

## Council's Own Patches

Looking for additional skill and awareness building opportunities? The following patches have been created by GSHH to supplement the badge options from GSUSA. These patches reflect the interests of girls and leaders as well as the local historic and cultural offerings.

(NOTE: GSHH Patches are to be worn on the back of vests or sashes, while badges are worn on the front.)

(NOTE: Clicking on the title of the patch you're interested in, will take you directly to the page with that patch's requirements)

- **Adventure Patch:** Low Ropes, High Ropes and Rock Climbing – if the thought of exploring these adventure sports gets your heart beating, this is the patch for you! These fun and exciting activities are designed to encourage teamwork and communication. PAGE 3
- **Archery Patch:** Learn your way around a bow and arrow and an archery range as you learn the science, safety, and skills it takes to be a great archer. (Archery is for 3<sup>rd</sup> grade Brownies and older) PAGE 4
- **Avon's AWE STEM Patch: Experiment with color, packaging, chromatography as you explore the worlds of chemistry and physics with beauty products. PAGE 61**
- **Camping Patch:** Connect with other Girl Scouts as you learn outdoor skills and practice proper camping techniques. PAGE 5
- **Computer Savvy Patch:** Are you interested in finding out what you can create with the various software on your computer? Make brochures, logos, spreadsheets and PSAs, explore the meaning of different URLs, and think about turning your knowledge into a career. PAGE 6
- **Eastern Bluebird Project Patch:** Learn about the eastern bluebird and why it needs our help. Become part of the success story by building birdhouses. PAGE 7
- **Food Patch:** Connect to your community as you gain an understanding of how hunger affects individuals and families where you live. Take action to help ease the effects of hunger. PAGE 8
- **Food Science Patch:** Become a kitchen expert as you test the items you eat and drink. Explore fermentation, mold, body temperature, fat content, caffeine or flammability. Test your culinary skills, try new foods, and become knowledgeable about the hows and whys of food creation and processing. PAGE 9
- **Horse Lover:** Back by popular demand, this patch has you interacting with one of our favorite animals. Learn to care for and work with horses while looking at different stories, careers, techniques, and equipment. PAGE 11
- **I Can Code Patch:** This introduction to computer programming will walk you through the basics of game and website coding as well as app development. Try your hand at HTML, practice giving instructions to a robot, learn about animation, and explore the behind-the-scenes of online gaming. PAGE 14
- **Healthy Me Patch – Heart Healthy:** Girls gain practical life skills as they discover and practice heart-healthy living. PAGE 16
- **Healthy Me Patch—I'm Special (for Brownies and Juniors):** Helps girls to discover more about themselves, connect with others and feel empowered to take action to make the world a better place. PAGE 26
- **Healthy Me Patch—Sun Safe:** Discover how to keep yourself safe and healthy in the sun, connect to each other and community members, and feel empowered to educate others regarding sun safety. PAGE 32

- **Heritage Patch:** Girls will not only develop important life skills-- such as information gathering, critical thinking and interviewing-- but will also connect with their community's history and area residents. PAGE 34
- **Hudson River Arts Patch:** Enhance awareness of the artistic and cultural heritage of our area while encouraging participation in the visual, performing, and literary arts. PAGE 36
- **Our Future on Earth:** See how you can make a difference for a safer, healthier planet. Help promote ecological awareness. PAGE 38
- **Robotics, Engines & Machines Patch:** Test your knowledge and creativity as you tackle the world of robots, programming, and engineering. See computer technology come to life at your fingertips. PAGE 42
- **Swim Patch:** Whether it's your first time at the pool or you're a competitive swimmer, take to the water to learn water safety, practice strokes, learn a water game, and improve your skills in and around the water. PAGE 43
- **Sybil Ludington Patch:** Girls learn about one of the strong women from Hudson Valley history while becoming strong women themselves; gain historical insight and act for the good of the community. PAGE 45
- **Together We Prepare Patch:** Sometimes the unpredictable events happen. Take steps to make sure you and your family are prepared for the unexpected. PAGE 46
- **Tree Patch (for Juniors):** Feel connected to your community and gain an appreciation for trees. You will discover practical life skills such as interviewing and information gathering. PAGE 57



## Adventure Course

Low Ropes, High Ropes and Rock Climbing – if the thought of exploring these adventure sports gets your heart beating, this is the patch for you! These activities are fun and exciting and encourage teamwork and communication. All girls must complete all 9 steps. Cadettes, Seniors and Ambassadors must complete the patch according to the “Older Girl” guidelines where indicated.

