

JUMP UP IN JUNE!

DEVELOPMENTAL STAGE	ACTIVITY SUGGESTIONS	DURATION
5-7	• Read the story of Crystal Palace twice, the first time as a normal story and the second time as an action story.	5 mins
	• Play a game of beat detective – giving every girl the chance to be a leader (either beat leader or detective).	15 mins
	• As a whole group write a newspaper advertisement for a 'great leader'.	15 mins
	• Play a game of ' jump if '.	10 mins
	• Have a ' wristband relay '.	10 mins
	• Complete the ' codes challenge 1 '- help your girls to use different codes to find the hidden message.	25 mins
7-9	• Read the story of Crystal Palace as an action story	5 mins
	• Play the ' tin lid leader ' game– giving every girl in the group the chance to be a leader.	15 mins
	• In Patrols write a newspaper advertisement for a 'great leader'. Have each Patrol present their add to the Unit.	15 mins
	• Play a game of ' jump if '.	10 mins
	• Have a ' wristband relay '.	10 mins
	• Complete the ' codes challenge 2 '- help your girls to use different codes to find the hidden message.	25 mins
9-12	• Read the story of Crystal Palace as an action story	5 mins
	• Play the ' tin lid leader ' game– giving every girl in the group the chance to be a leader.	15 mins
	• In Patrols create a television advertisement/commercial for a 'great leader'. Have each Patrol perform their add to the Unit.	20 mins
	• Play a game of ' jump if '.	10 mins
	• Complete the ' codes challenge 2 '- help your girls to use different codes to find the hidden message.	30 mins
	12-14	• Play the ' balloon pop ' game. Have girls assemble in order to read out their part of the Crystal Palace story.
• Play ' wink murder ' giving each girl the chance to be the killer or the detective.		15 mins
• In Patrols create a television advertisement/commercial for a 'great leader'. Have each Patrol perform their add to the Unit.		20 mins
• Play a game of ' jump if '.		10 mins
• Complete the ' codes challenge 3 '- help your girls to use different codes to find the hidden message.		25 mins
14-17		• Play the ' balloon pop ' game. Have girls assemble in order to read out their part of the Crystal Palace story.
	• Take the leadership styles quiz and discuss answers.	30 mins
	• Play ' causes categories ' Individually or in small teams. Discuss which causes in particular each girl stands up for.	15 mins
	• Race each other to complete the ' codes challenge 3 '.	20 mins





GAMES INSTRUCTIONS

Beat Detective

Set up: sit all Guides in a circle on the floor. **Equipment:** none

One Guide is chosen to be the detective, she leaves the circle while one Guide is chosen to be the conductor. Everyone in the circle must know who the conductor is. The detective must not be able to hear who the conductor is. A starting instrument (e.g. play guitar) or noise (e.g. clap hands) is chosen by the conductor and everyone else in the circle copies it. The detective comes back into middle of circle. The conductor can choose to change what instrument/action they are doing at any time and everybody else must also change to that action/instrument. The detective has 3 guesses to work out who the conductor is.

Tin Lid Leader

Set up: sit all Guides on a mat/cushion (preferable) or chair
Equipment: tin lid, floor mats/cushions (preferable) or chairs

The mats/cushions/chairs can be set up anywhere in the room. There must be enough chairs for all but one of your Guides to sit down. A Tin Lid Leader is chosen and she is given the tin lid to hold. She moves around the room 'picking up' people as she goes by taking them by the hand. All the Guides who have been 'picked up' form a chain by holding hands and they move around the room as one line stopping only when the leader has decided the person at the end of the chain should pick up the next Guide. At any stage the Tin Lid Leader can choose to drop her tin lid. When the Guides hear the tin lid crash to the floor they must all race to sit on a mat/cushion/chair. The girl who is left without a seat becomes the leader for the next round.

Wink Murder

Set up: sit all Guides in a circle on the floor. **Equipment:** none

Sit all Guides in a circle on the floor. One Guide is chosen to be the detective and she leaves the circle so she can not see who is chosen as the murderer. One Guide is chosen to be the murderer, the rest of the circle must know who this Guide is. The detective then comes back to stand in the middle of the circle. The wink murderer winks at a Guide who then clutches their chest and faints backwards. The detective has 3 guesses to work out who the wink murderer is before she kills the whole circle.

Balloon Pop

Set up: Cut the Crystal Palace story into pieces (1 for every Guide in your Unit). Blow up 1 balloon for every girl in your unit and put a piece of the story inside each balloon. Tie long piece of string to each balloon.

Equipment: Story pieces, balloons, string.

