.

## Environment Challenge

The Environment Challenge T-shirt is also available from Trading. Made of 100 per cent natural cotton, it is available in both childrens' and adults' size ranges.

The T-shirt has a small Environment Challenge logo on the front left lapel, and on the right sleeve with the Web site address and a large logo on the back, as shown.

For details of sizes available contact the Trading Service on 0161 941 2237. All sizes cost £7.50.



## Guide Section

## Launch party

Time is running out to buy tickets for the exclusive, Guide-only *Go For It!* launch party on August 14, 4-7pm at Manchester Apollo.

There are still tickets available, but if you haven't bought yours yet, get on the phone straight away to make sure your Guides don't miss out on this fantastic event.

Purchase your tickets — at £10 each — by calling the *Go For It!* Hotline on 0161 2422565. If you live nearby, pop along to the Manchester Apollo, Ardwick Green, Manchester M12 6AP.



A1 will be just one of the bands at the *Go For It!* launch party

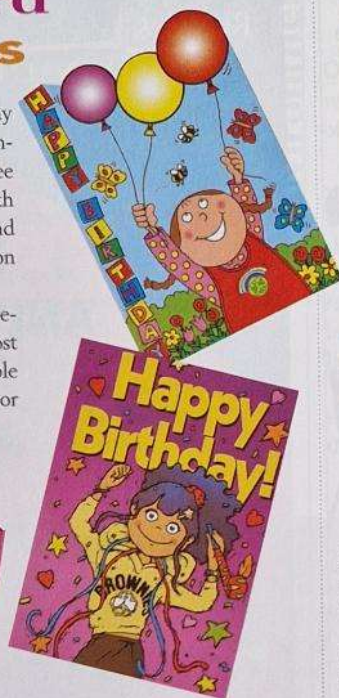


new resources

## New card designs

You asked for more birthday cards for Rainbows and Brownies, so here they are. These three new Association cards – with designs for both Rainbows and Brownies – have just gone on sale.

These fun cards are eye-catching and colourful, and cost only £1 each. They are available from the Association shops or through Trading Services.



## celebrations 2000

The 2000 logo pack has been produced to help you prepare displays, posters, flyers and publicity materials for your millennium celebrations.

The pack contains the Association's celebration logo for 2000 in black and white with printing instructions and colour references. There is a gridded logo sheet to assist in drawing or enlarging the logo for signs and banners, plus a sheet of full colour stickers of the logo.

The pack is available from the Trading Service. order code 66076, £1.00.

places to go

## Ladies' golf

Ladies' Open Golf Foursomes are being held at Gifford Golf Club, East Lothian on September 1, to raise money for East Lothian Guiding's millennium celebrations.

The cost is £14 per couple – entrants must be in pairs – and it is open to any lady golfers with a maximum handicap of 36. For more details and entry forms contact Mrs L Elder, on 01620 822273.

## Get away from it all

There are rooms available this summer for Association members to bring their families to Foxlease to enjoy a short break in the New Forest. The dates available are: August 16-20 and August 27-30.

To find out more call Foxlease on 01703 282683.

## Friends of Sangam (UK)

Friends both old and new are invited to the Friends of Sangam Gathering on September 24-26 – at Houghton Chapel Retreat, Houghton, Cambridgeshire – to share their Indian experiences.

Come for the whole fun-filled weekend or just for the Saturday when there will be a traditional Indian lunch and lots of things to buy. The cost for the weekend is £30 (£15 deposit) or £5 for the Saturday.

If you would like more information please get in touch with Jeanette Cadney on 01480 212485.

## Our new improved Chalet

On September 18 the new building at Our Chalet has its official opening ceremony.

Spycher – which means a barn where precious things are kept – promises to be a very special resource centre. It has an office; three conference/training rooms; a seminar room and a music, craft and relaxation room. There is also space to store archives, and 18 beds in a variety of room sizes with access for wheelchair users.

The opening ceremony is by invitation only, but if you are in the region on September 19, all are welcome to go and look around the new building.



Spycher: The new addition to Our Chalet

ANN MITCHELL

## Tried and tested resources

The Adult Support Team at CHQ is appealing to Trainers and Guiders for details of any non-Association resources they have used successfully in their unit meetings, or elsewhere – especially those for Guides and the Senior Section.

If you have any information to pass on, write, giving details of the resource – subject, publisher, price and so on – to Liz Smith at CHQ or e-mail [VSBGT@guides.org.uk](mailto:VSBGT@guides.org.uk).

## For your convenience

If you are visiting Blackland Farm this summer, look out for the two new toilet blocks which provide enough facilities to serve ten camp sites.

The project was not a small one, and included installation of drainage and water connections, as well as connecting electricity supplies to equipped sites.

The money for the project has come from surpluses achieved by Blackland Farm in previous years and a loan from The Guide Association.





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## Senior Section

### Fun at festival site

It'll be non-stop action at Yer Tiz Too! – the South West Regional Venture Scout and Ranger Guide Moot – September 10-12.

Activities include Laser Quest, giant Playstation, gyro wheel, quad bikes, parasailing and discos.

The event takes place at the Glastonbury festival site in Pilton, Somerset and costs £20. Bring your own food and tents.

For more information and application forms, contact Bev Stephenson at: 16 Brines Orchard, Templecombe, Somerset, BA8 0JL. Tel: 01963 370099 or e.mail: stephenb@gkn-whl.co.uk

## environment

### Walk for Woodland

One hundred walks, through some of Britain's most beautiful woodland, will be taking place this autumn, over the weekend of September 25-26.

The aim of Walk for Woodland is to address the issue of woodland protection with communities up and down the country. At the same time vital funds will be raised to enable The Woodland Trust to protect woodland that is under threat.

If you want more information contact Ben Earl on 0181 993 5574.

Stepping out for The Woodland Trust



THE WOODLAND TRUST

### Pet lovers' club

If your girls are animal enthusiasts, they may be interested in joining the PDSA's young people's club, Pet Protectors.

The club provides an opportunity for children to learn about unusual animals — and how to look after their own pets properly.

Membership costs £4, for which you get a badge, membership card and regular copies of the club magazine.

To find out more, contact the Pet Protectors Office, PDSA, Whitechapel Way, Priorslee, Telford, Shropshire, TF2 9PQ, Tel: 01952 290999.



PDSA

## resources

### NCH Web site

To help unravel the uncertainties and jargon that often surround being in care, NCH Action For Children and the Solicitors Family Law Association have developed a Web site — Carelaw.

In an easy question-and-answer format, Carelaw explains what a care order is and covers topics including: arranging contact with family and friends, making a complaint, accessing your file and what happens when you leave care.

The new Web site address is [www.carelaw.org.uk](http://www.carelaw.org.uk). More related information is available from the NCH Web site at: [www.nchaft.org.uk](http://www.nchaft.org.uk).

### Cancer awareness

To raise cancer awareness in young people, the Women's Nationwide Cancer Control Campaign has just published a new user-friendly booklet. Its purpose is to dispel myths and alert young people to the risks and early warning signs of cancer.

The comic strip format and positive outlook make *CANCER... just so you know!* a practical and sensitive resource, designed for the over 14s. It has been highly praised by youth workers, who have found that they can also learn from the booklet, as well as use it as a teaching aid.

For more information, or a copy of the booklet, contact WNCCL, Suna House, 128/130 Curtain Road, London EC2A 3AQ, or call 0171 729 4688.

### Useful Web sites

- Outdoor kit  
[www.penout.force9.co.uk](http://www.penout.force9.co.uk)  
Pennine Outdoor's new site details all its mail-order goods.
- Youth workers  
[www.infed.org/](http://www.infed.org/)  
Your youth work questions answered.
- [www.alli.fi/euro/](http://www.alli.fi/euro/)  
European youth work news and information.
- Young people  
[www.thesite.org.uk](http://www.thesite.org.uk)  
Full of information for young people.

## fund raising

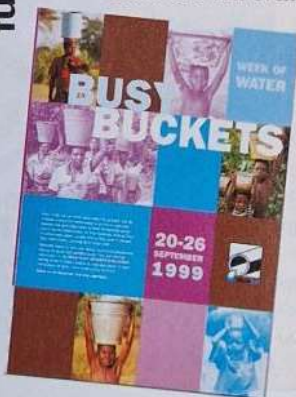
### Buckets of water aid

By taking part in the Busy Buckets Challenge you can help raise funds to provide safe, clean water to people in some of the poorest regions of Africa and Asia.

Think of a fun event or activity using buckets so that during the week of September 20-26 you can raise sponsorship money. This will help to provide families overseas with the life-giving water we take for granted.

Your buckets can be used for washing cars, in games or possibly filled with things to sell.

To request materials to use during the Week of Water call the Community Fundraising department on 0171 793 4551.





## What & when

### Broneirion

01686 688204

|                             |                 |
|-----------------------------|-----------------|
| Senior Section weekend      | September 10-12 |
| Basic unit management       | October 1-3     |
| Music for the non-musical   | October 1-3     |
| Intermediate Walking Safely | October 1-3     |

### Waddow

01200 423186

|   |                       |
|---|-----------------------|
| Leisure break                               | September 13-16       |
| One day Commissioner training               | September 23          |
| Programme ideas for all sections            | October 8-10          |
| Grandparents /Grandchildren                 | October 19-22         |
| Provisional secretaries training            | November 9-11         |
| Challenge the way you live: 14-30 year-olds | November 12-14        |
| Trading training                            | November 16-18        |
| Archivists                                  | December 3-5          |
| New year house party                        | December 29-January 2 |

### Foxlease

01703 282638

|  |                 |
|--|-----------------|
| Campfire leaders for June 24 2000                  | August 13-15    |
| First aid for camps and holidays                   | August 27-29    |
| Senior Section teams                               | September 3-5   |
| RLSS rescue test                                   | September 17-19 |
| Midweek training for Rainbow and Brownie Guiders   | November 9-11   |
| Craft course — make your own greetings cards       | November 9-11   |
| Midweek training for campsite wardens and chairmen | November 16-18  |
| Programme ideas for all sections                   | December 3-5    |
| Christmas special — low cost training              | December 10-12  |

### Blackland Farm

01342 810493

|  |  |
|--|--|
| BCU 1 & 2 star kayak                       | August 5-6, 14-15, 21-22,<br>September 4-5, 11-12, 18-19 |
| Beginners' Rock Climbing                   | August 7-8, 14-15, 21-22<br>September 4-5, 11-12, 18-19  |
| Intermediate Walking Safely                | September 5  |
| BCU 3 star & 2 star improvers kayaking     | September 25-26  |
| Climbing and abseiling supervisor training | September 25-26  |
| Module A GNAS archery leader               | October 2-3  |
| Module B GNAS archery leader               | October 9-10   |

## Observing the eclipse

Britain's first eclipse of the sun for over 70 years will be taking place on August 11, and the Royal Observatory Greenwich is marking this once-in-a-lifetime experience with some special activities.

There is daily entertainment at the Observatory until August 11 for visitors of all ages, including: planetarium shows, what to look for when the sun is eclipsed and stories of eclipse folklore.

On August 11, the day begins at 10am, with experts talking visitors through the eclipse. Eclipse glasses will be available to all visitors to ensure that the eclipse is viewed safely.

For more details call 0181 858 4422.

● More eclipse information is available from the Particle Physics Research and Astronomy Council Web site at: [www.ppart.ac.uk](http://www.ppart.ac.uk).

## Million hands — correction

The telephone number given last month for the Ockenden International Million Hands of Hope appeal should have been: 01483 772012. Sorry for any inconvenience caused.

## T-shirt design competition

Girls are being challenged to design a T-shirt that will promote aluminium can recycling to young people.

The competition is being run by Alcan Aluminium Can Recycling — in association with Going for Green — and is exclusive to Guide Association members.

There are two entry categories: one for Rainbows and Brownies, and the other for Guides and Senior Section members. The two winning designs will need to be innovative and eye catching. The artwork must be original and the actual size for printing.

Alcan offer some helpful hints:

- If you include any writing, keep it to a minimum.
- Is your design something you would like to wear yourself?
- Artwork can be designed on a computer.
- The design could be intended for any part of a T-shirt.

The winning designs will be printed on to T-shirts — one for everyone in your unit.

Post unit entries, with your section clearly marked, to: Rob Cooke, Guides Environment Challenge T-shirt Design, Alcan Aluminium Can Recycling, PO Box 108, Latchford Lock Works, Thelwall Lane, Warrington, Cheshire WA4 1NP. The closing date is October 15. For more details about the competition call 01925 784135.



## Competition rules

One entry per person. Maximum size of entry is A4. Each design must have the following information on the top left-hand corner of reverse side: unit name; Guider's name, address and phone number; Guide County and name of young designer. Unfortunately entries cannot be returned.

Alcan aluminium can

recycling





In this section you will find good practice tips, support, advice and training and resource news

# Lightening the load

*Tried and tested ways of sharing out a District Commissioner's workload*

Words: The Commissioner Review Group

Many people responded to the appeal in *Hotline* that asked for examples of Districts or Divisions that had tried 'something different' to ease the load on the District Commissioner.

We'd like to thank all those who replied, and hope that their suggestions – some of which are included in this article – might prove useful to other Districts or Divisions. Perhaps ones that might be having difficulty in finding someone to take on the role of Commissioner, or where the Commissioner is finding it hard to cope with all the demands being made on her.

## Job-share

One approach to the job of District Commissioner is to job-share. This has been tried successfully in some Districts. How the job is divided depends on the skills and interests of the Guiders concerned.

It may be that one Guider acts as the District Chairman – running District meetings, passing on information, and coordinating District events – while another Guider is the District Administrator, dealing with forms, paperwork, unit visits and training.

## Teamwork

For 18 months, *Swanage District* was without a District Commissioner. No one wanted to take on the role, and for a time all the Guiders took it in turns to carry out the various tasks. This actually helped the

District to become closer as they worked together, and four Guiders in particular, worked together very well.

Eventually these four became a District Team of: Commissioner, Assistant, Brownie Representative and Guide Representative. This way of working has been in operation since last September and has proved to be very successful.

**Comberton District**, in Cambridgeshire East, has tried a similar approach – a team effort with everyone having a part to play. Guiders in the District have taken on specific roles. For example, a recruitment coordinator with a team of Guiders, one from each village in the District; and a record-keeper, to update Guiders' records, details of trainings, qualifications and so on.

The District also has Rainbow, Brownie, Guide and Senior Section Assistants who have responsibility for monitoring training and sharing in the visits to units. Each

unit also takes it in turns to 'host' the District meeting.

When no one was prepared to take on the role of Commissioner, **Hale District**, in Greater Manchester West, was faced with being divided between the two neighbouring Districts. Rather than let this happen, the Guiders decided to share the responsibilities. Between them they have taken on the roles of secretary, treasurer,

many of the actual Commissioner responsibilities have been devolved to members of the team.

## Section Commissioners

A more radical approach was taken in **West Division, Glasgow County**, where the decision was made to try Section Commissioners instead of District Commissioners. The number of units

## Over-65s and others

Although people over 65 may not hold appointments as District Assistants, there is no reason why a recently retired Brownie Guider, for example, cannot be asked to act as a 'mentor' to a new Brownie Guider. This gives her the opportunity to pass on her skills and experience.

The over-65s may also be willing to take on a job as District secretary, treasurer, record-keeper and so on, thus relieving Unit Guiders from having to take on these jobs. District Guiders may also have non-Guider friends who might be prepared to help out with some of the administrative work of the District.

registrations, training, first aid, camp adviser and section representatives for Rainbows, Brownies, Guides and Senior Section.

As a result, one Guider has agreed to take the title of District Commissioner, but

they oversee is the same as that of District Commissioners. The difference is that they are dealing with the section with which they have the most experience. Unit Guiders know that their Section Commissioner understands the problems of their particular age group.

## A 'standby' Guider

There are occasions when a Guider may have to give up her unit because other pressures in her life mean that she cannot make the weekly commitment. However, she may well be prepared to become a District Assistant or simply act as a 'standby' Guider, helping out occasionally at units if, for example, one of the Guiders is ill or unable to attend every meeting.

She may also be able to fill in for the District Commissioner herself, at times, thus enabling the DC to visit other units that meet on the same night as her own unit. Or she might be prepared to help with District events. A Guider without a unit appointment can still be registered to the District as a District Guider.

## District Assistants

Sometimes the 'team' approach needs to be developed gradually, and the first step towards this is the appointment of District Assistants. How many, and what their responsibilities are, depends on the needs of the District.

A Section Assistant, for example, may just be responsible for organising District events for that section, or she



may be appointed to 'look after' the Guiders in that section. Whatever her role is, she should have a 'job description' so that both she, and the Commissioner, know exactly what she has volunteered – or been asked – to undertake.

In rural areas, a District Assistant in each village can often work well, acting as a link between the District Commissioner and the unit Guiders. Similarly, in urban/suburban areas, if there are several units at one church, one District Assistant could be appointed for that group of units.

It may be that, if no one wants the full responsibility of being District Commissioner, the Assistants in different villages or churches may form a team of District Coordinators instead.

## Short-term responsibilities

Even if Guiders are not willing to take on named roles, they may be willing to undertake short-term responsibilities such as being

part of a group organising a specific District event.

Leighton Heath District in Bedfordshire tried this approach. Their past District Commissioner says: 'When organising District events, I invariably used a sub-committee of volunteers. If it was a joint event, I tried to involve both experienced and new Guiders, and Guiders from different sections. This usually worked.

'Sometimes a bit of encouragement was needed to get the volunteers, but usually I could depend on gathering a few people together to plan and organise an event. I, or my assistant, was often part of the sub-committee, but not always, and I knew I could rely on my Guiders. This also had the benefit of involving new Guiders and getting some fresh ideas.'

