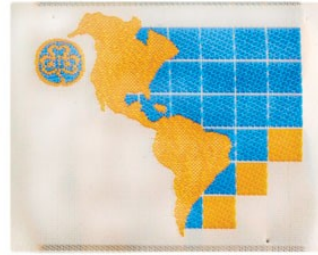


# Troop 5384: First Enrichment Meeting for 2010-2011

Patches Earned: Guiding is a Hoot Petal Spark Flower Crest and Western Hemisphere Pin/Crest



## 1:00pm – 1:15pm Pre-Meeting

*Make-a-globe* – girls will be given a globe shape and world pattern; they will glue the pattern onto the globe shape in order to make their own world globe.

## 1:15 – 1:30pm Daisy Circle and Troop Business

To transition into the Daisy Circle, the leader will sing “Sparks Closing Song” to the girls.

*I promise to share and be a friend.  
By showing we care it's love we send.  
Tho' the world is so wide,  
with love deep inside,  
its easy to be a friend, a friend!*

The Leader will then explain that this is the first of a set of special Daisy meetings in which we will learn about Girl Scouting all over the world.

*Discussion on Western Hemisphere and Canada:* The Leader will lead the Daisies using a large map of the world. She will ask the Daisies to tell her what is on the map, and then if they know what a continent is. She will then have the girls point out different continents (to the best of their ability). She will then ask the girls if they know where they live on the world. The girls will find where they live on their world globes. The leader will then introduce the idea of a “hemisphere” and explain that we live in the Western Hemisphere and show the girls on the map/globes what the Western Hemisphere is. She will explain that there are Girl Scouts all over the world, and that the leaders of the Girls Scouts, in order to keep track of them, divide them up into 5 big groups: The Western Hemisphere, Europe, The Middle East, Africa, and Asia/Pacific Islands. The girls will explore where those regions are on their maps.

The leader will then have the girls come back to the Western Hemisphere and ask them if they know the country that they live in. The girls will find the United States on the map/globes. The Leader will then explain that they are going to be learning about the Girl Scouts in the country just above ours: Canada. The girls will find Canada on their globes. The leader will then explain that Girl Scouts in Canada are called *Girl Guides* and the group of girls that are the same age as the Daisies are called the *Sparks*. The Leader will explain that the song she sang when they stated the Daisy Circle was a song that *Sparks* sing, and that the girls would learn the song a bit more

the next time they meet. Finally, she will explain to the girls that they will be earning a special set of patches while they learn about the Sparks in Canada, and show them the patches they will earn.

### **1:30 – 1:40pm Break/Physical Activity**

The Leader will teach the girls a game that the Sparks play, Cat and Mouse, which uses two different sized balls or two stuffed animals (one cat, one mouse!). The mouse (small ball) is started first and passed from child to child around the circle. When the mouse is about half-way around, the cat (large ball) is started in the same direction. The goal is to see if the cat can catch the mouse!



### **1:40pm – 1:55pm Reading Time/Main Activity**

The Leader will tell the girls that they have a sister Unit of Sparks in Canada that wants to be friends with them. She will use the map/globes to show the girls where the sister Unit is in Canada, and then show them the letter that she wrote to them at the beginning of the year. The girls will then, as a group, compose a letter back to the Sparks asking questions they have about what Sparks do and answering any questions the Sparks have.

### **1:55pm – 2:00pm Closing Activity**

The girls will do a friendship squeeze.

## Troop 5384: First Enrichment Meeting Make-up Activities (to be completed at home)

The purpose of the first enrichment meeting is to introduce the girls to the idea that they are part of a greater world family of girl scouts, that their specific region is the Western Hemisphere, and that we will be learning a lot about the Girl Scouts in Canada that are most similar to the Daisies (the Sparks). To that end, here are some make-up activities to cover the same information.

1. **The World and Western Hemisphere:** Attached to this lesson is a coloring picture of the Girl Scout World, which is divided into five regions. Explain to your child that this is a picture of the world, and that there are Girl Scouts all over the world. Show her where we are, and then have her color in the following regions in different colors that are NOT red or blue: Europe, Arab, Africa, and Asia Pacific. Then have her circle the Western Hemisphere Region. Explain that the Western Hemisphere Region is where we live, and have her find (roughly) where Takoma Park is. Then have her show you where the United States is (you might need to guide her to do this). Have her color in the United States in blue.



Explain to your daughter that we will be learning about the Girl Scouts in another country that is just above us: Canada. Have her color Canada in Red. Ask her if she knows anything about Canada. You can tell her that Canada's flag is red and white and has a maple leaf in the middle of it, and that the beaver and the maple leaf are often used as symbols of Canada.

