

Discover-a-Challenge Badge – BLACK OPAL



The Black Opal Discover-a-Challenge is for Guides aged 14 years and over. ONE challenge must be completed from each Part below including GUIDING.

Start Date:		Completed
GUIDING	Research a specific topic about the history of the Guiding Movement or a person who has made a significant contribution to Guiding. Share your findings in an interesting way with a group of your choice.	
	Research a current WAGGGS project or program and share the information with your Unit. You could use an international, regional or Girl Guides Australia project or program. Find a way to promote, help, support or participate in it.	
	Organise, plan and carry out a fundraising event for a charity of your choice. Find out more about the charity and either plan a visit to the organisation or arrange for a representative of the charity to visit your unit.	
PHYSICAL Part A Healthy Body	Develop a plan to exercise for at least 30 minutes, three times a week. Follow this plan for a month.	
	Keep a food diary for a week. Identify any issues with your diet & create a plan to improve it. Follow for a month.	
	Develop a skin-care routine, including sun protection, and follow it for a month.	
	In a sport or physical activity in which you are already active, challenge yourself to join a new team or improve your level, class or personal best.	
	Participate in a new sport or activity for one month and present your experiences to your Unit.	
	Visit a supermarket and compare the packaging, contents and price of at least four different products. Look for information on serving size, presence of vitamins and minerals, fat content, etc. What goals or recommendations could you make from your findings? Write a food review.	
PHYSICAL Part B Healthy Mind	Over a week, write down the times and situations when you feel stressed, as well as how your body reacts and your other feelings. At the end of the week, review your log. Are there other ways you could handle the situations?	
	Learn meditation or another form of relaxation and practice it regularly for a month.	
	Try crosswords, Sudoku, chess or an online brain training game not tried before. Challenge yourself until you improve.	
	Research how diet, including vitamin intake, impacts on general health, brain function and hormone balance. Share this information with your Unit.	
	Read a novel you have never read before and discuss it with your Unit. If you read a lot, then challenge yourself to read from a different genre.	
	Participate in an advocacy/community service project involved with health issues and present your outcomes to your Unit.	
	Plan a night at Guides where an instructor visits or the Unit attends a session of yoga, aerobics, dance, etc.	
If you are musical, create some relaxation music and share it with your Unit.		

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<p>PEOPLE</p> <p>Part A</p> <p>Helping Communities</p>	Find out what social inclusion is and what the Australian and your State governments are doing about it. Identify the areas of social disadvantage in your State. Find out about some of the programs in place to improve these areas and share them with your Unit.	
	Research the effects of using drugs and alcohol. Consider the perception of drinking and drug use in Australian society. With your Unit and a Leader, share what you have learnt. Discuss strategies to assist you in coping with peer pressure to drink or take drugs.	
	Identify the agencies in your local area that exist to assist youth with the issues given below. Choose one of these agencies and collect information about it. Find out what they do, how to contact them and how they help: Homelessness Depression Mental illness New migrants and refugees Teen pregnancy and sexual health Bullying, violence or abuse.	
	Research a program that supports or assists Indigenous Australians, e.g. Closing the Gap, CDEP or a local community program. Share this information with your Unit.	
	Learn about advocacy and what it means. Research some key advocacy groups, national or international, and how they support their cause. Identify a cause you would like to advocate for and find out if there are already advocacy groups for that cause. Consider a way to join in, help, promote or support that cause.	
<p>PEOPLE</p> <p>Part B</p> <p>Understanding People</p>	Research activities or games involving communication skills and participate in some of them with your Unit. Afterwards, debrief about what you learnt and discuss how you can use good communication skills in other areas of your life.	
	Visit a childcare centre, crèche, early learning centre or kindergarten and spend at least two hours with the children. Visit a nursing home or aged-care centre for at least two hours, or whilst with a Meals on Wheels deliver. Discuss the issues related to caring for the very young and elderly with your Unit and Leader.	
	Invite a person with special needs a carer of a person with special needs or a special needs advocate to talk to your Unit about living with special needs and how you, as individuals, can be more supportive and accepting of people with special needs.	
	Take an online test about learning styles or multiple intelligences; for example, a VAK test. Identify your preferred learning style and think about how you can use this knowledge to learn better. Educate yourself about the other learning styles and then teach a basic skill or task to your Unit incorporating any three learning styles, e.g. visual, auditory and kinaesthetic.	
	Privacy is a big issue with legal implications. What are the implications of reading another person's mail, diary or email; using mobile phones in public; or sharing information about yourself on the internet; including on Facebook and Twitter? Find out how to protect your own privacy and why it's important. Find out what is legal and why. You may like to invite a police officer or lawyer to your Unit to discuss this issue further.	