This Commissioner recommends this approach but adds: 'You need to have confidence in your team – and you need to be prepared not to interfere if they don't do it exactly as you would do!'

## Pilot schemes

As many of our correspondents have pointed out, the District Commissioner's role is too big for one volunteer. The Adult Support Group is currently addressing this issue and will be piloting a variety of schemes which should lighten her load.

In the meantime, there is no reason why District Commissioners can't start to lighten their own loads – perhaps by trying one of the ideas in this article!

## In June's issue a reader asked for help with a problem

*We have recently reorganised our Patrols. This week a mother telephoned to tell me that her daughter Katie is not to be in the same Patrol as Emma. Unfortunately, Katie and her best friend have chosen to be in Emma's Patrol.*

*Do I give in to parental pressure and upset Katie and her friend?*

Here is a selection of the answers we received:

Why doesn't Katie's mother want her to be with Emma? I would ask her if she'd mind telling me the reason.

After all, one of the good things about going to Guides is that the child gets to make her own decisions and learn from them.

Why not chat to the parents and girls concerned and have a trial period?

Unless there was a very good reason not to, I'd leave Katie in Emma's Patrol, keeping a close eye on any developments which might worry Katie's mum.

Meeting and rubbing along with all types of people is a skill we all need in life and where better to start learning than at Guides!

Why mustn't Katie be in the same Patrol as Emma? Has she been bullied in the past?

If it is simply that Katie's mother feels Emma is a bad influence, then this is an issue for the parents. There's no reason why they shouldn't be in the same Patrol.

I've had this problem in my Brownie Pack several times. On two occasions I gave in to parental pressure and moved the girls concerned – only to be asked a couple of weeks later to move them back because the problem had been resolved.

Guides choose their Patrol as a fundamental part of the Five Essentials. I try my best to ensure that what happens 'outside' doesn't affect the unit.

Thanks to everyone who responded including: Hazel Lockhart, Hants; L Monk, Essex and G Burd, London.

## Each month a reader will ask for your advice about a difficult Guiding situation she is facing

*A few years ago I stepped in to help our local unit when I heard it would have to close through lack of leaders. I explained at the time that although I had time for the unit meeting my young family meant I would not be available for District meetings or all-day trainings.*

*I have attended a few morning trainings and have a first aid qualification. However, as yet, I have not received my Warrant. The District Commissioner told me this was because I was not known in the District!*

*I enjoy running the unit and even pay for child care to do so. Do I give up and disappoint the unit, or carry on regardless?*

● What would you do? Write and let us know.

● Have you got a Guiding problem that you'd like to share with other readers? Write, or e-mail, keeping your letter as brief as possible, to the address on page 3.



# Endless eco-possibilities!

*This was an environment weekend  
that went beyond  
bird boxes...*

By Joanne Haddrick

As part of the Guide Section development work, a group of Guiders and Guides were invited to take part in an Environment weekend at Waddow earlier this year.

We wanted to work in partnership with local and national organisations to offer a 'hands-on' training package and to encourage participants to include environmental issues in their programme.

## Aims and objectives

One of the aims of the weekend was to illustrate that the environment is relevant to all eight points — not just the obvious ones like Enjoying the Out of Doors and Giving Service.

We hoped to show Guiders that, although their knowledge of environmental issues may be limited, it is possible to work with experts to deliver an exciting and challenging programme.

## A range of activities

While the Guides sawed and hammered

away at bird and bat boxes with members of the British Trust for Conservation Volunteers, Guiders looked at the planning of a similar event and considered health and safety issues.

The afternoon was spent creatively, using imagination and artistic skills to prepare puppets and theatres for a gala performance to be held that evening.

On Sunday morning the group explored the grounds looking for the right places to site their boxes, helped by members of the Lancashire Wildlife Trust, who were impressed by the level of interest and knowledge shown by the group.

The final activity was the creation of a plan for an eco-friendly camp site. This was an opportunity to let imaginations run wild

incorporating ideal features.

The layout of the camp was depicted using paint and any other messy medium that could be applied to paper or card on a large scale.

Find some of the activities  
from this interesting and  
challenging weekend on pages  
4/5 of Activate.



Boxing clever:  
Making bird  
boxes was just  
one of the  
many activities

The message to emerge from the weekend was: you don't have to be an expert — you just need to 'know a woman or a man who can'!

## Joint effort

Thanks to Guiders and Guides from Lancashire East who took part in this weekend and to Sheena Crombie (Association Environment Adviser) and Sue Bell (Guide Section Steering Group) for their input.

## Guiding Manual quiz

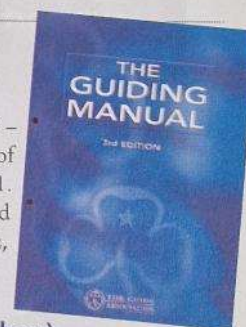
Have you bought your copy of *The Guiding Manual*, 3rd edition yet? Have you had time to look through it?

We hope that you have at least managed to start dipping into it and that you have found the cross-referencing and indexing helpful.

Perhaps this quiz will get you started. As an incen-

tive, we're giving away vouchers — total value £30 — for Trading Service merchandise to the senders of the first two correct answers drawn after August 31.

Fill in the appropriate page number and send your answers to: *Guiding magazine*/Manual quiz, to the address on page 3, to arrive by August 31.



Where in *The Guiding Manual*, 3rd edition, can you find: (place page number in box)

- |  |                      |  |                      |   |                      |
|--|----------------------|--|----------------------|---|----------------------|
| 1. The difference between the Adviser for Branch Associations and the Commissioner for a Branch Association? | <input type="text"/> | 7. Who decides which colour tabard the Rainbows should wear?   | <input type="text"/> | when taking their unit to a public swimming pool where lifeguards are provided?               | <input type="text"/> |
| 2. The definition of 'pulling'?  | <input type="text"/> | 8. What ratio of adults to Rainbows is required for a trip to the local theatre?                     | <input type="text"/> | 12. If a life-jacket may be worn instead of a buoyancy aid?                                   | <input type="text"/> |
| 3. The minimum qualifications for Brownie sleepovers?  | <input type="text"/> | 9. If the son of a Unit Helper is covered by Guide Association insurance while at a Brownie fun day? | <input type="text"/> | 13. The qualifications and adult/children ratios required for a joint Brownie and Guide camp? | <input type="text"/> |
| 4. The three categories of membership within the Trefoil Guild?  | <input type="text"/> | 10. What to do in the event of an emergency?   | <input type="text"/> | 14. Who is consulted when a District Commissioner is appointed?                               | <input type="text"/> |
| 5. Whether a Badge Tester needs to complete form W/R?  | <input type="text"/> | 11. What Guiders need to do  | <input type="text"/> | 15. The Five Essentials?  | <input type="text"/> |
| 6. Whether members of the Association can go quad biking?  | <input type="text"/> |  |                      |   |                      |



## Networking

### Trainers wanted

In April 2000 we are holding a WAGGGS Europe Region training event on the education of girls and young women, and WAGGGS is looking for a UK trainer to be part of the planning team.

The aim is to develop and share methods of educating girls and young women that will help them reach their fullest potential.

Participants will be leaders responsible at local, regional and national level for developing programme and educational methods. The team will be chosen from Scout and Guide national organisations as well as WAGGGS-only organisations.

We are ideally looking for a French speaker, but those without a second language will still be considered. A planning meeting is scheduled for September 17-19.

Trainers who are interested in this opportunity should contact Jennie Lamb in Guiding Development at CHQ on 0171 834 6242 ext 373 before August 16.

### English at Foxlease

An English language course for members of WAGGGS will be held at Foxlease from July 29-August 19, 2000 and the organisers are looking for a teacher with CELTA or DELTA qualifications to take the course — preferably someone with Guiding experience. Fees will be paid, for 20-22 hours per week.

Contact Christine Davies at Foxlease on 01703 282638 for further details.

### European dimension

Europe Region WAGGGS want to introduce their *Eurofocus* publication to more readers. It contains articles for reflection, information on activities and projects organised by the Europe Region as well as news from member Associations in English, German and French.

An annual subscription (five issues) costs 12.50 euros (approximately £8).

For subscription payment details write to *Eurofocus*, Europe Office WAGGGS, 38 Ave de la Porte de Hal B1060 Brussels, Belgium.



### Millennium breaks

Foxlease is offering three catered breaks for Brownies, Guides or Senior Section members — with their Guiders — to mark the Millennium. Dates are February 14-18, February 21-25 and December 15-17.

You plan your own programme but you don't need to worry about the catering.

For details contact the Secretary, Foxlease on 01703 282638 or e-mail Foxlease@guides.org.uk.

### 8 year old Sumitra has been working to support her family since the age of two...

Instead of going to school like any normal young girl, Sumitra works to help her family survive. She earns a few rupees a day by catching rats. It's dirty and very dangerous and can lead to terrible infections.

No matter how hard her family works they cannot seem to pull themselves out of the poverty trap that affects so many poor families in India.

Imagine the despair of watching your children grow up unable to give them enough food, clothing, medicines or even a basic education.

### ...so why does she need a sponsor like you?

Yet just £15.00 a month is all it takes to sponsor a little child like Sumitra and give her a very different life, a life where she can develop like any normal happy child full of hope and vitality.

At CCF we know of thousands of children like Sumitra who urgently need someone like you to give them a chance of a better life. Without that help many will be left to the ravages of poverty and disease. Some will die.

Somewhere this very minute a child like Sumitra is waiting. A child who, through their simple needs and hopes, may well add a further dimension to your own life.

Please help us to help a child today.

Just £15 a month can give a child a decent future.

Your sponsorship can be for as long as you wish — six months, a year, or until the child leaves school. You will receive a photo of the child, details of his or her family background, regular progress reports and letters from the child you are supporting.

### Yes, I would like to sponsor a child...

I prefer a boy ☐ girl ☐ either ☐  
In which country? ☐ Latin America ☐ Eastern Europe ☐  
☐ Asia ☐ Europe ☐  
☐ Africa ☐ America ☐  
☐ Caribbean ☐ South ☐

Name

Address

Postcode



My first monthly payment of £15 is enclosed by cheque/postal order (cheques made payable to CCF GB).

I would prefer to pay £15 by Visa / Mastercard / Amex / Diners.

Card No.

Valid from  to

Signature for card payments

Please send my information pack today ☐

I cannot sponsor a child but would like to donate a gift of £

Send to:

Christian Children's Fund, 4 Bath Place, Basingstoke Street, London EC3A 3DR

or CCF GB, FREEPOST WC4509, London EC9B 5FN (no stamp needed in UK)

Tel: 0171 709 8191

www.ccf.org.uk



Charity Reg 281745



# Sporting chance

## Help your girls to get active

The Youth Sport Trust is a dynamic, young charity, set up five years ago to improve sporting provision for children in the UK.

Its mission is to develop and implement quality sports programmes for all young people – aged four to 18 – in schools and the com-

munity. It is committed to the inclusion of young people with disabilities. The emphasis is on fun, success and developing good sporting attitudes.

## Get involved

This is your opportunity to get involved in the fun, to get a bag-load of equipment, activity cards, and four hours of training locally – and for free! All that's required in return, is a commitment to use what you receive and learn to encourage unit members to 'get sporty' outside of the unit.

There are two programmes in which Rainbows, Brownies and Guides can be involved:

- TOP Play is suitable for 4-9 year-olds and is aimed at developing core skills and fun sport.
- BT TOP Sport introduces specific sports to 7-11 year-olds, including tennis, swimming and rugby.

## What to do

So, how do you find out more, receive your bag of goodies and get on the road to fun?

First, you need to find out whether your local

authority is signed up to the scheme. You can do this by contacting your County Outdoor Activities Adviser, or the Sports Development Officer at your local council.

If your local authority has not yet signed up to the scheme, don't panic – it might be signing up soon, so make sure you get your name on the waiting list.

If it is signed up, someone will be able to tell you how to get involved in the schemes.

- To deliver the programme for the TOP Play material you need to be either a Warranted Guider or an adult who is working towards Warranted status.
- For the BT Top Sport programmes you need to hold a Warrant card, plus the minimum National Governing Body qualification,

## Networking



Will you help? The Youth Sports Trust wants to encourage more young people to play sport

to deliver the programme.

Confused? Then contact your local Sports Development Officer today to find out more.

## Outdoor Forum

When representatives from the Youth Sports Trust attended the recent Outdoor Forum at Wadsworth, Guiders were very impressed:

*'Youth Sports Trust provided lots of information and were extremely helpful in answering questions.'*

*'...They gave us loads of ideas and the facilitator was really encouraging. I'll definitely be contacting my local authority for more information.'*

*'It's an opportunity that's too good to miss.'*

## Training opportunity

The Youth Sport Trust is offering Association members the opportunity to attend one of its two-day Trainer training courses, which will probably take place in London, in September. We have a number of places on this course that we would like to fill.

If you are interested in finding out more, and have some experience of training, please write – by August 31 – to: The Programme Team, The Guide Association, 17-19 Buckingham Palace Road, London, SW1W 0PT.

## Chief Guide's Challenge Certificate

This certificate is awarded for completion of phases 1 and 2 in each octant and not for gaining all eight octant certificates as is incorrectly stated in *Guiding Essentials*.

The certificate and badge are not available from CHQ but through Trading Service. Guiders should complete the required form and forward it to their County Badge Secretaries or similar.

## Extend your walking skills

Do you want to improve your walking skills, learn how to lead groups safely in the hills or gain a walking qualification? If you do, a weekend Advanced Walking Safely Training and Assessment at Broneirion November 26-28 could be for you.

The total cost is £50 but there are a limited number of Outdoor Bursaries available. For further details contact Jane Mason at CHQ.



## Community action

This month the  
Community Action  
Toolkit is launched

# Making a difference

By The Community Action Team



LONDON & SE

Guiding makes a difference in the lives of the young people we work with and in the communities in which they live. WAGGGS' mission is to enable girls and young women to develop to their fullest potential as responsible citizens of the world. How can we help our members to fulfil this vision while having fun in our meetings?

doing and the value of our work to young people in their community.

The Community Action Toolkit will develop your understanding of the process of community action that will enable members to be more aware of issues that affect them and more aware of their communities. There will be essential components that are common for all members aged 5-25 — with activities to build on their skills and knowledge. Each month we'll feature one of the components for your unit to try.



JACKY RAMSDEN

### Tools for action

Do you want to try to get your members more involved in their communities but need some help to get going? The 'Community Action Toolkit' will give you and your members the 'tools for action' so that you will be more confident to become involved in the 'world outside your window'.

Over the next six months *Guiding* magazine will help you to become involved in the community action programme with ideas and activities for members aged 5-25.

Each month there will be an article and activity ideas focusing on a different aspect of the Community Action Toolkit. We hope you'll contribute to the development of the programme by sending your ideas and photos to the programme team at CHQ.

**Community Action is about developing the skills and confidence to become actively involved in communities, through friendship, learning and understanding.**

### Essential elements

#### Us and our communities

The first step we need to take with our members is to raise awareness of the communities in which they live.

**What we would like to improve in our communities**

This is an opportunity to get our members to contribute their ideas, thoughts and dreams about the issues that concern them.

#### What we can offer our communities

Guided by the five essentials, we harness the developing skills of our members so that they can contribute to their communities.

#### Working together with partners

The WAGGGS' Building World Citizenship initiative already gives us some themes to promote. Each theme has a potential partner in your community as well as the partnerships being developed by The Guide Association. Networking with other community groups will make the most of our resources and expertise.

#### Our plans for action in our community

We need to plan with our members, and the community, what we are going to do. These plans may be simple, but realistic planning, and the involvement of our members, is essential.

#### What have we achieved in our communities?

The final part of the Toolkit will look at what our members have achieved in their communities. Did the plans work? Did their involvement make a difference?



Girls from all sections can get involved in a variety of different community activities

### Taking part

We have lots of opportunities to take part in community activities that will help to raise our profile. People will find out more about what we are

## Active members

Service to others is part of the Promise. Putting the Promise into action involves all our members being active in their communities at a local, national and international level.

WAGGGS' Building World Citizenship initiative is helping Guides around the world by developing dynamic citizenship. You and your members can act now, join others, have fun — and make a real difference in your community.



Turn to *Activate* pages 12/13 for the first activity ideas in the new Community Action Toolkit.





August 1999

# Activate

*This month, we've got a brilliant selection of harvest-themed activities for your unit to make, play and bake*

## Contents

### Your ideas

Many of the ideas in Activate have been supplied by Guiding magazine readers. If you don't want to be left out, contact us and we'll send you a contributors' pack, which will help you get your activities in print.

Everything is designed with your unit in mind — whatever section you are. Look out for special hints and tips which help to adapt ideas for younger or older girls.

If you've got something to say about Activate, please tell us.

If you like a particular feature, we'd love to know. Let us know what you think about Activate, if there's room for improvement, we'll take your comments into consideration!

Just write to the Activate Editor at the magazine address on page three — don't forget, it's your magazine!

### **Harvest home** 2

Ideas for harvest activities

### **Puppet power** 4

Help to save the world

### **World kitchen** 6

Cook up an exotic feast

### **All's fair** 8

Harvest isn't always fruitful

### **Menu for a meeting** 10

Drama for all sections

### **Community action** 12

A new Association initiative

### **Praise be!** 14

Ideas for thanksgiving services

### **Up in the air** 16

A great new science series

### **In the bag** 18

Ready to go puzzles and challenges

**...and lots, lots more**

**Pull out and keep**



# Harvest home

## Activities for all sections

Idea: Judith Crawford

Even animals can be grateful at harvest time!