Each girl ties a balloon around her leg so it trails behind her as she moves. When Leader says "go" all girls move around room, trying to pop one other girl's balloon while protecting their own. When they pop one balloon they take the piece of the story which falls out. Game ends when each girl has 1 piece of story. Then all girls must try to get into the correct order to read the story out loud.





Causes Categories

Set up: write each letter of the alphabet on a piece of paper and put in a hat/box/etc/ **Equipment:** paper, pencils

Guides can work in small teams or individually. The Leader takes turns pulling letters out of a hat. Then each girl/team has a minute to write down as many causes they could support that begin with that letter. At the end of the minute girls report back. They score 1 point for an answer that other teams had and 2 points for an answer that no one else had. Play until time or letters run out. The winner is the team/girl with the most points.

Jump If

Set up: Sit all Guides in a circle either on floor/chairs/mat/cushions

Equipment: Instruction sheet for the Leader to use

Sit all Guides in a circle. The aim of this game is for Guides to be able to think about and voice what they believe in and learn that it is ok to stand up and shout out about something that matters to them.

The Leader will call statements from the following list out loud, one at a time. If a Guide agrees with the statement she is to jump up and shout "I believe".

- Blue is better than pink
- We should have shorter showers
- Strawberry ice-cream tastes better than chocolate ice-cream
- Spiders are scary
- Camps are more fun indoors
- It's fun to meet new people
- Football is more fun to play than netball
- Long car trips make you feel sick
- Girls can rule the world
- Little brothers/sisters are a pain
- Sour tastes better than sweet
- Giving is better than receiving
- Speaking in front of an audience is scary
- Maths is harder than English
- I can achieve my dreams
- There should be boys in Guides
- I'd rather watch 'Dance' than 'Idol'
- Being allowed to vote is important
- It's easier to research in a library than on the internet
- Everyone should be treated equal

If you are running out of time– don't use all of the statements!

If you have extra time– ask your girls to take turns creating a statement!



ACTIVITY INSTRUCTIONS

Newspaper advertisement (whole Unit)

Set up: Sit girls in a circle **Equipment:** poster paper, textas/pencils

Tell the Guides that you are making a poster to advertise a job. The job is “great leader”. So to get just the right person for the job the group needs to work out what a “great leader” would be like. You are going to list all the things that make a “great leader” on the poster so that the people look at the add can tell straight away if this is the job for them! go around the circle and let Guides suggest things that should go on the poster. At end of activity display your poster. Ask all the Guides to see if they can do all the things on the poster to be the “great leader”.

Newspaper advertisement (Patrols)

Set up: - **Equipment:** poster paper & textas/pencils (per group)

Tell the Guides that you are making a poster to advertise a job. The job is “great leader”. So to get just the right person for the job the group needs to work out what a “great leader” would be like. You are going to list all the things that make a “great leader” on the poster so that the people look at the add can tell straight away if this is the job for them! Send Guides off in Patrols to create their poster. Set a time limit of 7– 10 minutes. Call Patrols back into a circle to share their add with the rest of the Unit. Give each Patrol 2 minutes to report back.

Television advertisement/commercial (Patrols)

Set up: - **Equipment:** paper/pencils to record ideas/script

Tell the Guides that you are making a commercial to advertise a job. The job is “great leader”. So to get just the right person for the job the group needs to work out what a “great leader” would be like. The add must tell people all the things that make a “great leader” so that the people watching at the add can tell straight away if this is the job for them! Send Guides off in Patrols to create their own 3 minute add. Set a time limit of 10 minutes. Call Patrols back into a circle to perform their add to the rest of the Unit.





Wristband relay

Set up: Cut strips of different coloured paper
Have enough so each group has 1 strip of each colour
Place paper strips and stapler at end of hall

Equipment: 1 stapler /piece of paper/pencil per Patrol, coloured paper strips

Each Patrol lines up at one end of the hall. The girls take turns running one at a time to the end of the hall and stapling a strip of paper into a ring. The next girl will choose another colour and staple her piece of paper so it forms a chain with the first ring. This continues until all the Patrol's strips of paper have been made into 1 chain. When all the paper has been made into a chain the Patrol is to sit down with their chain and see how many "Wristbands" (or ribbons) they can identify ie: red is for AIDS awareness, pink is for breast cancer awareness and so on.

For younger girls, you might choose to ask them to decide what they think each colour *could* be used to raise awareness for. Older girls might use this challenge in addition to naming the colours/campaigns that they are already aware of.

At the end of the allotted time, sit the whole Unit down and ask them to report on some of their wristbands and what cause they thought they represented. They could use awareness ribbon colours as well.