### 1. Get Strong and Limber

Adventure sports require strength, flexibility, coordination and balance. Prepare by learning the following skills and then practicing them

- Ways to stretch
- Squats and lunges
- Jump-rope or jogging

**Extra task for older girls:** Share your favorite stretch or muscle-building activity with your group. Try it together.

### 2. Get Ready

Juniors: Create a scrapbook or collage of adventure sports. Tear out pictures of others doing what you would like to try

**Alternate task for older Girls:** Research different adventure sports and determine what skills and equipment are needed. Make a safety check list.

### 3. Get Comfortable with Your Team

With your group, play “get acquainted” games that help people get to know each other and develop teamwork. Activities can be found in *Games for Girl Scouts* or online at [www.wilderdom.com/games](http://www.wilderdom.com/games).

**Extra task for older girls:** Develop a selection of games to use with different age levels.

### 4. Low Ropes Course

With a certified instructor, successfully complete at least three parts in a “low elements” course. How do these activities contribute to skills of listening, problem solving, teamwork, and confidence building?



### 5. Get Set

Learn basic climbing skills from an expert.

Learn how to put on a harness properly, tie a figure 8 knot, climb, rappel, and belay.

**Extra task for older girls:** Find out about the safety equipment involved. Know about the two types of carabiners (regular clip-on and L-lock). Find out what kind of breaking systems are employed in belaying. Learn from an expert how to recognize signs of wear in equipment and in courses themselves (for example, wear due to weathering).

### 6. Off the Ground

Practice climbing and rappelling from a rock surface, rock wall, or high element.

### 7. Take to the Skies

Take a ride on a zip line or try a high-ropes element.

### 8. Dream Big

Design your dream adventure course. Would there be high or low elements or both? A rock wall? Construct a model of the course out of toothpicks, dental floss, clay, Styrofoam, etc.

OR

Make a list of local people who may be involved in the Adventure business, such as outdoor store personnel, equipment manufacturers, designers, trip leaders, instructors, etc. Interview two of them. What are the special skills, challenges, and highlights of this career?

OR

Find out about at least one of the following industry-standard high adventure groups: Association for Experimental Learning, Project Adventure, Outward Bound, or National Outdoor Leadership School (NOLS). What kinds of careers and training are represented in the organization? Does the organization offer advanced training for trainers? Certification?

## Council's Own Archery Badge

*Before beginning this badge please review pg. 52-54 of the Safety Activity Checkpoints*



1. Name and point out parts of a bow and arrow.
2. Describe and demonstrate how to use an arm guard, shooting glove, finger tab and Quiver.
3. Understand the difference between the 3 lines on the range: Observation, Waiting, and Shooting
4. Explain proper care of and how to store the bow, bowstring, arrows, and leather items.
5. Demonstrate proper shooting stance and proper retrieval process.
6. Talk to an Archery instructor to find out what they need to be an archery instructor, how they came to be certified etc.
7. Practice shooting during an archery event with a certified archery instructor. See how many points you can get.
8. Learn at least three different games you can use to make your target practice more fun!
9. Juniors choose one of the following tasks. Cadettes, Seniors, and Ambassadors, choose two:
  - Explain how a bow's length can determine arrow speed and accuracy.
  - Make a poster or sign of proper range rules including commands
  - Find out what types of organizations/competitions are available for archery enthusiasts. Share this information with your troop/group or your council.

## Girl Scouts Heart of the Hudson

### Get Set for the Camp Patch

Connect with other Girl Scouts as you learn and practice proper camping techniques. To earn this patch, Daisies and Brownies must complete requirements 1 thru 5; Juniors must complete 1-6, Cadettes must complete 1, 3, 5-8, Seniors and Ambassadors must complete requirement 1 and 5-9. Happy Camping!



**1. Camping Story** Talk about different important camping skills. Pick a camping skill that you would like to learn and become a master. Can you pitch a tent? Set up a fire? Follow a trail? Pack for a weekend? Choose one of these skills or one of many others.

**2. Gather Information** Attend a camp information night with a parent/guardian. You can find information regarding these events in the program book. Gather as much information as possible

**3. Communicate** Connect to your troop members and practice your communication skills while you discuss what you like most about summer.

#### **4. Overnight**

Strengthen your bond to your troop while building healthy relationships. Have a camp overnight at a Girl Scout House or someone's home and do two of the following:

- Show camp slides
- Share camp photos
- Sing camp songs

Wear camp shirts if you have them.

(Juniors may replace this requirement with #7)

#### **5. GSHH Camps**

Connect to another troop or group and your community by discussing the camps associated with Girl Scouts Heart of the Hudson. Be creative and use promotional resources such as camp brochures, flyers, photos, slides and the GSHH web site.