A dog biscuit is the basis for this clever fridge magnet. Girls can give some thought as to what the ingredients of the biscuit are and where they came from.

## Doggy magnet

### You will need

- Bone-shaped dog biscuits
- Joggle eyes
- Brown, red and pink felt
- Small, black pom-poms
- Strong glue
- Magnets
- Varnish (optional)

30 mins

Illustration: Dom Mansell

The girls also need to stick on two joggle eyes, a pom-pom nose and a red felt collar. As a finishing touch, add a pink felt tongue.

Finally, use strong glue to stick a magnet to the back of the doggy bone. It can then be used as a fun fridge magnet.

### Into extra time

Make fridge magnets from varnished liquorice allsorts

### Top tip

If the girls have got a dog at home, they should make sure that the biscuit magnet stays well out of the animal's reach.

Varnish the dog biscuit. This is optional, but it will make the finished article stronger and longer lasting.

Cut out a pair of floppy ears from brown felt and stick them on to one end of the bone.

### Make it easier...

Varnish the biscuits prior to the meeting. Cut out felt ears and tongues so the girls just have to stick them on.



## Spaghetti junction

This is a game to play in Sixes or Patrols. It will help the girls to think about the origins of the food on their tables.

One person is chosen to be a very hungry person. Before she can eat, she must leave the room to wash her hands. The rest of the group gather round to decide what sort of food they are going to be — for example, spaghetti.

When the hungry person returns, she asks the rest of her group questions to try and identify her meal. The group must answer simply.

In this instance, the hungry person could ask: where is the dish from? (Italy); what is it made of? (flour); what colour is it? (white) ...and so on. When the hungry person has guessed what she can eat, send another person out of the room.



## Spongy sarnies

### You will need

- Foam pieces
- Coloured kitchen sponge cloths
- Felt scraps
- Latex glue
- Sharp scissors

### Into extra time

Spongy sarnies can be put to all sorts of uses, here are a few ideas.

- Use badge pins and earring hooks to make wacky jewellery
- Add hanging loops for crazy Christmas tree decorations
- Stick on to a stone and make a paperweight
- Stack them together and stick on to a plain wooden bookend
- Spongy sarnies could also be used for fridge magnets, practical jokes, novelty mobiles...

Cut white, cream or brown coloured felt into triangular, bread-sized pieces. A Guider will have to do this for younger girls, as a craft knife may have to be used.

The girls can then decide what they would like in their sandwiches. For example, a cheese salad sandwich would need a 'slice' of orange foam and a 'leaf' of green felt lettuce.

When everyone has decided what to put in their sandwiches, glue them together with latex glue (such as Copydex).

## Address book

The following organisations may be able to provide you with materials for food-related displays and projects.

- The British Egg Information Service, 126-128 Cromwell Road, London SW7 4ET.
- Food and Farming Education Service, 6 Catherine Street, London WC2B 5JJ.
- The National Dairy Council, 5-7 Princes Street, London W1M 0AP.
- The British Meat Education Service, PO Box 44, Winterhill House, Snowdon Drive, Milton Keynes MK6 1AX.



The following story is a version of Jesus's Parable of the Sower. It can be found in the Bible, Matthew chapter 13, Mark 4 and Luke 8.

# Story and drama

A farmer was walking in his fields, sowing the corn for the following year's harvest.

He was quite careless and scattered the seed far and wide. Some of it landed on the path, where it was trampled and quickly eaten up by hungry birds.

Some of the seed fell on to rocky ground where there wasn't much soil. The earth was far too shallow for strong roots to take hold, so the corn grew very quickly but then was scorched by the hot sun.

As the man carried on scattering his seed, some fell into a large patch of thorns that grew with the seeds and choked them, starving them of sunlight and food.

Luckily for the man, some of his seed fell on rich, fertile soil. Gradually it grew healthy and strong, and produced a bumper crop, ready to be reaped.

Read the story and ask the girls to act it out. Give them a few minutes to prepare.

Read out the story and ask the girls to make up their own version

of the story — set in the present day. Girls can write their stories down or act them out using props and costumes.

Younger girls might like to retell the story in pictures, each one illustrating a different scene.

## Biblical story for modern times

## Ethics and morals

Think about what the story of the sower means — not only in religious terms, but also in a way that is personal to the girls.

The story is just one of many parables that can be found in the Bible. Parables are short stories that use familiar events to illustrate a religious, moral or ethical point.

The parables that Jesus told were drawn from events that would have occurred in people's everyday lives at that time. The stories are just as applicable to modern life as they were 2000 years ago.

■ Read the parable of the prodigal son. Your local library may have a children's Bible which will tell the story in a simple way.

## For Rainbows

# Horn of plenty



### You will need

- Old magazines
- Glue and glue spreaders
- Scissors
- Large sheet of sugar paper
- Paints and brushes

30 mins

There is a story in Greek mythology about a horn of plenty that constantly re-filled itself with whatever its owner wanted.

Get the girls to draw and colour in the outline of a large horn. Everyone then cuts out pictures of their favourite food, and sticks them in and around the horn of plenty.

Stick the picture on the wall.

## Festival fact

The Jewish harvest festival is called Succot. The climax of the festival is a day called Simchat Torah.

Succot means 'shelter', and at this time, thanks is given for food and friendship.



## There's an idea

Younger girls can play a magnetic fishing game — it's easy to make your own from card, thread, paperclips and magnets. Groups have to pick out fish in their team's colours.



### Ideas to go

- Bake cakes and biscuits, then hold a harvest tea party at your local sheltered housing complex.
- Get the girls to write poems about their favourite foods.
- If you live in a rural area, ask older people about their memories of harvest in days gone by.



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Puppet plays can be used to raise awareness of environmental issues.

We've got six different topics for shadow plays. Each topic has five facts or points that should be used in the plays to give them substance.

**Put your puppets into action**

# Play time

## It's a fact

Puppets originated in Asia. Chinese people may have been using them for over 2,000 years.

## Water

- 1 It's necessary for life
- 2 Around 75 per cent of the earth's surface is covered with water
- 3 Acid rain destroys trees and buildings
- 4 It's needed for swimming, boating and so on
- 5 Water can be found in the sea, lakes, rivers, ponds, polar ice caps...

## Transport

- 1 Its part in the destruction of the countryside
- 2 Air pollution
- 3 There are too many cars
- 4 Different methods of transport
- 5 How to travel to meetings/camp

## Wildlife

- 1 Rhino — the numbers are down from 72,000 to 11,000 in 24 years
- 2 Tigers — numbers have decreased from 100,000 to 5,000
- 3 Worldwide loss of plants and animals
- 4 Loss of wildlife habitats, forests and wetlands
- 5 Everyone can attract some sort of wildlife, whether they live in a flat or a farm

## Global

- 1 The destruction of the ozone layer
- 2 Over population
- 3 Conflicts between environments and people
- 4 Rich versus poor people
- 5 Sustainable development

## Out of doors

- 1 Smell, see and feel living things
- 2 People can damage areas by walking, boating and so on, in the wrong areas
- 3 Take part in practical conservation projects
- 4 Enjoy games and activities
- 5 Attend camps and holidays

## Recycling

- 1 Cuts down on rubbish output
- 2 Saves energy
- 3 Helps protect the earth's resources
- 4 Lots of things can be recycled — clothes, cans paper...
- 5 Everybody can contribute, at any age

## Scenic views

As well as people — or even animal — puppets, scenery will add some interest to the girls' shadow plays.

Simple tree shapes, houses and so on can be cut from stiff card. Add paper or polythene leaves.

The scenery will need to be manoeuvred with sticks — in much the same way as the other shadow puppets.

## Ambient lighting

To make the shadow puppet theatre work, a strong source of light is needed. This could be a projector light, strong torch or lamp.

Place the light on a table behind the screen, you may need two in order to make the light even.

Puppeteers must remember to keep their heads below the bottom level of the screen, so their shadows cannot be seen.

## It's a fact

When an audience watches a shadow puppet play, they don't actually watch the puppets, only their silhouettes!

## Simple shadow puppets

Children have long been entertained by shadow puppets of the simplest kind. Shine a light on a white wall, then the girls can use their hands to make a whole range of weird and wonderful creatures.

Try creating a rabbit, a cockerel, a dragon... and anything else that you can think of.

## It's a fact

Mr Punch is Britain's most famous puppet character. He originated in Italy — over 300 years ago — as a character called Pulcinella. You can still see traditional Punch and Judy entertainers today.



## Polished performance

There are lots of points that the girls should take into consideration when they are planning their environmental puppet plays.

Girls will need to make sure the play doesn't ramble on. Keep scripts short and to the point.

Hold puppets firmly. More elaborate ones may need more than one person to operate them — but don't have too many people behind the screen, as it could get hectic!

Scene changes should be quick and slick, long pauses will ruin the effect for the audience.

■ Have puppets to hand, in order of appearance.



# Puppet power

## Make shadow puppets and a theatre

Illustrations: Nick Diggory

## Make puppets

Shadow puppets are flat puppets which are held against a white screen and lit from behind by a strong light. They are usually jointed and moved with the aid of rods.

Sketch a puppet design on to newspaper to make a template. Use this to cut parts of the puppet from card. The drawing will show you what the puppet should look like. Keep the puppets around 30-40cm high and 15cm wide.

Girls need to make a body as well as separate arms and legs. Each limb may have two parts.

To make features, such as eyes, just cut out the simple shapes. The light will then shine through.

All the pieces of the puppet should be joined together with paper fasteners, string or even loosely sewn together.

Puppets need a supporting rod (garden cane) on the main body and others on any moving parts — such as limbs.

### You will need

- Cardboard boxes
- Polythene bags
- Garden canes
- Scissors
- Sticky tape
- Brass paper fasteners
- White sheet or tablecloth
- A torch, lamp or projector

30 mins



### Make it easier...

To make it easier, girls could just have the arms moving on their puppets, and not the legs.



### Top tip

Cut out features (mouth and eyes) and cover gaps with coloured plastic. Make puppets from used card, plastic bags, sweet wrappers and other recycled materials.

## Source

These activities are taken from the Guide Section Steering Group's pilot Environment Weekend, which was held at Waddow earlier this year.

They are designed to help girls understand some of the many different issues surrounding the environment.

■ Turn to page 11 in the main magazine, for a report about the event.

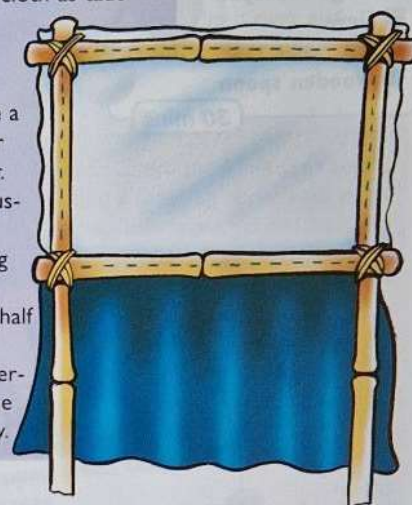
## Puppet theatre

Here are two types of screen that your unit can make to help them put on a shadow puppet play.

The simplest one is made by pinning a white sheet across a door frame. Try to get the cloth as taut as possible so that wrinkles will not distort the view.

Alternatively, make a large frame from four poles lashed together. Take a look at the illustration to help you. Attach the cloth using pins or string.

Block the bottom half of the screen with another piece of material — this will hide the puppeteers from view.



### Top tip

Make a mini puppet theatre from a cardboard box.

## The Scottish Guide Shops

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Summer: Saturday 10am - 1pm  
Tel: 01382 22262

### Glasgow

15 Elmbank Street  
Monday to Friday 9am - 5.30pm  
Saturday 9am - 4pm  
Summer: Monday to Friday  
9am - 5pm  
Saturday 9am - 1pm  
Tel: 0141 248 4200



## Recipes to celebrate a harvest for the world

### Ginger beer

#### You will need

- 940ml water
- A large root of ginger, peeled and grated
- 4 cinnamon sticks
- 4 cloves
- 260g sugar
- The zest and juice of 2 lemons or limes
- Large saucepan
- Sieve
- Jug
- Wooden spoon

30 mins

This recipe is from the Caribbean. On the islands, ginger is a popular spice used for sweet and savoury dishes, as well as drinks.

Put all the ingredients in a pan and bring them to the boil. Stir all the time and continue boiling for ten minutes.

Using a sieve, carefully strain the liquid into a jug and leave it to cool. You may need to adjust the flavour to taste — by adding more water, sugar or juice.

Serve the ginger beer chilled with ice, slices of lemon and sprigs of mint.

#### Top tip

Boil the ingredients with approximately half the water. After straining, make up the amount with iced water.



### Fruity spread

#### You will need

- An avocado
- Small tin of pineapple chunks
- Lemon juice

30 mins

This recipe is from the Ivory Coast. This Republic of West Africa is one of the world's biggest pineapple exporters.

Chop the pineapple into small pieces and set aside.

Cut open the avocado and take out the stone. Guiders can do the slicing for younger girls.

Scoop out the flesh into a bowl, add a squeeze of lemon juice and mash to a smooth paste.

Stir in a tablespoon of pineapple pieces and serve immediately with crackers.

### Harvest rolls

#### You will need

- 450g bread flour
- A sachet of dried yeast
- 25g butter
- Tepid water

If you are organised, the girls can make a batch of harvest rolls during the meeting. Even

Rainbows will enjoy making their own bread with this easy recipe.

Preheat the oven to Gas Mark 6, 200°C.

Rub the butter into the flour. Stir in the yeast and mix in enough tepid water to make a firm dough.

Knead the bread thoroughly and cover the bowl with a warm, damp tea-cloth. Leave to rise in a warm place, until it has doubled in size.

Knead the bread again and form it into small rolls. Bake for 10-15 minutes until golden brown.

Idea: Rosemary Mills

#### Top tip

After mixing, divide the dough so that the girls can knead their own piece.

## World kitchen



### Date halva

#### You will need

- 200g stoned, chopped dates
- 60g chopped walnuts
- 60g chopped almonds
- Icing sugar
- Wooden spoon
- Bowl

Use a wooden spoon to mix the dates and the nuts together. Grind them against the side of the bowl to make a paste.

Sprinkle some icing sugar on to the work surface. Form the mixture into small balls, roll in icing sugar and serve.

#### Top tip

Refrigerate the halva before serving.

Halva is a popular dessert in the Middle East. It derives from the Arabic word *helweh*, which means sweet.

This particular recipe is from Iraq. The country is one of the world's biggest exporters of dates.

### Make a date

#### Into extra time

- Girls can ask their families and friends if they have a favourite international recipe and then learn how to cook it.
- Young Leaders could put together a special quiz all about food from other countries.
- Hold a harvest festival and cook special treats from other nations.





## Well bread

Bread is the staple diet of many people around the world. It comes in many forms — from simple flour and water chapatis (see the recipe on the right), to rich olive ciabattas.

As a group, think of as many different types of bread as you can and where in the world they come from.

If possible, buy some bread that the girls may not have come across and let them taste it. Supermarkets will usually sell a wide range of bread. You may also find it in delicatessens or speciality shops.

### You will need

To make chapatis  
(Indian flat bread):

- 250g flour
- 120ml water
- A pinch of salt
- A large bowl

30 mins

Mix the flour and the salt together in a big bowl. Make a well in the centre and add half of the water.

Stir this thoroughly to form a dough, adding more water to stop it from getting too dry.

Traditionally the dough is mixed with the hands, but you could use a spoon to stop the girls making too much of a mess!

Knead the dough until it is smooth and quite pliable. Cover with a damp tea towel and leave it to rest for 30 minutes.

Knead the dough again and divide into small balls, about the size of a walnut. Flatten the balls into rounds of about 10cm in diameter.



C R WARREN

Lightly grease a frying pan or griddle. Cook a chapati on one side, moving it around with the back of a spoon, until bubbles appear. Flip it over and cook the other side.

# English pantry

The best of British

## Microwave jam

### You will need

- 450g washed and hulled strawberries
- 2tbsp lemon juice
- 450g caster sugar
- Microwave-proof bowl
- 2.5 litre capacity jam jars
- Oven gloves
- Ladle and wooden spoon

30 mins



This is a tried and tested recipe that can be made in a meeting.

Microwave the strawberries and lemon juice for five minutes on full power.

Stand for one minute, then carefully remove the bowl, using the oven gloves. Mash the strawberries with the wooden spoon.

Add the sugar and stir well. Cook for another four or five minutes until the sugar has dissolved. Remove the bowl and stir the mixture again.

Return the jam to the microwave. Cook on high for 14 minutes (500W) or 11 minutes (650W+). Stir half way through the cooking time.

Allow the jam to stand for two minutes after the cooking time. Stir again. Ladle the jam into jars and cover them while it is still hot.

This recipe makes 900g (2lbs) of jam.

### Into extra time

Girls can make pretty labels for jam and chutney jars.

## Tomato chutney

### You will need

- 450g cooking apples
- 450g chopped green tomatoes
- 225g sultanas
- 150g chopped onion
- Crushed bay leaf
- 1tsp mixed spice
- 1tsp ground ginger
- 200g brown sugar
- 500ml malt vinegar
- Large microwave-proof bowl
- Wooden spoon
- Jam jars
- Ladle



30 mins

Peel, core and quarter the cooking apples. Put them in the bowl with all the other ingredients — except the sugar and the vinegar.

Microwave on high until the ingredients are lightly stewed. Do this in bursts of one to two minutes, stirring frequently.

When the ingredients have stewed, add the sugar and the vinegar. Stir well with a wooden spoon and return to the microwave for five minutes on full power.