2. **The Girl Guides of Canada:** Explain to your child that the Girls Scouts in Canada are called Girl Guides, and that the Girl Guides that are closest in age to the Daisies are the Sparks. Some pictures might help (and are provided below). Note that the front of the Sparks Uniform says "I promise to share and be a friend." Finally, explain to her that as we learn about the Girl Scouts in Canada, we will be earning a special set of patches called the Spark's Flower Crest (see the picture).
3. **Our Sister Unit:** Using the map that your child prepared in Step 1, show her where Penticton, British Columbia, Canada is. Tell her that we have a sister Unit of Sparks in Penticton that want to be friends with us and that we will be writing letters to as a group. You can show her the first letter that I sent to introduce us to the Sparks. Hopefully, I will have a letter back from them before November 1<sup>st</sup>; if so, please show your child that letter and read it to her.

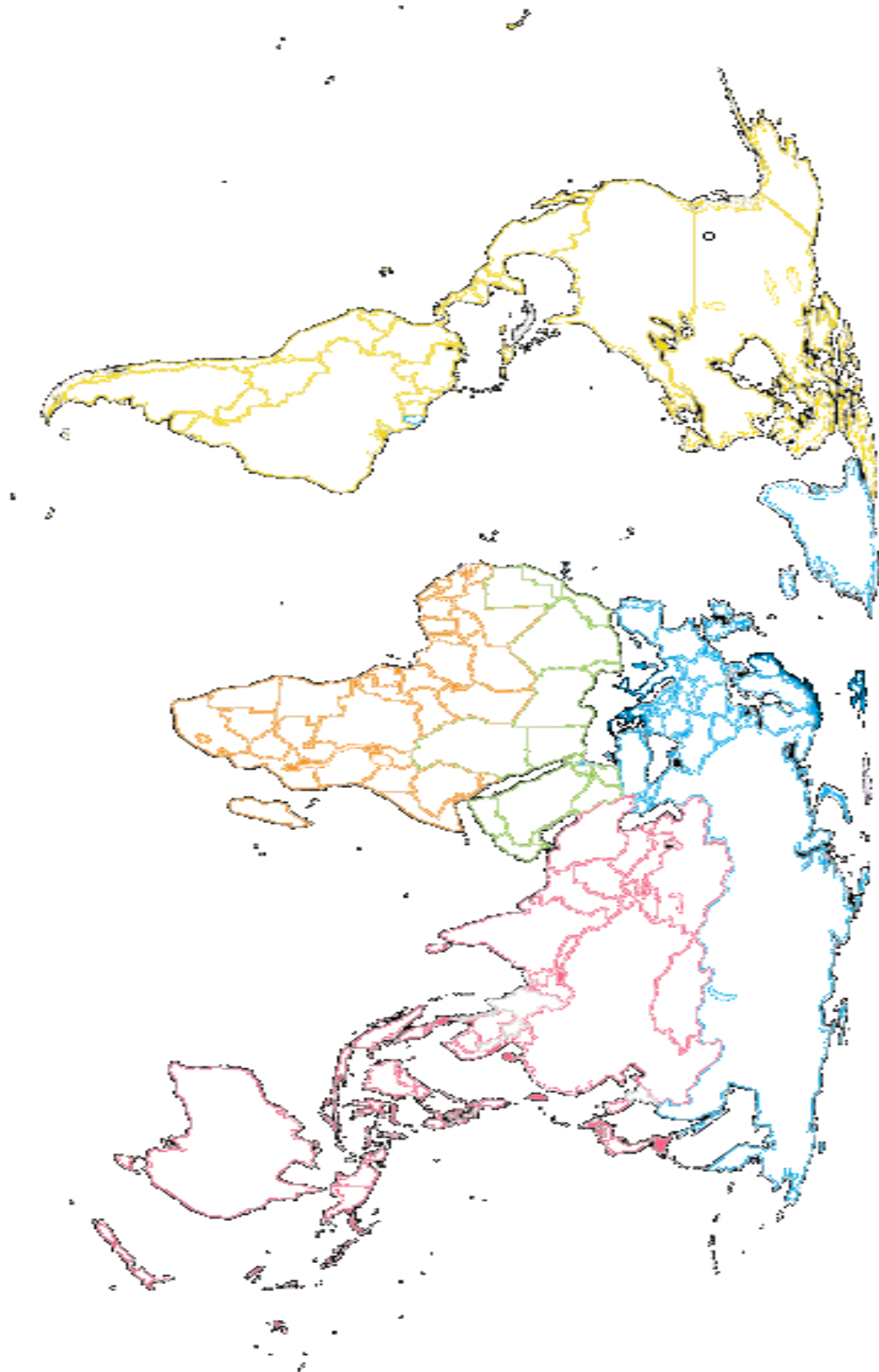
Please then have your daughter brainstorm a bit about how she would answer any questions the Sparks might have about us (Daisies), and any questions she might have for them. Using the attached form, list out at least

one question for the Sparks and one answer for them (it is okay if you do the writing, but please make sure the question(s) and answer(s) are from your child).

Please have your child bring the map from Step 1 and the list from Step 3 with her to the next meeting she attends so I can give her credit for the patches. Thanks!



Name:



Name:

## Answers for Sparks?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Questions for Sparks?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_