#### **6. Create a Camp**

Discover your likes and dislikes and practice your writing skills. Write about your ideal Girl Scout camp. Include your favorite camp food, length of time you would like to attend, and qualities you look for in a counselor. Gather all this information and create an attractive camp brochure. Mail your brochure to the council office.

#### **7. Overnight Out**

Put your new skills into action while strengthen your bond to your troop. Camp out overnight in someone's backyard or on a GSHH property. Choose two of the following activities to try while there:

- Roast s'mores
- Sing camp songs
- Hold a Scout's Own
- Share favorite campfire stories
- Share camping pictures

#### **8. Share your Knowledge**

Evaluate everything you have learned from this experience and think of a way to share it with younger Girl Scouts. Join up with a younger troop and teach them a valuable skill or help them prepare for their next camping trip.

#### **9. Practice your cooking skills**

Look at all the different ways to cook in the out-of-doors. Open-flame, camp stove, box oven, solar oven, Dutch oven, etc. Choose one method, learn about it, and try it out. Pick a new recipe that you would all enjoy and see if you can successfully make it. You can make it indoors since this is just practice for your next camping trip.



Juniors / Cadettes – Computer Savvy (Choose 5 of the first 6 and then complete step 7)

1. Learn to use a desktop publishing software package that allows you to create a newsletter or informational brochure. Put your skills to use making a newsletter for your troop, family, friends, a club, or an organization in your community.
2. Learn to create spreadsheets. Master basic functions such as formatting and editing a workshop, editing and organizing data, creating bar and pie graphs, and using formulas. Use the spreadsheet to keep a personal or family budget for a month, to keep record of an event or project's income and expenditures, or to keep track of your troop finances for a few months.
3. Create a logo for a group or a patch for an event using a desktop publishing or a drawing software package. Present your design ideas to the group for feedback. Make changes to reflect their ideas and suggestions. Look into the prices to have the patch developed or the logo printed on various products (t-shirt, stationary, mugs, etc.)
4. Take a look at the URLs of the sites you frequent (the web address). The first three letters at the end of the address generally give a clue to the type of site. For example, .com is commercial, .gov is government, or .edu is educational. Find two websites in each of the following domains - .com, .gov, .edu and .org and compare the sites and the information. Which are the most reliable? What differences can you find? Now, find two websites that are hosted outside of the United States. How does the URL change? How do these sites compare to American ones?
5. A PSA (Public Service Announcement) are advertisements that address social issues. Find and watch / listen to at least three different PSAs. Then, using video or audio equipment, create your own PSA on the topic of your choice and share it.
6. Visit your favorite toy or grocery store and take a look at packaging. What is printed on it? What colors are dominant? What colors and fonts are most pleasing to you? Which ones are distracting or hard to read? Make a list of five packages that you like and five that you don't? Why? Design your own package for your favorite food or toy.
7. Select one of the following career exploration options:
  - a. Investigate careers that are possible from home with access to a computer and online resources. Interview at least two people who work at home (at least 50% of the time) and use a computer. What are the advantages/ disadvantages of working at home from them? What software is necessary for this? What types of things can they not accomplish at home and need to go in for?
  - b. Find out about skills that are needed for web-based careers such as HTML or website design. Find at least two schools that offer courses in these subject areas
  - c. Speak with the web manager of a website. What was her education? How was she trained? What software and hardware does she use? What copywrite concerns does she have? What advice would she give someone else starting out in this field?

# Help Bring Back the Eastern Bluebird

## A Troop Service Project



The Eastern Bluebird is the State Bird of New York, but most New Yorkers have never seen one. Because of loss of its natural habitat and loss of nesting cavities, the bluebird population declined by as much as 90%. Fortunately, bluebird enthusiasts reversed this trend by building and mounting thousands of bluebird nest boxes. Girl Scouts can join in this environmental success story.

### How Girl Scouts can help the Bluebird & earn the Bluebird Patch

- Learn about the eastern bluebird and why it needs our help.
- Build bluebird birdhouses and donate them to an organization that will place them in good bluebird habitat.
- Older girls can design a Silver or Gold Award project that helps the eastern bluebird.