Stir the chutney to make sure the sugar has dissolved. Cook for another five minutes and stir again. Cook the chutney, on high, for 35 minutes, or until thick. Stir thoroughly every ten minutes.

Carefully ladle the chutney into clean, warm jars.

It must be allowed to mature for two weeks before using.

### Safety tip

Close supervision is needed for this activity as the jam gets extremely hot and can scald. This is because it has a high sugar content, which has a very high boiling point.

### Safety tip

Always use oven gloves to remove the chutney from the microwave. Like the jam, it gets scalding hot.



## Activities to explore the world food market

### Slicing the Banana

Adapted from Ulster Guiding Peace Pack

#### You will need

- Paper and pencils
- Bananas — one for each grower
- A large copy of the banana division diagram
- Large drawing of a 'blank' banana
- Five knives

30 mins

This activity takes a more detailed look at one specific commodity and the relative power involved along the chain from producer to consumer.



#### It's a fact

Almost six million children, under the age of five, die every year as a result of malnutrition. (Source: Plan UK)

#### Into extra time

Ask younger girls to name dishes that they think of as typically English, Scottish, Welsh or Irish.

Then ask them to draw the food that they like and display the drawings on the walls of your meeting place.

Can the girls think of dishes that are traditionally French, Spanish, American or Mexican?

If possible, provide some exotic nibbles for the girls to try.

If the girls have got some time on their hands, ask them to come up with a recipe that involves ingredients from all over the world.

They could use fish from the Mediterranean, spices from the Far East, fruit from the UK and so on.

To make it a little bit easier, design and make a menu for a three-course meal. Each course should come from a different country or continent.

## Round the globe



Divide your unit into five groups: growers, packaging company, shipping and importers, wholesalers and retailers.

Each group needs a pencil and paper; the growers should also have a banana each. Stick the picture of the 'blank' banana on the wall and tell everybody that a banana is worth 10p.

Each group must then decide what cut they should get of the final banana price. Groups need to take into consideration labour costs and other overheads.

After five minutes, ask the groups to present their cases. Write the amounts on the appropriate section of the banana. If they do not add up to 10p, the girls must negotiate between

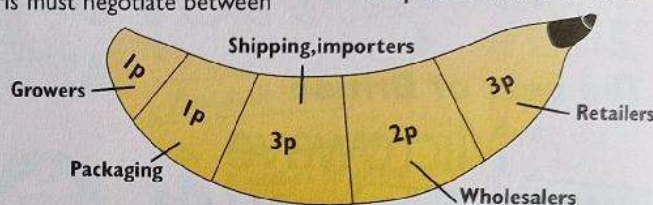
themselves to make it balance.

After a short time, stop the negotiations and reveal the banana division diagram to show the real situation.

Growers then cut their bananas up according to the diagrams. The other groups take their share. How do the growers feel about this?

Does the group feel that there is a better way to divide up the banana? Challenge the girls to think of a way to give the growers a better cut — for example, they would make more money if they packaged the bananas themselves.

■ **Ulster Guiding Peace Packs** are available to buy from The Guide Association, Province of Ulster, Lorne House, Craigavad, Co Down BT18 0PD. Telephone 01232 427052.



## All's fair

#### It's a fact

Rice grows in hot, rainy areas — in flooded fields that we call 'paddies'. Rice is a staple food in many parts of China, India and Indonesia.

■ Count the different varieties of rice that are available in your supermarket. Do the girls know the differences?

### Place of origin

Take a trip round the supermarket to find out where different foods originate from.

Many pre-packed foods will say on the label which country they come from.

Other foods may state that they are the produce of more than one country. You may often see these words on a carton of orange juice — ask the girls to think about which countries the juice could have come from.

#### Into extra time

Girls can have a go at guessing the prices of the food in their bags. Have a quick competition to see who comes closest to the real price.

Discuss the possible reasons as to why some foods are more expensive than others.



## Big bag

Similar activities can be found in *A World of Ideas*, available from Trading Service



This activity will get the girls thinking about where the food in their shopping bag comes from.

### You will need

- A carrier bag for each Six or Patrol
- Selection of food tins, packets or labels — fish, fruit, coffee, soup and so on...
- World maps and an atlas
- Wool, scissors and pens
- A polystyrene tile for each group
- Drawing pins
- Sticky tape

30 mins

Each Six or Patrol needs a carrier bag containing an equal number of items — the content can be different. The groups unpack their bags and identify where the products have come from. This information should be on the labels.

Girls then make up their own display using the materials they have been given. For example, mount the map on the tile. Link food items around the map to their countries of origin, using the wool.

### Make it harder...

Add fresh grocery items that don't have labels — such as bananas and oranges. Girls have to identify where these come from using their own general knowledge.

### It's a fact

Wheat is a staple food of the USA and Europe. It can be made into many things — including flour to make bread and pastries.

■ Ask the girls to think of as many things as they can that contain flour. Can they imagine what food would be like if flour did not exist? What foods would they have to go without?

# Word fun

A puzzle to copy and keep



Make copies of this word square for your unit to solve. All of the words have a connection to harvest.

The puzzle is an ideal time filler, so if you don't want to use it straight away, save it for a rainy day.

### Top tip

If you would like some more puzzles and games to put by for emergencies, take a look at pages 18 and 19. This month's In the Bag has lots of puzzle fun. They're ideal for taking on camps and holidays, too!

|             |         |
|-------------|---------|
| tractor     | combine |
| cereal      | flour   |
| fisherman   | rain    |
| farmer      | sun     |
| fruit       | crops   |
| field       | produce |
| factory     | praise  |
| fishing net | tools   |
| windmill    | wheat   |
| fertiliser  | oats    |

Illustration: Ellen Hopkins

## Address book

■ ActionAid is a registered charity concerned with the issue of absolute poverty. ActionAid, Hamlyn House, MacDonald Road, London N19 5PG.

■ For a copy of Oxfam's 1999 resource catalogue, contact: Oxfam Publishing, 274 Banbury Road, Oxford OX2 7DZ.

■ Oxfam's Web site, Cool Planet, contains lots of fascinating information and brilliant projects. Guiders and girls can check it out at:

[www.oxfam.org.uk/coolplanet/](http://www.oxfam.org.uk/coolplanet/)

■ Christian Aid, PO Box 100, London SE1 7RT. Ask to be sent a resources catalogue — which will help your unit with harvest projects.

Always send a sae if you are writing to a charity.



## A feast of dramatic fun

Ideas: Gill Ellis, Mary Kingman, Chris Daniels

# Oompah band

### You will need

- Slips of paper, each with one of the following instruments written on it: drum, trumpet, banjo, cymbals.

must keep her 'musical' identity a secret.

On a starting signal, everyone rushes around the room, making the noise of their instrument as loudly as they can.

The girls then have to get into groups of four — with one of each instrument in each group. It is quite a skill being noisy and listening carefully at the same time!

### Top tip

Use props — such as kitchen items, scarves, hats and so on — to brighten up your drama meeting.

Starters  
Oompah band  
Telephone talk

Main course  
The mime attraction  
Confrontation  
Group work  
The lollipop lady

Pudding  
Sound effects  
Ad lib



# Telephone talk

### You will need

- A disconnected telephone
- A buzzer or bell

Set the phone up on a table and keep the

buzzer yourself — this means you can make the phone 'ring' when you want to.

When the phone rings, name the girl who should answer it. Hand her a slip of paper to say whether the news she will receive from the caller is good, bad, exciting and so on.

The girl must answer the phone and hold a pretend conversation. The rest of the group must guess what sort of news she has received.



# menu for a m

## For Rainbows

# The lollipop lady

All the Rainbows sit in a circle. Each girl is given a card with a story character written on it.

Read out the story about Emma's lollipop lady. Whenever a character is mentioned in the story, the girls with the relevant card, run round the circle and back to their places.

When the word help is mentioned, all the girls change places.

## The story

There once was a Rainbow called Emma. Every day, on her way to school, she crossed the road with the lollipop lady, and remembered to say thank you.

One day, when Emma was going to school, she found a policeman waiting to help her across. 'Where is the lollipop lady?' she asked the policeman.

'She's gone to see her doctor, because she's not

### You will need

- A card for each girl, showing one of the following characters: Emma, policeman, teacher, lollipop lady, doctor.

very well', said the policeman.

When Emma got to school, she told her teacher that the lollipop lady was ill and had gone to see the doctor. The teacher thought that the doctor would help the lady to get better soon, and that they should make a get well card.

Emma thought this was a very good idea and helped the class to make one.

After school, the teacher took the card to the lollipop lady's home. She was very pleased. She said: 'The doctor said I am better, so I'll be able to help the children across the road again tomorrow.'

### Added extra

Collect together a selection of clean, outsize gloves, shoes and socks — the more colourful and wacky, the better — and your unit can have fun playing this hilarious drama game.

All the girls sit in a circle with the items in the middle. The girls take it in turns to choose a piece of clothing to put on.

The clothes have bizarre magic properties. This means that as soon as the girls put them on, their arms or legs start to behave very strangely.

As the clothes take over, the girls will find that their limbs are completely uncoordinated, moving in totally different directions!

If your girls are shy, let everyone put on clothes at the same time. This means that everyone will look silly together!







# QUEEN'S GUIDE CLAUSE 7 REVIEW

## 1. Introduction

Clause 7 of the Queen's Guide Award relates to the expedition or exploration part of the award. This paper sets out revised criteria for Clause 7.

## 2. Background

It was decided to review clause 7 ahead of the full review of the award, as many problems have arisen with this clause and it was proving a barrier to many participants completing the award. In addition, to start this clause participants had to hold a camp permit or have completed parts 1 & 2 of the camp and holiday scheme. When the new Camp and Holiday Training was introduced the prerequisite to this clause needed changing.

There followed extensive research involving past and present Queen's Guide participants, Queen's Guide Co-ordinators, Country and Region Outdoor Activity Advisers and Senior Section Advisers which highlighted the main areas of concern:

- A need for more clarification of the requirements of the clause
- More Flexibility with the make up of the groups
- More Flexibility with the age restrictions on the group
- More Flexibility with the numbers in the groups
- Clarification of the type of accommodation that maybe used

## 3. Syllabus for Queen's Guide Clause 7 - Outdoor Challenge

**Before undertaking the Queen's Guide  
Outdoor Challenge you must**

- I) Hold the Senior Section Permit. (The experience gained while working for Senior Section Permit will be taken into account when gaining any further Guide Association qualifications)

Or

Have gained a Holiday Licence or Camp Licence in the Camp and Holiday Scheme and have run an event for 2 nights with your peers

### You must also

- II) Discuss in detail your plans with your County Outdoor Activities Adviser, appropriate Commissioner, Co-ordinator, Guider, and Support person before starting to make bookings, etc.
- III) Prove to your County Outdoor Activities Adviser that you are competent in the activity you have chosen for your outdoor challenge
- IV) Read and understand the safety rules on Outdoor activities, residential events and insurance in the Guiding Manual.

**There are four options: each must be for a period of at least three nights/four days.**

### Option 1 **An Expedition: a journey with a purpose, a journey to achieve an aim to discover or study something on route**

Plan, organise and lead an expedition. This should be in one of the following categories:

- a) In an area of countryside appropriate to the experience of the group.
- b) Overseas.

### Option 2 **An Exploration : a purpose with a journey - This is a project or reason where a journey is needed to achieve it.**

Plan, organise and lead an exploration. This should be in one of the following categories:

- a) In a rural area new to the group - all countryside areas including lowlands and Wild Country.
- b) In a large town or city new to the group.
- c) In an urban area new to the group
- d) Overseas.

### Option 3 **Take part in an Alternative Adventurous Activity**

### Option 4 **Attend a Queen's Guide Award Residential Challenge organised by The Guide Association.**



## 4. Notes for Clause 7 - Outdoor Challenge

### Introduction

The purpose of this clause is to show that you are trained, qualified and possess the skills to lead your peers when taking part in a residential event and in outdoor activities.

The County Outdoor Activities Adviser has overall responsibility for the whole of the outdoor challenge clause. She will ensure you have access to the training and support you need. If the challenge is to be overseas the International Adviser must be included in early planning discussions.

Advisers will be able to provide information and advice. The Appropriate Commissioner is a support person who will help you think through your plans and options. This will normally be your Division Commissioner.

The outdoor challenge should have a purpose and you should be able to demonstrate how you plan to achieve it.

The outdoor challenge should allow you to:

- Meet a personal challenge.
- Show leadership and teamwork with your peers.
- Show that you have learnt/developed and extended your skills during the preparation for the clause.

### Option 1 - Expedition

During the expedition you may travel on foot, on horseback, by bicycle or by boat.

The distances to be covered must be not less than:

- 50 miles ( 80 kilometres ) on foot
- 75 miles ( 120 kilometres ) on horseback or 6hrs per day
- 170 miles ( 160 kilometres ) by bicycle

Canoeing - 6hrs per day  
or

Rivers and canals with locks  
- 40 miles ( 65 kilometres )

Norfolk Broads  
- 50 miles ( 80 kilometres )

Rivers with white water (BCU 2)  
- 40 miles ( 65 kilometres )

Sailing - 24hrs over 4 days  
or

Offshore  
- 100 miles ( 160 kilometres )

Inshore  
- 80 miles ( 130 kilometres )

Norfolk Broads or other inland waterways  
- 60 miles ( 95 kilometres )

Dinghy Sailing

- 60 miles ( 95 kilometres )

Rowing - 6hrs per day

or

River

- 30 miles ( 50 kilometres )

### Option 2 - Exploration

A record of the exploration and findings should be kept during the event and presented at the end.

The exploration should be

In rural area new to the group - all types of countryside e.g. lowland and Wild Country

OR

In urban area new to the group

OR

In a large town or city new to the group

Such an area or place should be at least 30 miles ( 50 kilometres ) from your home - preferably one which is not known to either you or other members of your group. If you have visited the area or place before, your exploration must challenge and extend your knowledge of it. The purpose of your exploration must be decided prior to the trip and approved by the Outdoor Activities Adviser.

OR

Overseas.

If the outdoor challenge is to be carried out overseas you must fulfil the same requirement for an expedition or exploration in the UK.

For example you should consider

- the size of the group
- distance to be covered
- cost
- mode of travel

Discussion should take place with your County International Adviser as well as with your County Outdoor Activities Adviser from the outset.

The International Adviser will be able to advise you on the 'overseas' aspect of the planning but she may be able to help you to establish useful contacts as well as supply you with International Introduction Cards.

### Options 1 and 2 Expeditions and Explorations

- a) You must lead an expedition or an exploration accompanied by your peers.
- b) Peers are to be aged over 15 and under 27.
- c) Members of the group should be members of The Guide Association, Scout Association, Scout and Guide Clubs, Link, SAGGO, friends and colleagues.
- d) At least one other peer in the group must be female.
- e) You must have the written consent from an adult with parental responsibility for any one under the



August Hotline 1999

# READ ON FOR EXCITING NEWS FROM



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## Come and discover The Guide Heritage Centre...

this exciting 'hands on' exhibition gives members the opportunity to participate in activities which are based on the Guiding programme. Among the exhibits there are team building activities such as Bridge Building, The Stage, Morse Code and The Flag Pole as well as individual challenges and an opportunity to learn new skills such as Semaphore, Photography, Map Reading, Circuits, Constellations, Weather and Environmental issues, Touch Screen Computers and much much more. There is a section dedicated to The History of Guiding as well as information about the future of the Association.

**The Centre is great fun and provides an ideal base for a 'day out' in London.**

**The Guide Heritage Centre is located** within easy walking distance of Victoria Mainline and Underground Stations and is a stone's throw from Buckingham Palace and St James Park.

**The Centre is fully accessible for wheelchair users** and has disabled toilets as well as baby changing facilities.

**For further information about admission costs and types of visits available, please read on...**

**For Further Information,  
Booking Form and Fact Sheet  
Please Contact:**

### **The Guide Heritage Centre**

17-19 Buckingham Palace Road  
London SW1W 0PT

Direct Line: 0171 592 1818  
(24 hr answering service)

e-mail [heritage@guides.org.uk](mailto:heritage@guides.org.uk)  
[www.guides.org.uk](http://www.guides.org.uk)

**OR fill in the slip on the back page  
and send it back to us today**

### **SLEEP OVER**

**at**

### **THE GUIDE HERITAGE CENTRE**

Use of all the Heritage Centre facilities on Friday evening, breakfast on Saturday morning and the opportunity to take up the Heritage Centre "Westminster Walk" and have a sight seeing tour around the local heritage sites.

*(we can store your sleeping kit until 4pm  
on Saturday, if required).*

**COST: £15.00 per head**

*(for all members of the group, children and adults)*

**£6.00 per head**

*(for leaders responsible for bringing the  
group/ratio 1/6 or 1/8)*



# FORTHCOMING EVENTS PROGRAMME FOR SUNDAY THEME DAYS

## LAST NIGHT AT THE PROMS

**26 September 1999**

Crash! Whistle! Bang! Screech! Thump! Twang! Wail! Can you make music while you are here?

## HALLOWEEN (All Saints Eve)

**31 October 1999**

Come and bring your pumpkins and we will help you make lamps. We will tell you a Halloween Story, so bring your ear plugs!

## St ANDREW'S DAY

**28 November 1999**

Ever tried Haggis? Do you like Pipe Music?

## By Popular demand a special visit from FATHER CHRISTMAS!

**12 December 1999**

Come and meet Father Christmas, as he wanders around the Centre. Carols will be sung in Base Camp and you can also make a Christmas Card to take home.