COMMON WRISTBAND COLOURS:

Yellow = Lance Armstrong's 'Livestrong' cancer wristbands
Red= Aids awareness
Pink = Breast Cancer awareness
White (with black writing) = Make Poverty History campaign
Dark Blue = Motor Neurone Disease
Dark Blue = Beyond Blue (depression initiative)
Green = RSPCA
Red= Multiple Sclerosis

COMMON RIBBON COLOURS:

White = elimination of violence against women
Yellow = suicide prevention
Orange = Harmony Day
Red = AIDS awareness
Pink = Breast Cancer
Blue and white chequered= Victoria Police– police killed in the line of duty



If time permits girls might like to talk about which causes they actively support– and how they support them?

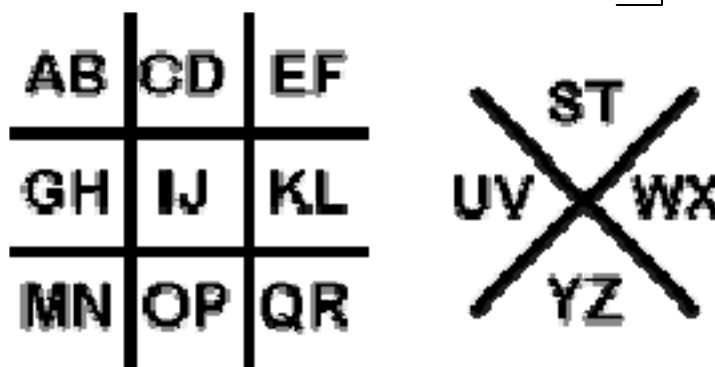
They might also like to discuss causes for your Unit to support and discuss how they will use Guides to support those causes.

Girls might choose to make a permanent display at your hall of different wristbands or ribbons and what they stand for.



PIGPEN CODE

In this code each letter is shown by the shape of the 'pig pen' that surrounds it. If it is the second letter in that box then it has a ● inside it. So A=  and B= 



NUMBERS STAND FOR LETTERS CODE

In this code each letter has been swapped with a number. So the letter A is written as the number 1, the letter B as the number 2 etc.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

BACKWARDS ALPHABET CODE

In this code each letter has been swapped with the letter from the opposite end of the alphabet. So the letter A is written as a Z, B as Y, C as X etc.

A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
M	L	K	J	I	H	G	F	E	D	C	B	A

MORSE CODE

In Morse Code every letter of the alphabet has been replaced with a pattern of dots, dashes or both!

A: -·	B: -···	C: -·-·
D: -···	E: ·	F: ·-·-
G: -···	H: ····	I: ··
J: ·-·-·	K: -·-·	L: ·-··
M: -·-	N: -·	O: -·-·
P: ·-·-·	Q: -·-·-	R: ·-·
S: ···	T: -	U: ···
V: ···-	W: ·-·-	X: -·-·
Y: -·-·-	Z: -···	

HAVE FUN DECIPHERING YOUR CODE!



CODES CHALLENGE 1

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PASS ▢ ▢ THE ▢ ▢ √ √ ▢ ▢ ▢

CODES CHALLENGE 2

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< ▢ ▢ ▢ ▢

BE A 12 / 5 / 1 / 4 / 5 / 18

HGZMW FK

PASS --- / - . THE M / . / S / ... / A / - - . / E

CODES CHALLENGE 3

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2 / 5 1 12 / 5 / 1 / 4 / 5 / 18

HGZMW FK

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CRYSTAL PALACE STORIES

You could use the following actions during this story:

Baden Powell– stand up tall and straight

Girl– yell “girls rock”

Scout/s– give Scout salute (over eye)

Palace– curtsy

Boy/s– bow

You might also cut this story into pieces/sentences/paragraphs and ask the girls to put it back in order and read it out themselves:

The Story of Crystal Palace

Once upon a time in England lived a great man called Robert **Baden Powell**. When he was a **boy** he loved to play outdoors. When he was 19 **Baden Powell** joined the army and went to India and Africa. In Africa he taught the local **boys** how to be great **scouts** to help the soldiers. When he came back from Africa **Baden Powell** was a hero!

Baden Powell saw that the boys in England often got into trouble for doing silly things because they were bored and so he thought ‘I bet these **boys** would love to learn how to be **scouts** too’! So **Baden Powell** wrote a book called **Scouting for boys** and lots of **boys** read the book and became **scouts**. **Baden Powell** didn't even think about the poor old **girls**– but a lot of **girls** bought his book and practised being **scouts** anyway!