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<p style="text-align: center;">PRACTICAL</p> <p style="text-align: center;">Part A</p> <p style="text-align: center;">Enjoying the Outdoors</p>	<p>Compare traditional and modern styles of camping. Once you have completed all of the sections below, discuss the differences, both positive and negative, with either an experienced outdoor leader or your Peer Unit.</p> <ul style="list-style-type: none"> • Pitch, brail, strike and pack a canvas tent, Pitch, strike and pack a modern tent. • Cook a two-course meal over an open fire (being aware of local fire regulations) and cook a two-course meal with gas, Trangia or alternative fuel stove. • Prepare a traditional bedroll. Compare the bedroll to modern sleeping gear, including self-inflating mattresses, swags and extreme-temperature sleeping bags. 	
	<p>Follow a trail, using a map and compass. Use a hand-held GPS to reach a predetermined destination.</p>	
	<p>Personal camping. Demonstrate the following skills:</p> <ul style="list-style-type: none"> • With no more than two helpers, pitch a tent in the dark or blindfolded. • Erect a camp flagpole with only one helper. • Know your local fire regulations and what you can do if you are caught in a bushfire. Know where to find the dates for local fire restrictions. Discuss basic bushfire safety. • Light a fire that stays lit for at least 30 minutes and is hot enough to boil water (being aware of local fire regulations). • Demonstrate appropriate packing of a backpack, including ratio of pack weight to body size, weatherproofing, load distribution and adjustment of load. • Be able to find a direction by natural means, such as the sun, moon, stars or vegetation. 	
	<p>Participate in an overnight lightweight hike and help develop a risk management plan for this activity.</p>	
	<p>Environment:</p> <ul style="list-style-type: none"> • What does conservation mean to you? Choose three lifestyle changes you can make to conserve energy, water, resources, etc. Adopt them for a month and perhaps as ongoing changes to your lifestyle. Evaluate how you went. • Take part in an active conservation campaign, such as revegetation, combating erosion, protecting an endangered species or eradicating noxious weeds, or an activity with an organisation which has a partnership with Girl Guides Australia. This could be undertaken in cooperation with your State organisation dealing with soil erosion, forestry, etc. or with a recognised conservation association, or it could be a local community or Guide project. 	



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<p>PRACTICAL</p> <p>Part B</p> <p>Managing a Household</p>	Budget Know which bills you need to pay (insurance, gas, electricity, water, rates, mortgage or rent, phone) and how to read an electricity, gas and water meter. How much money is needed for a household for six months?	
	Demonstrate that you understand the importance of health and hygiene in food preparation and service.	
	Prepare a balanced menu for your family for a week, taking into account what you already have at home. Then prepare a shopping list for that menu.	
	Know and interpret a 24-hour clock and how to read transport and pricing schedules for different transport options. Plan a trip around Australia using five different modes of transport.	
	Build a piece of furniture or reupholster an old piece.	
	Learn how to clean the kitchen, bathroom and other general living areas in a house, using non-toxic cleaning methods.	
	Demonstrate how to safely change a light globe. Identify a circuit breaker, fuse and/or safety switch for your home or meeting place. Investigate ways to reduce water usage in your home. Implement those that you can. Discuss with your Unit what you did or would like to have done.	
	Discuss with your parent(s) all the housework they do each week. Take on responsibility for a significant proportion of these tasks for one week.	
	Cook dinner for your family at least once a week for five weeks. Try at least one new recipe during this time.	
	Learn some basic maintenance skills. Know the names of simple tools and how they are used. Service your bike.	
Demonstrate how to care for your own clothes, including ironing and simple mending techniques. Know how to wash clothes and to remove the following stains: grease ink blood tomato sauce mud		

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<p>SELF</p> <p>Part A</p> <p>Develop Yourself</p>	Hold a position in your Unit-In-Council, e.g. Secretary or Treasurer.	
	Gain a Learner Driver or Provisional Driver Licence.	
	Prepare and present a five-minute speech describing something you are passionate about.	
	Invite a travel agent to speak to your Unit or visit a travel agency or an online travel site to learn what services they offer. Using this information, plan your dream holiday or 'gap year'.	
	Investigate a number of career choices that interest you. Explore the subject choices you will need to make at school to lead you to these jobs. Discuss them with an adult you trust.	
	Choose three forms of technology; for example, computers, email, internet, digital camera, fax machine, mobile phones, and show another person how to use them. Discuss with your Unit the advantages of changing technology and some of the related problems.	
	Research a book or website about personality types. If possible, take an online test to determine the basic characteristics of your personality.	
	Investigate how consumer products are purchased via the methods given below. Discuss the pros and cons of each with your Unit:	
	Lay-by Personal loan Online Hire purchase store account	
Compare and contrast two religions, one of which may be your own, in order to explore and own beliefs. Find out more about a religion that is not your own. Visit a place of worship and learn about their special celebrations and religious practices and beliefs. Compare these to your own beliefs and share your thoughts with your Unit or Leader.		
<p>SELF</p> <p>Part B</p> <p>Express Yourself</p>	From a recipe book, cook a dish you have never cooked before and share it with your family or Unit.	
	Make an item of clothing for yourself or someone else to wear.	
	Try a new craft – origami, scrapbooking, flower arranging, cake decorating, etc. – and show a finished item to your Unit.	
	Try a new art form – sculpture, painting, graphic design, dance, drama, movie making – show your finished piece to your Unit.	
	Choreograph a new dance, write a song or stand-up routine, or learn a new piece of music, and perform it for your Unit.	
	Join Gang Show or another performance group - orchestra, band, dance troupe, choir, etc – and invite your Unit to a performance.	
	Express yourself in writing – write an article or short story and submit it for publication with an appropriate newspaper, magazine, website or journal, or become a regular contributor to an approved and age-appropriate online forum.	
In a craft, hobby or art in which you are already active, challenge yourself to improve to a new grade, level, class or personal best.		