### For Further Information contact:

The Guide Heritage Centre Office on 0171 592 1818 (direct line) **Please note** that all bookings on Sundays have to be made in advance and confirmed in writing with a deposit.

The Heritage Centre and Shop will not open on Sundays if Bookings are not made in advance.

On Sundays The Heritage Centre is open from 10.00am to 4.00pm and The Shop will be open too.

## CAN YOU HELP!

We are looking for suggestions for Theme Days on Sundays next year, if you have any ideas then contact us now.



**ALL YOU NEED TO DO IS...  
PICK UP THE PHONE AND CALL  
US NOW ON 0171 592 1818**

**Ask for details about:  
Westminster Walk**

These are some of the sites you will see on route: The walk starts and ends at The Guide Heritage Centre and takes you along Birdcage Walk, past Wellington Barracks and into St James's Park. You come out of the park into Horseguards Parade and opposite is the entrance to The Cabinet War Rooms. Your journey continues along Great George Street and into Parliament Square. Here you will see Big Ben and The Houses of Parliament, also Westminster Abbey and St Margarets Church. You can visit the Jewel Tower, but please note that there is NO disabled access or toilet facilities here. From Parliament Square you continue down Parliament Street into Whitehall, passing Downing Street. You arrive in Trafalgar Square where you will see Nelsons Column. From here you pass under Admiralty Arch and walk along The Mall, arriving outside Buckingham Palace. Buckingham Palace Road runs alongside the Palace and Palace Street can be found opposite The Royal Mews. The entrance to The Heritage Centre is in Palace Place  
(details and booking information for other trips are on our fact sheets).

**OR**

**Pyjama Parties,  
Theme Days, Private  
Hire for Birthday  
Parties, Division Parties  
and Celebrations**

**OR**

If your School is interested, please pass this information to them and ask them to call now for further information about school trips.

Take up our challenge and ask your unit to  
**Design a Quiz sheet for  
The Guide Heritage Centre**

see if your unit can come up with a Quiz that is good enough to be given to visitors at The Heritage Centre, but remember that the questions need to relate to Guiding and/or London. Here are some suggestions, but you can use your own ideas:

Questions and Answers, Wordsearch, Scrambled Words, Make as many words as you can out of ..... and so on. Be as adventurous as possible! Each successful group will have their Unit Name printed on their Quiz Sheet so why not take up the challenge and send your Quiz today.



# TYPES OF VISIT AVAILABLE

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and

**An Extended Visit** @ £4.50 for two and a half hours

*(Prices at time of going to press, but subject to change)*

With both visits you get an hour in the main part of the Centre where all the interactives are, but with the Standard visit you only have half an hour in Base Camp to use the Picnic area, build Bridges and visit the History Section. With the Extended Visit, you get an hour in Base Camp, followed by half an hour where visitors can go back to their favourite activity upstairs before you leave us by way of the Shop and out onto Buckingham Palace Road.

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age of 18 and these adults must also be notified if the group is to include males.

- f) Every person attending must complete a General Health Form.
- g) Minimum of four in the group and maximum of seven.
- h) You must complete the relevant Guide Association forms and obtain the necessary permission.

With prior agreement of the Outdoor Activities Adviser, Queen's Guide Co-ordinator and County Commissioner, two candidates may be assessed on the same Expedition or Exploration - both candidates must show their leadership skills and organisational capabilities.

#### **Plan, Organise and lead an Expedition or Exploration**

- undertake the training necessary for leading the group.
- ensure that the group has sufficient skills and experience to enable them to take part in the expedition or exploration as planned.
- undertake training e.g. Guide Association training schemes or Duke of Edinburgh's Award and gain experience appropriate to the expedition or exploration you are planning. For some types of expeditions or explorations a qualification from the Guide Association or a National Governing Body should be gained.

e.g. Canoeing - British Canoe Union  
Sailing - Royal Yachting Association  
Rowing - Guide Association  
Walking - Walking Safely Scheme  
Staged Walking Badges

If you are undertaking an expedition on foot then you should develop walking and navigation skills. If the expedition or exploration involves (mobile) camping, lightweight camping skills will need to be learnt.

If you are undertaking a waterbased expedition or exploration you will need the qualification appropriate to the craft and to the grade of water.

If you are cycling or riding you will need navigational skills as well as expertise in using your means of transport and experience in caring for it.

Remember it is only you who must have the qualifications - you must plan around the experience and capabilities of the group.

You may use any type of accommodation to stay in e.g. camping, youth hostels, camping barns.

Each exploration and expedition will be different in purpose and in style, each undertaking will be looked at individually. This is to ensure that not only will you be safe, but that the event can be fairly assessed. The area

that you choose is your decision, but you must be able to show that you are going to be safe there. Where possible ask that an adult (whom you can easily contact) is available within that area.

The assessment of the expedition or exploration should be co-ordinated by the county Outdoor Activities Adviser.

#### **Option 3 Take part in an Alternative Adventurous Activity of at least four night's duration.**

Your County Outdoor Activities Adviser, Queen's Guide Co-ordinator or Senior Section Adviser have details of possible suitable Alternative Adventurous Activities, but you may suggest an alternative should you wish to do so. Such a suggestion should be of a similar nature to those named below, and you should be able to prove to your Outdoor Activities Adviser that the event will be equally demanding of your powers of leadership and teamwork with your peers and of your ability to take part in outdoor activities.

Plan and book well in advance for places on such events as there is no guarantee that you will obtain one - for some you may have to pass through a selection process - and for others you may have to raise money or apply for grants. Such things take time.

Suggestions include:

- Raleigh International
- Outward Bound
- Tall ships, for example Malcolm Miller
- Expeditions organised by Young Explorer groups
- Mountain Leadership Scheme Training
- Explorer Belt

When you discuss this clause with your Outdoor Activities Adviser ask to see the current list of opportunities.

You will be responsible for booking your own course and for raising the funds to pay for it. Some of the courses and expeditions will be expensive, but you may find that you can obtain grants or bursaries from various sources. Discuss all the options with your Division Commissioner. You will find that you will have to do quite a lot of advanced planning for this clause.

If you choose to go on a sailing week then you must ensure that your water safety and survival skills are good, as well as becoming familiar with relevant rope work and terminology. If it is a land-based activity then you must work on your navigational skills as well as any others which might be particularly relevant to the event.

The organising body will be asked to provide a written statement about your performance.



#### **Option 4 Attend a Queen's Guide Award Residential Challenge organised by the Guide Association.**

Your County Outdoor Activities Adviser, Queen's Guide co-ordinator or Senior Section Adviser will have details of the courses organised by the Guide Association, where they are to be held, how to apply and the equipment you will be required to take with you. Details also appear in Guiding magazine and on the website.

Your County Outdoor Activities Adviser is responsible for ensuring that you really are competent in the appropriate activities and skills before you apply for a place on a residential challenge.

Each event will be organised in such a way that it will test your Outdoor Skills as well as your skills of leadership of members in your peer group. Apply in good time for these events so that you can be sure to get a place at the one you want to attend. It will be possible to adapt these events to the nature of the group attending, so if you have particular needs because of a disability, it is important that you state this at the time of application.

Again you will be responsible for booking a place on the event and paying for it, although you may find that grants are available. Discuss the options with your Division Commissioner.

Evaluation of your outdoor, leadership and group membership skills will take place throughout the course, so you should prepare yourself quite carefully to

'Be Prepared'. You must prepare yourself to be involved in a variety of outdoor activities. This should include:

- 1) Careful preparation in navigational skill using both a map and a compass in demanding situations.
- 2) Basic survival skills.
- 3) Choice and collection of basic outdoor equipment such as waterproofs, footwear and emergency equipment.
- 4) Woodcraft and pioneering skills.
- 5) Lightweight camping skills may be needed - contact the course co-ordinator to confirm exact requirements.

#### **5. Summary of changes made**

- Change in the title of this clause from Enterprise to Outdoor Challenge
- Change in age groups for Option 1 & 2 Exploration and expedition
- Changes to numbers in the groups for options 1 & 2
- Changes in who can be part of a group for option 1 & 2
- Expansion and clarification of option 2 the exploration
- Greater flexibility throughout the clause

#### **6. Conclusion**

For enquiries contact your Country and Region Senior Section Adviser, Duke of Edinburgh Adviser or Outdoor Activities Adviser. These revised criteria will be introduced with effect from 1st September 1999.



## The mime attraction

Start the girls with some simple mime. Keep the actions brief and encourage everyone to take part at the same time.

Most of these mime activities are suitable for everyone from Rainbows to Senior Section.



- Ask the girls to mime everyday activities — such as making a cup of tea, eating ice-cream, getting dressed, doing housework and so on.
  - Move on to activities that include exaggerated facial expressions — taking nasty medicine, growing sleepy, eating the most delicious cake ever...
  - Shout out the names of different animals and get the girls to move around as these creatures would. Do the same with different sporting activities.
  - Play charades, so that groups have to guess different mimes.
  - In pairs, invent a greeting that's different to plain shaking hands, bowing or continental-style kissing.
- Take a vote on which were the wackiest and the most practical mimes.

## Confrontation

A confrontational situation almost always leads to some good dramatic dialogue.

Small groups can try acting out one of these situations. In each case parents confront their daughter about...

- Smoking
- Dyeing her hair green
- Breaking a valuable vase
- Wanting to leave school instead of going to college

You can either give the girls some time to practise, or just let them improvise straight away.

Groups can act out the scenes in private and then come back together to see how they felt about what they did.

### Top tip

Jolly action songs are a great way to introduce Rainbows to drama.



## Group work

The following drama activities are suitable for group work. Try them out as spontaneous improvisation, instead of preparing and practising them first.

- One girl is chosen to be a teacher, who is reading out the class exam results. The girls in the class must react to both good and bad news.
- Parents and teenagers argue over who should be in charge of the remote control. Each must justify their choice of programme.
- Three elderly women recall their childhood, and compare themselves to today's young people.
- In a shop, a pushy sales assistant tries to sell an unsuitable dress to a very shy person.

# Meeting

## Sound effects

Put together a really good collection of equipment, suitable for making exciting sound effects.

For example, a tray of gravel, tea cups, a whistle, door knocker, plank of wood, coconuts...

Split the girls into small teams (Sixes or Patrols) and give each team a short passage from a book. Ideally, this should be something with lots of action, such as a mystery by Agatha Christie or a story about Sherlock Holmes.

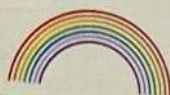
Alternatively, give each group a different genre, or type, of extract — such as a romance, a thriller or a Famous-Five-style story.

The girls then have a few minutes to prepare. In this time, they must choose actors, a narrator and sound technicians to recreate the script in front of them — adding sound effects where appropriate.

Each group then gives a performance. Other teams can award points for the best use of sound effects, quality of acting and so on.

### Make it easier...

Choose a simple story or song, for example, *Incy Wincy Spider*. Give each girl a different musical instrument, such as a shaker, plus a word which appears in the story. When the word is spoken (for example, rain) the girl shakes her instrument.



## Ad lib

If you have access to a television and video, this is a great game for older girls.

Play back short excerpts from old films — black and white 'weepee' movies are great for this — with the sound turned down.

The girls, in pairs, then ad lib their own soundtrack to the film, taking the parts of the actors. Pairs of girls can quickly swap over every 60 seconds or so.

### Added extra

Give girls who love showing off — and you're sure to have some — the chance to really do it in style in front of the whole unit. Ask for a willing volunteer, then give her one of the following scenarios to act out. Try not to let the girl go on for too long, and stop her when you've seen enough — or she starts flagging!

- Singing in the shower
- Looking in the mirror
- Receiving a terrible gift
- Hearing a bump in the night
- Waiting for the dentist
- Getting wet at the bus stop



GLoucester Echo





# Community

## Us and our communities

Ideas by the Community Action Team



The Community Action Toolkit, a new Guide Association initiative, contains lots of activities for all sections of the Association.

The Toolkit aims to help members reach a greater awareness of the communities in which they live.

The first part of the kit is called 'Us and our Communities'. It encourages us to think about the different communities in which we live and belong.

## Fun photos

Each group of girls must choose six categories from the following list:

- Pre-school children
- A local beauty spot
- An area of pollution
- Community noticeboard
- Young people enjoying themselves
- Older people enjoying themselves
- Fun in the garden/park
- Food in the community
- A Guide's best friend
- Someone helping others
- The height of fashion
- An international or seasonal event

DERBY EVENING TELEGRAPH



Food in the community, perhaps? Girls can interpret the titles however they choose

### Badge link

Photographer, Trefails, Brownie Journeys.

### Make it easier...

Young girls can draw pictures of scenes, buildings, people and so on, in the community, that are important to them.

Display the pictures in a special art gallery. Afterwards, the girls can put them into a special memory album.



### Into extra time

- Make the photos into a collage map of your area.
- Invite members of the community to come and see your special art gallery.
- Approach local shops and businesses. Ask them to sponsor your film and developing costs — in return for advertising at your art exhibition.

### You will need

- Local papers and transport timetables

30 mins

## Transport hop

Get your unit to take a closer look at the transport links throughout your community, and assess whether there is any room for improvement.

First of all, girls should plan a day of imaginary activities around the place in which they live. For example, a trip to the dentist in the morning, followed by a shopping trip, an aerobics class and a quick dash to pick the children up from school.

The venues for the activities should be spread out across your area. If possible, you can use local papers to plan a real day of activities.

The girls must then use the

transport timetables to plan journeys to the chosen venues.

After the activity, think about what would happen if one journey was delayed. How easy would it be to get another bus or train? Would the girls be on time for their next appointment or would the whole day be messed up?

On the whole, how good do the girls think the public transport system is? If you think it could be improved, write to the council to suggest ideas!

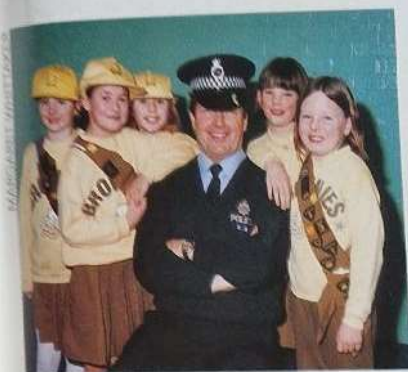
## Short ideas

- Hold a unit get-together to think of ways in which you can get involved in your community.
- Set up a community wide game. This could include clues that lead girls to different shops and amenities in your town — an ideal chance to get local businesses involved with Guiding!
- Make felt finger puppets of prominent local figures. For example: the mayor, your local police constable, the lollipop lady... Make up exciting plays for the puppets.
- Have a brainstorm about the things the girls love about their community, as well as the things they don't like quite as much.



# action

## Law and order



One day, someone's shelter is destroyed, possibly as the result of an arson attack. As there has been no previous crime, there are no laws and so there is no way of bringing the person to justice.

Girls should discuss what they would do in such a situation. How could they establish laws and which ones would be the most important? How can justice be administered if everyone is to remain equal?

Finally, discuss how the scenario may be similar to issues of law and order in their own lives.

## Real issues



This is an outdoor activity for groups of three to four Senior Section girls. It aims to help them become aware of the plight of homeless people.

Discuss how people become homeless. If they were homeless, how would the girls spend their days and what positive steps could they take to help themselves?

Split the girls into groups. Each member of the group is given £1. This is their total income for one day. The girls have to feed and entertain themselves for one day

With this activity, older girls can take a look at law and order within their community.

Ask the girls to imagine that they have been stranded on a desert island. They manage to establish a culture where everyone is equal — living in identical shelters, sharing food and so on.

### Top tip

For extra authenticity, make this activity into a role-play. The girls may want to write their own citizens' charter, dress up, hold a session in a pretend law court and so on.

### Into extra time

Try to organise a visit to a solicitor's office, a magistrate's court or a police station.

in a town centre that may be unfamiliar to them.

At the end of the day, get together to see how each group got on and how they spent their money. Which group had the most constructive day, took the most positive steps and so on? What, if anything, did the girls find to do and did anyone manage to have fun?

### Into extra time

What did the girls learn from this exercise and what can they do to follow it up?

## For Rainbows



# Guess who?

### You will need

■ Two sets of cards. One depicting different pictures of community figures, such as a doctor, bus driver, librarian, vicar, dinner lady and so on. The other set should have the names of the people written on.

15 mins

Mix up the cards and give each girl one. The girls then have to find the person with the corresponding card. Next, talk about who helps us in the community. How many of the girls have met the different people on the cards?

### Make it harder...

Make more picture cards and use them to play happy families. For example, one family could contain a police constable, a sergeant and an inspector. Another family could include a pupil, a teacher and a head teacher. Brownies and Guides can play this game too.

### Top tip

Cut pictures of community figures from magazines and newspapers.



## Paper people

Time 15 mins

Rainbows can make a chain of paper people. Once they have been cut out, girls can decorate each one as a different person that they know in their community — such as their teacher or lollipop lady.

### Make it harder...

Older girls can use this idea to make people-shaped jewellery, from different materials — such as modelling clay.

### Top tip

■ From a safety point of view, you may like to supply the girls with a phonocard or a mobile phone, so that they can get in contact with a leader at any time.  
■ It is also a good idea to supply the girls with a bottle of drinking water, to prevent them from becoming dehydrated.  
■ Carefully arrange the pick-up point for the end of the day. You may also like to make everyone aware of where the police station is.



# Praise **be!** *Count your blessings at harvest time*

Acknowledgments to Wendy Ingle

Even if you don't want to put a religious slant on your harvest festival celebrations, your unit could still give praise and thanks to the people who make our daily lives easier. As well as farmers, encourage the girls to think about people such as lorry drivers, those who work in supermarkets and so on.