Baden Powell wanted to know how many **boys** had become **scouts** so he organised a big parade at a place called Crystal **Palace**. On September 4th 1909, a very rainy English day, all the **scouts** marched to Crystal **Palace** wearing their best uniforms. There were over 11 thousand **boy scouts** marching at Crystal **Palace** that day! As they went past **Baden Powell** they saluted him. At the back of the parade **Baden Powell** could see a small group of **girls** and he said to them “what are you doing at Crystal **Palace**?” When the **girls** answered “**Baden Powell**, we are the **Girl Scouts!**” he said “there is no such thing as **girl scouts!**”. The **girls** said “Please **Baden Powell**, we want to do **scouting** just like the **boys**”.

Baden Powell knew the **girls** were right– just because they were **girls** shouldn't stop them from having **scouting** fun too. So because a small group of **girls** stood up for themselves that rainy day at Crystal **Palace**, we have **Girl Guides** today. HOORAY!



LEADERSHIP STYLE QUIZ

Over the years there have been many different personality tests created to give you an insight into your own behaviour. One very popular type of personality test is the Myers Briggs Personality Type Indicator. The activity you will do today is just for fun based on the key aspects of the Myers Briggs personality types. To obtain a real Myers Briggs Personality Type you would have to pay for a professional to administer the full test and explain the outcome to you.

What Myers-Briggs personality type do you think you are?

There are 16 personality types made up of 8 different letters. Write down your 4 letter code as you answer these questions— remember to keep the answers to yourself as you do them!

Answer these questions to reveal your Type indicator code:

Favorite world:

Do you prefer to focus on the outer world or on your own inner world?

If you choose the outer world your preference is extraversion—code letter **E**

If you choose the inner world your preference is introversion— code letter **I**

Information:

Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning?

If you focus on the basic information your preference is sensing— code letter **S**

If you prefer to interpret/add meaning your preference is intuition— code letter **N**

Decisions:

When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances?

If you prefer logic and consistency your preference is thinking— code letter **T**

If you prefer looking at people/circumstance your preference is feeling— code letter **F**

Structure:

In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options?

If you prefer getting things decided your preference is judging— code letter **J**

If you prefer staying open to new ideas your preference is perceiving— code letter **P**

My type indicator code is:

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What types do you think the following famous leaders of their field were:

Queen Elizabeth the Second	— — — —
Madonna	— — — —
Beethoven	— — — —
Mother Teresa	— — — —
Einstein	— — — —
Walt Disney	— — — —

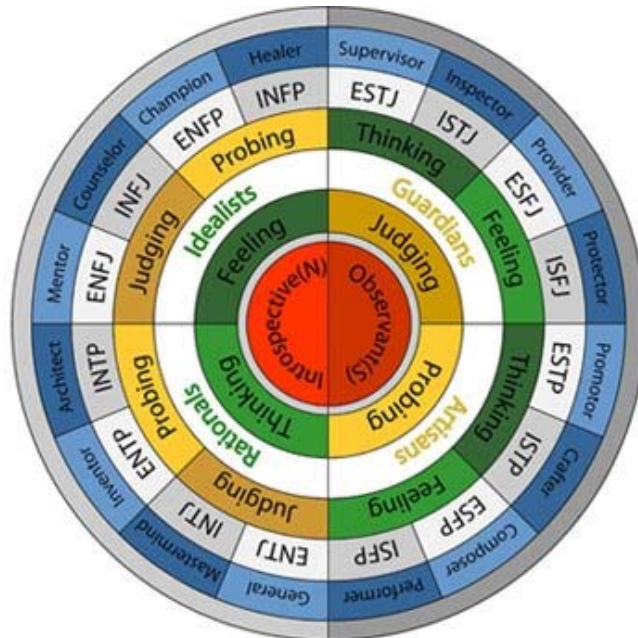


Work as a group to agree on personality types for the following fictional characters:

Bart Simpson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donald Duck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harry Potter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemo's father (Marlin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Keirsey used the Myers Briggs Type Indicators to create 4 distinct temperaments. What type of temperament do you have? How many types of temperaments are in your Unit?

(the temperaments are Idealists, Guardians, Rationals and Artisans)



In pairs complete this challenge:

You have been put in charge of selecting the committee of 6 to be in charge of the creation of a new colony on Saturn. This committee will have a very important job and will have to be able to work together to solve all sorts of strange and whacky problems while on Saturn. Choose the 6 personality types you would choose to make up the committee, then tell the Unit why you choose those types.

Stage	Activity	Duration
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Answers to the personality types of famous leaders:

Queen Elizabeth the Second	ISFJ
Madonna	ESTP
Beethoven	INFJ
Mother Teresa	ISFJ
Einstein	INTP
Walt Disney	ENTP