## Breakfast thought

Don't make us like porridge, thick and difficult to stir — but like cornflakes, quick and ready to serve!

## Precious life

From January to December  
Here is something to remember —  
Life is precious come what may.  
So make the most of it each day.

J M Robertson

## The Months

August brings the sheaves of corn,  
Then the harvest home is borne.  
Warm September brings the fruit,  
Sportsmen then begin to shoot.  
Fresh October brings the pheasant,  
Then to gather nuts is pleasant.  
(From *The Months*, by Sara Coleridge)

## Competition

If the girls in your unit like CITY's Art Attack programme, they'll love this brilliant new range of stationery from Helix.

The range includes a paint tube pencil case, funky stencils and double-ended stamper marker pens.

We've got five bumper Art Attack bundles to give away.

If you'd like to win one, just tell us who presents the children's ITV programme of the same name.

Send your answer and details on a postcard to the address on page 3, marking your card: Activate/Art Attack.

Closing date for entries is **August 27**.

## Morning or evening

Sing this grace to the tune of *Baa Baa Black Sheep*.

Brownies sing now, come along and sing,  
Thanks be to God for everything.  
Thanks be to God for health and food and fun,  
Thanks be to God now another day's begun.

Guides sing now, come along and sing,  
Thanks be to God for everything.  
Thanks be to God for health and food and fun,  
Thanks be to God now another day is done.



## Food for thought

A whole bushel of wheat is made up of single grains.

Life is not a vessel to be drained but a cup to be filled. (Chinese proverb)



## Johnny Appleseed

Oh the Lord is good to me,  
And so I thank the Lord.  
For giving me, the things I need —  
The sun, the rain and the apple seed.  
The Lord is good to me.

And every seed that grows,  
Will grow into a tree.  
And one day soon, there'll be apples there,  
for everyone in the world to share.  
The Lord is good to me.

Traditional Guiding grace

## Jewish prayer

O Lord our God, bless us for this year;  
As also every kind of its produce for our benefit:

And bestow dew and rain for a blessing  
Upon the face of the earth:  
And water the face of the earth;  
And satisfy the world with your goodness.

Replenish our hands with your blessings,  
And with the rich gifts of your hands,  
Protect and guard this year from all manner of evil,  
And every form of calamity and destruction:

Cause our hope therein to be good,  
So that it may end peacefully.

## Into extra time

Challenge your unit to collect verses, sayings and quotes, that are applicable to different times of the year — such as harvest, spring, Easter and so on.

Treat yourselves to a blank, hard-backed book, or a ring binder, and ask the girls to write their words of wisdom in it. Each girl should add her name and the date of writing.

Your unit can also illustrate the book and even add mementoes, such as a four-leaf clover.

Use your prayer book in meetings and on holidays.



HELIX



# Glory braid

## Traditional harvest corn dolly decoration

### You will need

- 12 thick straws of wheat, 40cm long
- Strong thread
- Scissors
- Ribbon

40 mins

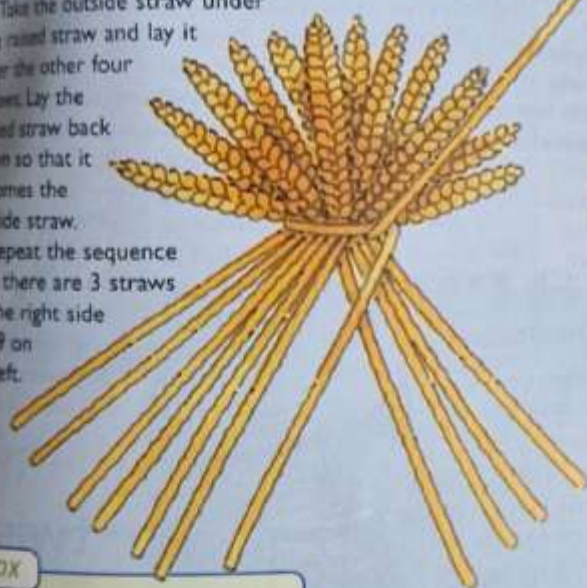
Idea: Brenda Smith

Illustrations: Stephanie Strickland

- 1 Soak the straws in lukewarm water until they are pliable. Put all the ears of corn together in a fan shape and tie – with thread – just below the heads. Spread the straws out flat with six to the left and six to the right.



- 2 Start working with the right-hand group. Lift up the second straw from the right. Take the outside straw under the raised straw and lay it over the other four straws. Lay the raised straw back down so that it becomes the outside straw. Repeat the sequence until there are 3 straws on the right side and 9 on the left.



- 3 Start working on the left side in the same way. Lift up the second straw from the outside. Take the outside straw under it and then over the remaining seven. Lay it down next to the three straws on the right.

Put the raised straw down, this becomes the new outside straw. Keep going until there are three straws on the left side and nine on the right.

Continue working the right, then left sides in the same manner until the braid measures about 12cm long.



- 4 Hold the end of the braid and bend it firmly over the edge so that the remaining straw lies behind the braid.

Tie the two sides together, over the first tie. Make sure to catch in the ends firmly and trim them level with scissors.

Tie a pretty ribbon bow over the threads, near the wheat heads.

Finish off by tying a hanging loop on the bend of the braid.



### History box

Corn dollies are an ancient British tradition.

After all the crops had been gathered in, the last of the harvest was kept and made into a corn dolly – this could be in the shape of a person, or a number of symbols.

The dollies were kept until spring and then sown with the new crops. This symbolised the spirit of the harvest which was kept alive throughout the winter.

Younger girls can plait straws to make a simple corn dolly.

### Top tip

You may be able to buy straws from specialist craft suppliers. Girls in rural areas will find it easier to approach a friendly farmer to ask for help.

### Make it easier...

Choose straws that are long, straight and undamaged. Always soak them to make them pliable.





# Up in the air

Windy projects  
for all sections

## Introduction

Up in the Air is a new series, that is designed to help you and your unit try science-based activities — that don't need specialist knowledge!

The ideas have been developed by a group of active Guiders.

The series aims to be fun, helping you to look at science from an 'arts' viewpoint. While we are unable to show you all the ideas developed in this project, we hope you will go on to explore the themes with your unit — and above all, have fun!

Claire Looney, Guide Association Arts Adviser

## Puddle walk

After rainfall, Rainbows should put on their wellington boots and other wet-weather gear.

Everyone then sets out on a walk around a quiet area of your neighbourhood. Encourage the girls to splash around in all the puddles.



Up in the Air projects will appear in *Activate* until December. After this time we will publish a certificate for you to copy for your girls, as well as an evaluation form that we hope you will send in.

### It's a fact

A barometer measures air pressure. High pressure means good weather is on the way. If the pressure is low, take your umbrella with you!

### You will need

- Large squares of different materials, such as tissue, polythene, cotton...
- Hole punch
- Self-adhesive hole reinforcers
- Thin string
- Small plastic toys or matchboxes

30 mins

## Parachute project

Punch a hole at each corner of the material, then strengthen each of these with a hole reinforcer.

Cut four equal lengths of string and tie one through each

hole. Tie the other ends around the matchbox or toy. Make similar parachutes from the other types of materials.

Drop the parachutes from an upstairs window. Which types of materials fall the quickest or slowest? To make it a fair test, make sure the load on each parachute is the same — for example, each one could have a matchbox tied to the end.

## How it works

The weight under the parachute causes it to drop. Air rushes into the parachute, pushing it upwards — this is air resistance. The load still falls, but is slowed down considerably by the air in the parachute.

### Top tip

Play some parachute games with your unit. You may be able to borrow one from your Division or County.

## Weather warning

Illustrations: Dom Mansell

### You will need

- Modelling clay
- Yogurt pot
- Pencil with a rubber on the end
- Drinking straw
- Sticky tape
- Thick and thin card
- Glue

30 mins

- 1 Make a hole in the bottom of the yogurt pot and push the pencil into the hole. Use the modelling clay to fix the pot on to a piece of thick card.

- 2 Cut two small triangles of thin card. Make slits at either end of the straw, slip in the triangles and glue as shown in the picture.

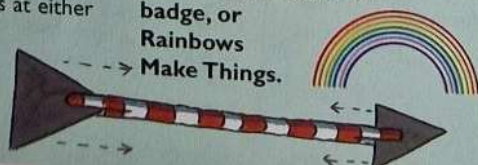
3

Push the pin through the middle of the straw and into the eraser.

Place the wind vane outside, on a flat surface. Use a compass to find north, south, east and west. Mark the points on the carton and make sure they are facing the correct way.

Now the girls will have to wait until the wind blows to see which direction it's coming from!

- Use this activity as part of the Guide Weather badge, or Rainbows Make Things.



### Top tip

If you don't have a compass, use the sun — it always rises in the east and sets in the west.

## Tongue twister

Hurricanes hardly happen in Hertford, Hereford and Hampshire.

## Whizz where?

Blow up a balloon. Rainbows stand in a space where they think the balloon will land.

Let go of the balloon, who is standing closest to the place where it falls?





# High energy

Older girls can look into the issue of wind as a renewable source of energy. If you have a wind farm in your area, try to organise a visit.

Find out all you can about this subject — if you get stuck contact one of the organisations in the box marked 'address book'.

Consider issues such as: noise, cost effectiveness, aesthetics and environmental benefits.

Find out about the history of wind farms, and how they work.



This project can count towards Look Wider Discovery Phase and Out of Doors, as well as the Wider World section of Action Plus.

## Ideas to go

- Study the clouds, what shapes can the girls see?
- Use cotton wool and blue paint to make a map of a cloudy sky.
- Read extracts from Kenneth Grahame's *Wind in the Willows*.
- Make up windy poems.
- Sing windy songs: *Let's Go Fly a Kite*, *Blowing in the Wind*, *The Skye Boat Song*...
- Play 'Flap the Fish' — teams must flap a newspaper fish, relay style, across the room.
- Play parachute games.
- Make a wind chime.
- Make a frieze to illustrate the Beaufort Scale of wind force. To find out more, look it up in an encyclopedia.

## Stormy weather

Challenge the girls in your unit to write a windy poem. The poem must contain the following words: **Gale, leaves, storm, blow, east, west, wet, fly, hot.**

# Books to read

All these titles are available to order from Trading Service. For more details, see the Trading and Publications catalogue, *Guiding Essentials*.

- *The Wonder of Air*, £2.99 code 70219.
- *I Spy the Weather*, £1.25, code 75960.
- *I Spy Aircraft*, £1.50, code 75796.

Check out your local library and bookshops for more air-inspired titles.

## Address book

- Centre for Alternative Technology, Machynlleth, Powys, Wales SY20 9AZ.
- Renewable Energy Enquiries Bureau, ETSU, Harwell, Oxfordshire OX11 0RA.

For specialist enquiries about all aspects of the weather, contact The Royal Meteorological Society at: London Road, Bracknell, Berkshire, RG12 2SZ. Tel: 01344 856655.

# Safety code

If anyone in your unit is planning on flying a kite as part of the Up in the Air project — or just for fun — then they must take these points into consideration.

**Always take care when flying your kite:**

- Never fly a kite near an overhead power line**
- Do not fly your kite near a road or airport**
- Kites should not be flown near railway lines**
- Never fly a kite in a thunderstorm.**

Ask the girls to make the code into a poster. Discuss safe flying places — such as the beach.

# Bright and breezy

This breezy game can be played indoors or outside.

Divide the girls into two groups — the wind and flowers. The teams stand at opposite ends of the playing space, with a dividing line half way.

As a team, the flowers decide on a name — such as daisy. The flowers then run up to the half-way line.

The wind asks 'What is the first letter of your name?' And so the flowers reply 'D'.

The wind then chants 'The wind is going to blow, 1...2...3... daffodil' (or any other guess).

If the wind is wrong, the flowers shout 'No' and stand still. The wind guesses again. If the wind is right, the flowers run back home, chased by the wind. Anyone who is caught, joins the wind.

Change sides after a given length of time.

## Top tip

Instead of flowers, you can use girls' names, birds, aircraft or anything else you can think of.



## Make a kite

Buy a copy of the August issue of *Brownie* magazine. Inside you will find super instructions to help your unit make a brilliant kite.

Illustration: Kate Wells



## Top tip

Your unit can make kites from all sorts of materials — plastic bags, nylon, even tissue paper. Experiment with your own special kite designs.



# 1999 mystery

Idea: James Voller

As it stands, the puzzle below will only work this year, so get your skates on and give it to the girls. After they have tried it out, they can amaze their family and friends.

Follow these simple steps:

■ Pick the number of days of the week (1-7) that you would like to go out with your friends.

■ Multiply this number by two. Add five and then multiply by 50.

■ If you have already had your birthday this year, add 1749. If you haven't, add 1748.

■ Finally, subtract the year in which you were born — such as 1984.

You should now be left with a three digit number. The first digit was the number that you started off with. The second number is your current age...

## Top tip

Have calculators at the ready.

## Into extra time

Can older girls find any way of altering the puzzle so that it works next year? It's easy when you know how!

To make the puzzle work in the year 2000: add 1750 if you have had your birthday, or 1749 if you haven't.

## Noah's ark

Baby animals often have different names to their parents. For example, a baby horse is called a foal.

Ask the girls to name the young of the following animals:

Fox (cub)  
Cow (calf)  
Swan (cygnet)  
Goose (gosling)  
Frog (tadpole)  
Whale (calf)  
Eagle (eaglet)  
Hare (leverett)  
Cat (kitten)  
Dog (puppy)



## Puzzles and challenges for testing times!



# In the bag

Use these pages to make up a puzzle and challenge sheet for meetings or camps and holidays.

## Twenty challenges

Ideas: Chris Daniels

Here are 20 challenges for the girls in your unit to complete. The challenges could be done in a meeting or over a holiday — in groups or individually.

- Strike a match and light a birthday candle
- Blow up a balloon
- Make a plait
- Skip 30 times without stopping
- Yo-yo 20 drops, non-stop
- Bounce a ball 20 times
- Look up a given telephone number in the directory
- Count the number of badges in your section's badge book
- Use the handbook to find out who to contact to obtain a Guiding penfriend
- Peel a potato
- Thread a needle
- Tie a reef knot

- Complete 16 points on a compass dial that only shows North
- Write your name using a pen held between your toes
- Correctly address an envelope to yourself
- Paint nail varnish on to someone else's hand
- Use a neckerchief to tie a sling on a friend
- Tie a shoelace
- Put someone in the recovery position
- Recite a tongue twister

## Top tip

Number each challenge and put the numbers on to bingo-style boards, giving one to each girl.

Randomly call out numbers. Every time a number appears on a girl's card, she must complete the corresponding challenge.

Award a prize to the first girl to complete a row or a full house.

## Change a letter

For these word puzzles, girls must change one letter at a time to get a new word. See if they can change the first word to the second one in the number of steps indicated in the brackets.

Pat — dog (3)  
Foot — shoe (3)  
Bank — cash (3)  
Food — cook (3)



Answers:  
Pat, pot, dot, dog  
Foot, foot, shoe  
Bank, bank, cash  
Food, food, cook



## Whizz words

Challenge girls to make as many words as they can from the letters in the following sentence:

**Brownies and Guides love to go on camp.**

All the words must contain at least three letters. You could offer team points for the most number of words found.

Have a go at making lots of words from the name of your unit, the place in which you live, your County Commissioner's name and so on!



## Get connected

Each pair of words has one word that connects them. The first one is already completed so that the girls can see what to do.

Ice — cream — tea  
Beach — ? — bearing  
Horse — ? — shop  
Fire — ? — clock  
Runner — ? — bag  
Lamp — ? — man  
National — ? — pole  
Pop — ? — lessons  
Safety — ? — cushion  
Tap — ? — fall



Answers: ball; shoe;  
alarm; bean; post; flag;  
music; pin; water.

## Messy mix-up

Unscramble these words to find the ingredients to a favourite main meal.

- noino — onion
- dinecefemb — minced beef
- esehec — cheese
- sushormom — mushrooms
- setmaoot — tomatoes
- tapsa — pasta

The dish is spaghetti bolognese.



## Pop pickers

Give the girls the following letter and ask them to pick out the names of chart-topping pop bands.

Dear Lisa,

This holiday we went up the A1 to see my gran. It's only five miles away. My gran's house is down a backstreet, near All Saint's church. You go up some steps and it's on another level.

My gran lets me watch cartoons. She also showed me her new suede jacket. My gran has a ring made from precious stones and her favourite drink is brandy.

I love my gran because she gives me lots of TLC!  
See you soon,  
love Sally

Your unit can have a go at making up more letters like this one — trying to pack into it as many pop groups or singers as they can.

Answers: A1; Five; Backstreet (Boys); All Saints; Steps; Another Level; TLC.  
Cartoons; Suede; Precious; Brandy; TLC.

## Prefix fixes

Solve the following clues to reveal words that all start with the prefix 'pre'. The dashes indicate the number of letters to find in each word.

- Make-believe — pre----  
Stop an incident — pre----  
Made in advance — pre-----  
Doctor's note — pre-----  
A gift — pre----  
Keeps food from rotting — pre-----  
Push — pre--  
See in advance — pre----

Answers: pretend; prevent; prepare; prescription; present; preservative; press; preview.

## Typically English

Listed below are places in England and the foods for which they are famous.

Mix up the the places and the foods, then challenge the girls to match them up correctly.

- Buxton — water  
Cheddar — cheese  
Chelsea — buns  
Cornish — pastie  
Cumberland — sausage  
Dover — sole  
Eccles — cake  
Kendal — mint cake  
Lancashire — hot pot  
Oxford — marmalade  
Worcester — sauce  
Yorkshire — pudding



## Odd one out

Ask the girls to pick the odd one out from the following lists. Can they give reasons for their choices?

- 1 Kos, Corfu, Ceylon, Crete
- 2 September, March, April, June
- 3 Anne, Andrew, Charles, William
- 4 Amethyst, ruby, emerald, sapphire
- 5 Red, yellow, blue, purple

Answers  
1) Ceylon is part of India, all the rest are part of Greece  
2) March has 31 days, the others have 30  
3) William, he is the Queen's grandson, the rest are her children  
4) Amethyst is a semi-precious stone, the rest are precious  
5) Purple, the rest are primary colours

## Quick thinking

- Think of nouns that begin with vowels — such as angel, elephant, igloo...
- Think of different foods that begin with each letter of the alphabet. For example: apple, bread, custard...
- Think of anagrams for the names of the members of your unit.

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In this section you will find  
Association news: decisions,  
developments and appointments

# Recruitment Month

*This special campaign is only 13 months away*

By Sue Fortunka

Chairman, Marketing and External Relations Committee

Sue Fortunka



external communications

This time next year the teams at CHQ will be putting the final touches to the plans to launch this major UK-wide initiative to

promote Guiding, and especially to promote joining Guiding.

Recruitment Month is a special campaign to bring Guiding into the public eye. We will be focusing nationally on opportunities within Guiding, achievements of members, the programme and new developments.

## But we already have recruitment drives!

We are well aware of many initiatives from Country and Region to unit level to recruit new members and leaders, but we are also aware of how difficult it can be to raise a lot of interest locally if people have not been 'pre-warned'.

The aim of the Recruitment Month will be to create a lot of 'noise' and interest about Guiding which units, Districts and Counties can use in local recruitment drives.

## When is recruitment month?

The Executive Committee agreed that it should be from mid-September to mid-October 2000, although articles will start appearing in the press from August.

## What do we do?

Begin by talking within your District or Division, especially to your PRAs. Start a discussion about how you can make best use of this opportunity in your area and who else you could involve.

Working with your County, Division or locally, decide what you want to do – anything lasting from one day to the whole month – to promote Guiding locally and let people know how they can be involved.

Also, think laterally about who you can involve in this project. Your team could involve Trefoil Guild members, Young Leaders and Rangers or parents. None of this need add to the workload of the District Commissioner or unit leaders.

## Is help available?

We already have a working party creating some new recruitment information based on examples of best practice from all over the UK. This will be available early in the new year to help you plan your campaign and target the different age groups.

We are also appointing a Recruitment Month Working Party who will have regular articles in *Guiding magazine* from now until November 2000. These will keep you up to date with what is happening and how you can benefit.

## New resources

As a result of the consultation exercise we hope to do in the autumn, we want to produce new leaflets which better meet the needs of the girls and present the best of what we have to offer. New recruiting literature will be available for each section.

In addition, there will be PR resources for use by PRAs and also by Districts and units on such topics as our key messages and local opportunities to promote Guiding. Ready-prepared press releases, for you to customise and use locally, will be included in these resources.

## Is this a one-off?

Girls grow up! Based on this fact alone we must always be looking to attract new girls and women into Guiding.

A recruitment drive is not a one-off; we may need to consider this becoming an annual event.

The primary purpose for encouraging as many Districts and Counties to

become involved with Recruitment Month 2000 is that this time, instead of working in isolation in your area, people will be seeing more and more information around about Guiding and what it offers. This will make it much easier to get positive local coverage and to attract women who are already aware of what it has to offer to them and to their daughters.

We hope that you will want to get involved and, meanwhile, if you have any good examples of recent successful recruitment programmes or schemes, please send details to Linda Crichton at CHQ.

awards

## Association awards

### MERITORIOUS CONDUCT

#### Star of Merit

Kirsty Simpson  
Brownie Guide  
5th Nelson (St. Bede's) Pack  
Lancashire East

#### Rhianna Edwards

Guide  
All Saint's unit  
Birmingham

### OUTSTANDING SERVICE

#### Laurel

Mrs Maureen Key  
Assistant County Commissioner  
Staffordshire

money matters

## Short term investment service

The monthly interest rate after deduction of management commission was:

March 1999.....4.425 per cent

April 1999.....4.234 per cent

May 1999.....4.226 per cent

An additional 0.5 per cent per annum is paid for deposits of £5,000 and above.

On May 31 the value of a share in the Scout and Guide Trust Fund was:

Selling price.....524.33p

Purchase price...551.33p

Income yield.....2.72 per cent

The income yield is based on the previous two dividends paid and the price on the date stated.



# Relevant, m and visible

*Members were reminded of the importance of a relevant, and inclusive programme at this year's AGM*

Words: Penny Kitchen  
Photographs: David Satchel

Disappointed that she was unable to attend this year's Annual General Meeting, Princess Margaret, The Guide Association's President, was represented by her Lady-in-Waiting, Lady Juliet Townsend. As the Chief Guide Bridget Towle said, Lady Juliet was a most appropriate stand-in as she is President of the Trefoil Guild, President of London North East County and a former County Commissioner of Northamptonshire.

Lady Juliet read out the President's address in which she commended the Association's plans for development of the programme for the Guide and Senior Sections. She said: 'It is vitally important that Guiding moves with the times and provides the kinds of exciting activities and challenges which will hold the interest and enthusiasm of this older age group.'

The guest speaker, Tom Wylie, Chief Executive of the National Youth Agency – and former Scout leader – later took up this theme with a question and a challenge: 'How do you retain the key principles of Guiding's distinctive method but apply them in new ways to suit the current times?'

He spoke about the pressures on young people today and went on to say: 'Any organisation that works with them has to find ways of liberating the creativity of the young, of educating the imagination and not just reading their circumstances as a set of deficiencies to be remedied.'

## Reaching all young people

Youth work, in its multitude of guises, affected young people in many ways – from fleeting and recreational to life-changing – 'It reaches young people other institutions cannot,' he said. And, he maintained, the volunteers who make the greatest difference are women – with their greater capacity than men to build friendships.

'As family and community life

Lady Juliet and the Chief Guide Bridget Towle



Guest speaker: Tom Wylie,  
Chief Executive of the  
National Youth Agency

changes, friendship comes to have an even greater place in our lives.'

Like the President he applauded the Association's plans for adapting the section programmes, especially the Guide Section, to meet girls' needs, and also plans for information and communications technology.

Certain issues and values, such as racial equality, were common to urban

**Beware becoming  
too conventional... too  
set in your ways**

and rural areas, he said. It was the responsibility of youth organisations to prepare young people to live in our ethnically diverse society, even where their contemporaries are all white.

Improving the quality of leadership, experiences and facilities offered to young people was important – 'to be clear and direct and exciting' – to offer breadth and progression in learning and not just repeat routine programmes.

He stressed how important it was that the Association's mission drive the behaviour of all those who engage in its work: be an 'Aimer' – someone who

Members were encouraged by the Chief Guide to share with each other a special Guiding moment from the past year



keeps the Association's aim always in mind – not a 'Gamer' who pays excessive attention to the rituals and traditions, the way it's always been done...

'Beware becoming too conventional,

● The AGM speeches can be read in full in the news section of the Association's Web site at: [www.guides.org.uk](http://www.guides.org.uk).

● See page 18 of last month's Guiding magazine for advice on how to make the best use of the annual report.



# Modern

'too bourgeois, too set in your ways... of appearing to be a rejecting movement,' he warned. He encouraged members to ensure that the programme assisted the less able and less fortunate to achieve, as well as the capable; and to give increasing responsibility for the programme to the young.

He acknowledged the particular demands the aim placed on leaders and those who support the leaders: 'We need to use their gifts in time and skills more flexibly... to ease burdens on unit leaders and Commissioners alike... to support the people with the dreams.'

## Three main tasks

Proposing the adoption of the Association's Annual Report, the Chief Guide Bridget Towle said: 'We are all very sorry that Her Royal Highness is unable to be with us. We

700,000 of them.'

She described incidents and experiences that illustrated the diversity of the membership, pride in belonging, commitment, dedication and achievement, that were in some cases 'awe-inspiring'.

While holding on to the Association's purpose and ethos, three basic tasks needed tackling, the Chief Guide explained: to make the programme exciting and up to date for today's girls and young women; to encourage and support all adult leaders; and to communicate the organisation's worth to the outside world. Progress had been made on all three over the past year, she reported.

Views had been sought and pilot schemes set up to ensure that the programme was appropriate for today's girls. A new initial leadership training qualification will be introduced which is straightforward and relevant to the busy lives of new unit leaders.

The restructuring of both committees

Honorary Treasurer  
Edward Holding



## Financing progress

Proposing the adoption of the Annual Accounts for 1998, the Hon Treasurer Edward Holding reminded the audience that there were a massive number of projects in the pipeline.

As he said in the annual report: 'Our balance sheet is strong, but we will need this, and more, if we are to undertake the projects and programmes...to realise our Vision'.

He said that the practice the Executive Committee had introduced, of having annual objectives and priorities, set the benchmarks for progress and assisted with budgeting and forward planning.

and staff at CHQ that has taken place over the last year, would lead to faster decision-making. The formation of the new Marketing and External Relations department would convey the up-to-date and true image of the Association — which would assist in the recruitment of new leaders and members.



are so fortunate to have such a knowledgeable President who not only was a Brownie, Guide and Ranger, but has a great interest in the latest developments in Guiding. We send her our best wishes.'

She reminded the audience that her report of a year in the life of The Guide Association was about people, not finances or headquarters — as important as these are.

'Our purpose is about our members, especially our young members, how they grew and achieved in a year, so our meeting is a celebration of how Guiding makes a difference to individuals —



Lady Juliet Townsend represented the Association's President

## AGM Elections

Those elected to serve from May 27 1999 until the day of the AGM in 2002 are:

- The Executive Committee: Mrs Carole Hardy [Re-election]; Rev Sheila Bamber.
- The Council: Miss Catherine Barrett; Mrs Susan Sotheran; Mrs Margaret Maltby.

The following candidate was elected to the Council under Bye-Law 10(2)(d) — to complete the term of office vacated by Mrs Jan Anning on her appointment to Chief Commissioner for North West England — and will therefore serve for one year, from May 27 until the day of the AGM next year: Mrs Rosemary Pullen.

Each Country/Region elects one representative every year to sit on the Council. The following were elected by their Countries/Regions to serve from May 27 until the day of the AGM in 2002:

Anglia, Mrs Mary Putt (Re-election); London and South East England, Mrs Patricia Downer; Midlands, Mrs Delysia Barker; North East England, Rev Sheila Bamber (Re-election); North West England, Mrs Janet Phillips (Re-election); Scotland, Miss Jennifer Adams; South West England, Mrs Marion Beagley; Ulster, Mrs Jacqueline Weir (Re-election); Wales, Mrs Yvonne Brown.



# Children's rights

The law can be confusing, and sometimes even contradictory, when it comes to children's rights

By Isobel Durrant

We can vote at 18, hold a driver's licence at 17 and leave school at 16. During our teen years rights and responsibilities come thick and fast. Some of these milestones on the road to adulthood, like those above, are celebrated rites of passage, while others pass unremarked.

Most of us, if asked, could not say at what age we can buy a pet, have a tattoo or even open a bank account, and the same is true of young people. The children's charity Childline says many children call for general information, unaware they are asking about their rights.

To some, children's rights are seen as just another way of undermining parents and adults in authority. The newspapers carry reports of children divorcing their parents or taking them to court because they disagree with the way they've been disciplined. However, many rights are based on the United Nations Convention on the Rights of the Child (UNCRC) – which is ten years old this year – designed to ensure the happiness, safety and health of all children. Few would disagree with what it says, though some might be surprised to learn parents do not have the right to open their children's mail or read their personal diaries.

Other rights are enshrined in laws, and many more inhabit a blurred area where things are far from straightforward.

## Home alone

There is no law, for example, that specifies an age when a child can be left alone – indeed, in theory, legally, a child of any age can babysit another. But parents remain responsible and can be prosecuted for wilful neglect if they leave a child unsupervised 'in a manner likely to cause unnecessary suffering or injury to health', or if any harm comes to their child while in the care of another child. No one under the age of 16 can be charged with neglect or ill-

treatment of a child left in their care.

However, the age of criminal responsibility in the UK is ten, and under the Offences Against the Person Act, anyone of this age can be charged with offences such as assault, manslaughter and murder.

## Smoking and drinking

Smoking is another area where there are apparent contradictions. It is against the law for anyone under 16 to buy cigarettes for themselves or for anyone else. But it isn't against the law for someone under 16 to smoke or for adults to give them cigarettes. Similarly, under-18s can't buy alcohol except in restaurants where, from 16, beer and cider may be drunk with a meal. That all sounds fairly clear until you learn that it's perfectly legal to give alcohol to a child in private from the age of five, and anyone of 16 can buy liqueur chocolates.

Smoking and drinking are familiar areas of teen rebellion and assertion, but there are other issues that divide generations where the law is far from clear. Ear piercing can usually be done at any age, provided the shopkeeper agrees. Some local authorities have by-laws that restrict other piercings to over 18s, or over 16 if accompanied by a responsible adult. But others have no restrictions at all – it is left to the discretion of the body piercer. There is no national law that applies to body piercing. Not so tattoos.

## Useful resources

- *The Daily Telegraph Guide to Parenting and the Law* — Aviva Golden, published by HarperCollins £8.99.
- *The Teenager's Guide to the Law* — Gabrielle Jan Posner, published by Cavendish Publishing Ltd £8.95.
- *At What Age Can I?* — published by The Children's Legal Centre, University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ, £4.
- *childRIGHT* — the Children's Legal Centre's monthly journal.





MOOSE AZIM

Through the ages: From Rainbows to Rangers — all children have rights

Should any adventurous Guide feel the urge to emblazon her Patrol badge — or anything else — on her body, she will have to wait until she's 18.

### Official records

On a more serious note, children who are adopted often want to know about their natural parents. They have the right to do this from 18 onwards, or younger if they are marrying, so that they can check if their partner is a blood relative. But all this depends on knowing they're adopted, for they have no right to be told. A commonly held belief is that we have the right to see all records held on us. However, if there's information in those records about an adoptive parent who does not consent to the disclosure, access is restricted.

School records may contain reports by educational staff other than teachers, such as educational psychologists. Children under 16 do not have the right to see them, but their parents do. When the child reaches 16 both she and her parents can see copies, but once she is 18 the parents no longer have this right.

The law is different for medical records. Under-18s must satisfy the record holders that they know what they're asking for, and access is limited to records held on computer. Health professionals may also withhold information if they believe it will damage someone's mental or physical health to be told.

**Home Alone** — advice for parents, published by the NSPCC and free with a sae from: NSPCC Publications Unit, 42 Curtain Road, London EC2A 3NH.

Local Citizens' Advice Bureaux are a good starting point for advice on rights. Recognising that young people are more comfortable with phones and the Internet, they have launched a web site: [www.adviceguide.org.uk](http://www.adviceguide.org.uk).

The Guide Association publication, *Right Directions* — which uses activities to explain the law — is due to be published in November.

Although there is, surprisingly, no lower age limit for consenting or refusing consent to medical treatment, there is an important rider: the young person must be mature enough to understand what she is doing. Refusals may be overruled on the grounds that the young person's health will be seriously threatened. Eating disorders mainly affect adolescent girls and, should they refuse treatment, they can find themselves being force-fed on the grounds that they are suffering from a mental disorder and that being fed is part of the treatment.

### Young people and the police

Adolescence is a time when some young people, who later go on to become pillars of the community, have a brush with the law. Youthful exuberance, inappropriate high spirits, or just being in the wrong place at the wrong time can lead to the police station, and sometimes the courts. It's a frightening and unnerving experience for most young people.

Police are most likely to stop teenagers late at night, often after discos when the teenagers are still milling about in the street. The police have the power to ask for individuals' names and addresses.

Fear that they are about to be accused of some wrongdoing of which they are innocent, can lead teenagers to refuse to give information, which will land them in hot water as they are obstructing the police in the execution of their duty.

Knowing your rights instills confidence and discussion encourages young people to think about the issues and responsibilities involved. At a time when the Government is promoting citizenship, it is useful for girls to be aware of how the law affects their everyday lives.



JAN CLAMPETT

On issues such as smoking and body piercing, the law can be confusing — and sometimes even non-existent

### At the police station

A 14 year-old has the same criminal responsibilities for her actions as an adult. However, under the age of 17, there are a number of important procedures the police must adhere to.

They must inform the appropriate adult, that is, the adult responsible for the young person's welfare, and ask them to come to the station. Until he or she is present, the young person may not be charged with any offence, nor must she be interviewed, asked to make, or sign, a written statement.

However, she may be kept at the station for up to 24 hours without being charged.



# The Executive Committee

The Executive Committee is primarily responsible for matters of policy, finance, forward planning, strategic planning and coordination of various Guide Association projects and events.

The Royal Charter Bye-Laws vest the management of the business of The Guide Association in The Executive Committee of The Council (The Executive Committee).

The voting members of The Executive Committee are the charity trustees of The Guide Association. This trusteeship carries legal responsibilities and duties. Members of The Committee come from across the Countries and Regions. However, they are not deemed to represent these areas but rather the best interests of the Association as a whole, and it is on this basis that its decisions are taken. Through its three sub-committees – Finance and General Purposes, Guiding Development and Marketing and External Relations – the Executive Committee oversees and monitors the work of the Association.



## Members of the Executive Committee as at April 1999

### Left to right – Front row:

Anne Faull (Wales Chief Commissioner); Elizabeth Ferrier (Chairman, Guiding Development); Jenny Leach (North East England Chief Commissioner); Bridget Towle (Chief Guide); Vivienne Scouse (Anglia Chief Commissioner); Carol Bowen (Chairman, Finance and General Purposes); Lyn Bland (Ulster Chief Commissioner)

### Second row:

Pat Tiley (Elected member); Mary Patterson (Elected Member); Frances Drake (London and South East England Chief Commissioner); Jan Anning (North West England Chief Commissioner); Rosemary Dibben (South West England Chief Commissioner); Carole Hardy (Elected Member); Amanda Medler (Elected Member)

### Back row:

Edward Holding (Honorary Treasurer); Billy Everett (Chairman, Trefoil Guild); Liz Suddes (Elected Member); Helen Fawley (Chairman, Junior Council); Sally McMath (Scottish Chief Commissioner); Pat Taft (Midlands Chief Commissioner); Angie Goddard (North East England Chief Commissioner Designate); Sue Fortunka (Chairman, Marketing and External Relations)

Please note: Liz Harrison (International Commissioner) and Pauline McKie (Elected Member) were unable to be present.



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and dipping, birdwatching, or a nature trail have been the traditional environmental activities. While girls still enjoy these things, our knowledge has advanced considerably. With a little thought, the environment can be incorporated into every area of the programme.

The environment affects every aspect of our lives, and today's young women are more aware of the issues than previous generations. The newspapers and television are full of stories with an environmental theme.

Over 10,000 units have registered for the Environment Challenge which demonstrates the high level of interest within the Association.

## New issues

Over the last few months, there's been a great deal of news coverage concerning genetically modified food. But what exactly is it? And what are its good and bad points? Organise a visit to your local supermarket and find out which products contain genetically modified foods.

## International

Social problems can also be environmentally related. Sadly, there will always be people in the world seeking refuge: from starvation, drought or war. Work with the girls to organise an evening to consider the environment of refugees. How has it come about? Can our members do anything to help? How do the girls think they would cope if their environment changed dramatically? (See last month's *Activate*).

But remember, the issues don't always have to be complicated and large scale.

## Variation on a theme

This month's *Activate* contains instructions for a puppet show involving craft skills and the ability to write and tell a story (pages 4/5). If the story is themed, an environmental message can be conveyed. (See also *Networking*, page 11).

## Out of doors

An 'eco-camp' will allow girls to consider the out-of-doors and the activities that may be enjoyed there. Outdoor activities should be 'sustainable' and carried out in a stimulating location. The Guide Association is in the unique position of owning and managing land, but could more be done with it to make it more

interesting and environmentally friendly? Feedback and ideas from units would be welcome.

## Practical conservation

Everyone likes to feel that they are achieving something, and practical conservation work is one way of doing this. Many organisations run activity days to encourage young people to become involved. Cleaning out ponds, laying hedges, planting trees and building wildlife features allow the girls to feel that they are doing something positive for conservation. Projects don't have to be large scale; feeding the birds around the meeting place or home, with the right food at the correct time of year, can help the birds to survive.

The environment presents Guiders with the opportunity to introduce a wide range of activities into the unit. These can range from practical conservation work to improving social conditions in the UK and in other parts of the world. However, there is no need to re-invent the wheel. Contact other organisations outside Guiding for information on your chosen topic. They will usually be happy to provide it.

## Health and safety

- Before doing any practical conservation work, assess the situation, including site and equipment, for potential dangers.
- Be aware of natural hazards such as bites, stings, animal ticks or blue-green algae.
- Always ensure that the girls are appropriately dressed. If safety equipment is required, it should be hired or bought.
- Always use the correct equipment for the job. Tools such as spades, saws and axes can be obtained in different weights and lengths, ensuring a more effective, and safer, job.
- For the ratio of adults to girls see chapter seven of *The Guiding Manual*, 3rd edition.

## Contacts

- RSPB — national and local groups. Local groups may run a young ornithologists club. These are usually advertised in the local paper.
- Wildlife Trusts are often based at a regional level, with local offices. Regularly-run activity days cover a range of practical activities.
- British Trust for Conservation Volunteers — run on a regional basis, with local offices. Holds activity days suitable for the older Guide and Senior Section members.
- Local authorities may have a Ranger service that organises walks and activities. These will be open to the public.

COLIN WALTON



Practical conservation: Girls can get involved in activities such as hedge laying

New ways  
of incorporating environmental  
issues into the programme

# The environment in the unit

By Sheena Crombie



## News & views

In this section you will find your news, opinions, issues for debate and details of special offers

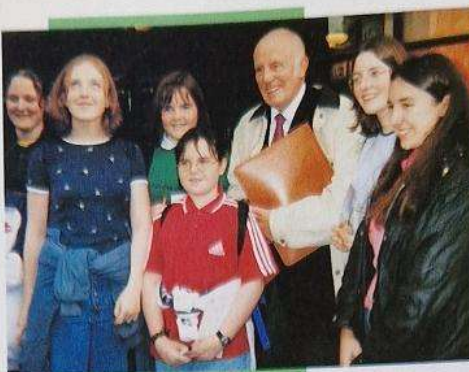
picture this

### One step ahead

Putting their heads on the block are these 16th North Neath Road Methodist Guides from Coventry. The girls were snapped during a fashion show in aid of the NSPCC and RSPCA, but there are no clothes to be seen here — the girls were saving them for the catwalk.



MARY EVAN



### I don't believe it!

On their first visit to London, the Largs Guides, from Scotland, expected to see some famous monuments, but couldn't believe their eyes when they met television star Richard Wilson.

Unlike his *One Foot in the Grave* character Victor Meldrew, friendly Richard was only too happy to chat to the girls and sign autographs.

KENT MESSENGER GROUP NEWSPAPERS



### Reach for the sky

This sunflower, planted by Rachael Delahay — a Guide at Chatham South, Kent — grew to over 12 feet in six months. This was Rachael's first attempt at horticulture — she says it won't be her last!

special offer

## Get by abroad

This summer many British holiday makers will experience communication problems while overseas, but this need not be the case.

BBC Languages has just launched a whole range of innovative and exciting language resources — from basic phrase books and dictionaries through to multi-media language courses.

The range has been launched as part of its 75th anniversary celebrations — the BBC's first ever radio language course was broadcast in 1924 — and includes the *Get By* series.

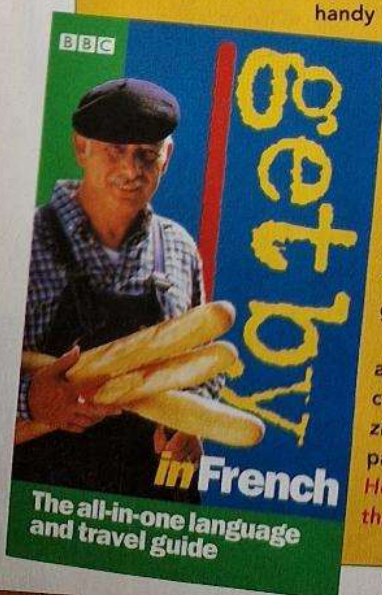
These all-in-one travel and language guides — which come in a handy pocket-sized format — include an

easy-to-use phrase book, audio cassette and a 1000-word mini-dictionary. There are nine languages in the series, including French, German, Italian, Japanese, Greek, Spanish and Portuguese.

The packs are ideal for family holidays and *Guiding* magazine has 12 of them — worth £9.99 each — to give away.

To enter our prize draw simply answer the question below on a postcard, and send it to *Guiding* magazine/BBC Languages at the address on page 3, to arrive by August 31.

*How many different languages are there in the Get By series?*



letters

### Prepared for anything

I am the Matron of a nursing home, where we care for people with Alzheimer's Disease.

The nursing home proprietor recently attended a meeting with other owners, where the horrors of the 'millennium bug' were discussed. All the worst case scenarios were being presented and gloom descended.

My proprietor became exasperated with the pessimism of the others. As he left the meeting he apparently announced: 'Well, my home will be all right because my Matron is a Guider!'

M Rampley

1st Deddington Guides  
Oxfordshire

### Cover to cover

Well done! I love the new, friendly layout of the new-look *Guiding* magazine. I found the magazine very easy to read and read it from cover to cover — something I'd not done for a long time. I've also been inspired by the *Activate* section with its great ideas for me and my Guides to have fun doing things.

Emma Crowley  
Leeds



...ags I win  
...neck and neck in  
...sack race —  
...old during Light-  
...water District's  
...ownie Revels.  
...e day was full of  
...ft activities and  
...orts and was  
...ounded off with  
...mp fire singing.



LIGHTWATER DISTRICT BROWNIES

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Guiding magazine has five sets of Thermos Weekend Back Packs and matching 1.5l Bottle Coolers — worth £14 — to give away.

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THERMOS



### Glamorous gremlin

As part of their space-themed Pack Holiday, the 29th Lincoln Birchwood Brownies dressed a member of their Six as an alien — looks like a Chelsea supporting one!

## Model Guiders

I received June's *Guiding magazine* with three happy-looking Guiders on the cover. I was very surprised, and rather dis-  
urbed, to read that they were 'models'.

Several Guiders have remarked, and been rather angry, that our magazine should have to resort to pictures of models when we have many suitable, happy, pretty, enthusiastic Guiders across the country within our Association.

Why use models?

Joyce I Lewis  
Cambridge

We're sorry if our cover caused any upset. The reason we used models was, quite simply, a matter of time and cost. The photos had already been used in *Guiding Essentials*, the Trading and Publications catalogue.

Unfortunately, we don't have photos of Guiders that are of sufficient quality for the magnification needed for a cover shot.

We'd love to set up a photoshoot for Guiders. If you, or someone you know, are interested in being involved, send a recent photo and daytime contact details to: 'Photoshoot' at the address on page 3. Photos cannot be returned. — Ed.

## Bolts for the blues

Is this a first? Seven Guiders, including me, plus a Guider, from 1st Shrivenham Guides, Oxfordshire, were enrolled in our District Commissioner's garage during a thunderstorm at the end of a penny hike!

Ella Gregory

1st Shrivenham Guides, Oxfordshire

## Youngest leader?

A letter about young Leaders brought a response from three readers.

## She's not alone

In response to Katy Brier's letter about being the youngest Warranted Guider in Britain at present.

She may be the youngest now, but she is certainly not the only one to gain her Warrant at such a young age. I too have been a Brownie, Guide, Young Leader and am now a qualified Rainbow Guider. I also have friends within my District and County who have gained their Warrants on, or shortly after, their 18th birthdays.

I actually completed my Warrant four months before my 18th birthday but had to wait until the day after my birthday, on June 30 last year, to be presented with it.

Kathryn Holmes, Leeds

## And another one...

My Tawny Owl, Andrea Bell, gained her Warrant at the age of 18 — in December 1995 — after working with our Pack as a Young Leader. The following July she gained her Pack Holiday Licence.

Wendy Sandall

2nd Boston Brownies  
Lincolnshire

## Young Leaders

I am always intrigued to read about the opinions and experiences of other Guiders in the letters' pages and had to respond to Katy Brier's letter.

Not only does our Guide unit have four leaders, but three of them are 23 while the other one is 21. Our two Young Leaders are aged 18 and 17.

We are constantly encountering an amazed response while on trainings or outings — people don't seem to expect young women to be leaders.

One particular incident which stands out in our four years as leaders was when we took the Guides away on our first camp. We arrived at the warden's hut to announce our arrival. The look on his face said 'It's nice to meet the Guides — now where are your leaders?'.



## Mission to Romania

Elizabeth Dougherty and Claire Higginson (Guider and Guide of the 2nd Lisburn Guides), saw how difficult life is for orphaned children in Romania on a trip to Beiuş in the north of the country.

Their unit supports Aid for Romanian Children, and raised £200 this year for the charity. The money has been used to buy antibiotics for a hospital in Beiuş that houses the orphaned babies.

Elizabeth and Claire wore their uniforms, as their aim was to promote Guiding, which is almost non-existent in Romania.

Elizabeth hopes that this is just the beginning of the positive difference the 2nd Lisburn Guides will make to the lives of these orphans.



CUMBERLAND NEWSPAPERS

FRANK HIGGINSON



## Mountain climbing

There was a lot of congestion on the stairs when the 12th Carlisle Guides from Wigton Road Methodist Church raised money for Comic Relief.

Carlisle's Civic Centre was over-run with Guides and assorted volunteers when they undertook to walk up (and down) the stairs 30 times — which was apparently equivalent in height to climbing Mount Everest. This feat raised over £150 for the charity.

The Guides then went on to tackle a climbing wall at their local leisure centre, and abseiled down again. Can they have peaked, or will they soar to greater heights?

## celebrations

### Leading ladies

Two women who have watched the changing image of Guiding over half a century were the centre of attention at a party to celebrate 50 years of Wolstanton (Staffordshire) Guiding.

Mary Wright and Avril Moran can remember back to when Guides wore black wool stockings and hats.

Mary and Avril celebrated their 50 years in Guiding alongside newer members, proving that Guides really can bridge the generation gap.



STEVE BOULD/THE SENTINEL

## letters

After a few silent seconds, we said we were the leaders and would like to confirm our arrival. The warden apologised and then said: 'What a refreshing change to see young women as leaders!'

Joanna Fitchett

Assistant Guider

1st Wallheath Guides

## Queen's Guide Award

Two readers respond to a letter in May's issue about the Queen's Guide Award.

### Worth the effort

As a Queen's Guide, I was concerned after reading Hazel Lockhart's letter in May's *Guiding magazine*. I agree that it is hard work completing the Queen's Guide Award at the same time as GCSEs and A-levels, but many girls have proved that it is possible.

The biggest problem I can see for Guides if the award was started at 14, is their age. I don't have a problem working with adults, but I felt at times that

being only 16-17 was a distinct disadvantage when working with adults outside of The Guide Association.

Girls also do a lot of growing up between the ages of 14 and 16 and I know I wouldn't have had the maturity to get the most out of the award had I started at 14.

I would recommend the Queen's Guide Award to anyone in The Guide Association. It is very hard work, but with a little time management, and some support from Guiders and Commissioners, it is possible to complete — and the experience that the award gives you is invaluable.

Helen Miller

Guider, 10th High Wycombe  
(St John's) Guides

### No age change

I read with interest the letter from Hazel Lockhart about the Queen's Guide Award.

I agree that the starting age for the Queen's Guide Award is perhaps

restricting — since girls of 16 are involved with exams and the beginnings of college at this time.

However, if the starting age of the Queen's Guide Award were to be lowered to include 14 year-olds, would this not take away the value and prestige of the award itself?

Older Senior Section members should be encouraged to become involved. After all, there isn't another award for people like myself to undertake. Younger girls have the Baden-Powell Award, Look Wider, Action Plus, Making it Count schemes ...and so on.

Why not leave the Queen's Guide Award to young adults who have the opportunity — and, perhaps, now the time and available commitment — to ensure that they complete the award?

Hayley Gillians

Guide Guider

4th Bedhampton Guides  
Hampshire East



### Shining star

Lucie Henning of the 4th Rowner South Brownies, Gosport, was surprised and thrilled when she was awarded the Star of Merit, the award given to members for meritorious conduct.

Ten-year-old Lucie, who suffers from spina bifida, does not allow her disability to prevent her from joining in Brownie activities. She has 23 Brownie badges, has been on Pack Holiday — and is described as 'unforgettable' by those who know her.



### A felicitous event

Felicity Burgess, Young Leader of the 2nd Holybourne Guides (Hampshire), received her Chief Guide's Challenge Award earlier this year from District Commissioner Jackie Roberts. Apparently, it's the first Challenge Award that the Pax Hall District has achieved.

Felicity's award is the result of completing 36 challenges from the Wider Phase 1 and 2 — in only 18 months. One of her most unusual accomplishments was using a braille typewriter.

### Embracing challenges

The Derbyshire Rangers were snapped by fellow Dronfield Liz Bulleyment, during her Enterprise Exploration.

Yet 17, Liz has already completed over half the Queen's Guide Award, is working on her Gold D of E Award, and studying for five A-levels. Liz also plays in a band and does voluntary work at a local animal park.

Whatever else is needed to complete this special award, time management skills must top the list!



LIZ BULLEYMENT

special offer

## Town & Country Festival



They'll be lots of fun for all the family at the Town & Country Festival, which is being held at the National Agricultural Centre, Stoneleigh Park in Warwickshire, August 28-30.

Darth Vader and Luke Skywalker will be putting in an appearance, as will the Wombles. Other attractions include: a Wild West show, helicopter rides, a fun fair, fashion show, quad bike stunt entertainment and a penalty shoot out with Coventry City Football Club.

Advance ticket prices are: £6 for adults, £3 for children and the over 60s (£7 and £4 respectively on the day); Family Saver tickets (two adults, two children) are £17.50. To book tickets call the Credit Card Hotline on 01203 693000, open August 2-24, 9am-5pm.

For more information about the event, telephone 01203 696969.

Guiding magazine has six pairs of adult tickets — worth £14 a pair — to give away. To enter the prize draw, send the answer to the question below, on a postcard, to Guiding magazine/Festival to the address on page 3, to arrive by August 19.

Where is the National Agricultural Centre situated?

## In September's Guiding magazine

### Career girls

We take a look at career prospects for today's young women and meet members who are challenging the stereotypes.

### Home improvements

Ideas to get your unit thinking of ways to improve your community.



### Defining role

An update on developments concerning the role of District Commissioner.

### Tune in

Be on the same wavelength as your girls with our great radio-themed activities.

### Commonwealth Conference

Find out what was going on in the woods when the Commonwealth Chief Commissioners came to stay.

next month

Plus the latest news, your views and lots, lots more...



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