### Where to get information about the Eastern Bluebird

- Contact Sandy Morrissey (contact info below). She has a PowerPoint presentation about the eastern bluebird that she can present to your troop or group. It is also available as a PDF for independent viewing.
- Eastern Bluebirds on the web:  
North American Bluebird Society: [www.nabluebirdsociety.org](http://www.nabluebirdsociety.org)  
Sialis: [www.sialis.org](http://www.sialis.org)
- Birdhouse plans available at <http://www.nabluebirdsociety.org/nestboxes/nestboxplans.htm>

### Where to donate Eastern Bluebird houses

Contact Sandy Morrissey, 914-391-3695 or [sandym10530@gmail.com](mailto:sandym10530@gmail.com). She is a member of the Bronx River-Sound Shore Audubon Society. She can answer questions and arrange for your troop to help the eastern bluebird.

Note: there are many chapters of the Audubon Society. This project with GSHH is being organized by the Bronx River-Sound Shore Audubon Society.



## Girl Scouts Heart of the Hudson Food Patch—I Can Help Patch Program

Connect to your community as you gain an understanding of how hunger affects individuals and families where you live. Take action to help ease the effects of hunger. To earn this patch, Girl Scout Daisies must complete numbers 1-5, Brownies must complete numbers 1 thru 6. Juniors must complete 1-7, 8 OR 9, and 10-11. Cadettes, Seniors and Ambassadors must complete all

**1. Visit** -Connect to your community. Visit a food pantry, soup kitchen, or other group in your neighborhood that provides food to those in need.

**2. Create**—Educate others on the issues surrounding hunger in the Hudson Valley by designing an informative poster. Display your work at your school or place of worship.

**3. Feed a Family**—Learn what it takes to feed a family. Organize and collect at least one day's food supply sufficient to feed a family of four. Donate your food to a local shelter.

**4. You Are What You Eat**—Keep track of what you eat for a week. Divide what you eat into the four major food groups by creating an “I am what I eat” collage. Identify the five major nutrients and explain how they help your body grow.



**5. World Hunger Game**—To gain an understanding of hunger, play the “World Food Game”. Divide a box of raisins so that one girl gets the majority of the raisins, four girls get a smaller quantity, two girls get a couple, and the rest of the girls get nothing. Discuss how you felt during the game. Do you think the raisins were divided fairly? How did you feel about the number of raisins you received? How does this game help you understand the issues related to hunger?

**6. Discover Healthy Life Skills** - Plan a one week menu for yourself. Make sure it is a balanced diet using the four basic food groups and add snacks for each day.

**7. What's the Cost?** - Check the cost of the foods you have chosen. How much would it cost you to feed yourself for one week? How much would it cost to feed a family of four?

Research the terms “recommended daily allowance” and “USRDA”.



**8. Action Plan**—Develop an action plan that would help ease the problem of hunger. Send your ideas to legislators who can make a difference in combating hunger.

**9. Essay**—Gather information on nutrition and practice your writing skills by creating an essay. Explain why it is important to adopt good eating habits at an early age.

**10. Volunteer**—Take action and make the world a better place. Volunteer your services to help distribute food to those in need. Contact your local food distribution pantry for assistance.

**11. Survey**—Connect with your school. Conduct a classroom or school-wide poll to survey eating habits and attitudes towards nutrition. Share the results with your troop.

## Food Science – Cadettes, Seniors, and Ambassadors

Step 1: to this website ([http://school.discoveryeducation.com/foodscience/college\\_resources.html](http://school.discoveryeducation.com/foodscience/college_resources.html)) and view the three videos on Food Science.

Step 2: Cadettes Select 5; Seniors and Ambassadors Select 7:

1. Fermentation. Learn about what fermentation is and how it works. Then make your own fermented soft drink (root beer, ginger beer, Kvass, etc.). Directions for each drink can be found here: <http://www.ncbe.reading.ac.uk/NCBE/PROTOCOLS/PDF/Ferment.pdf>
2. Investigate methods for altering the functioning of an enzyme catalyst conducting this experiment with pineapples: <http://www.hschem.org/Laboratory/WoodrowWilsonFoundLabs/catalystsusingenzymes.html>
3. Mold Rate of Fats, Proteins and Carbs – which molds fastest and why? <http://www.education.com/science-fair/article/what-is-the-growth-rate-of-mold/>
4. How Does Food Affect Body Temperature? Can your standard body temp be raised with a new diet? <http://www.education.com/science-fair/article/does-diet-affect-body-temperature/>
5. How Does Cooking Food affect its Vitamin levels: <http://www.education.com/science-fair/article/cooking-food-destroy-vitamin-levels/>
6. How does the cooking process affect fat content? <http://www.education.com/science-fair/article/fat-removal-cooking-methods/>
7. How much caffeine is there really in your decaffeinated drink? <http://www.education.com/science-fair/article/decaffeinated-tea-least-amount-caffeine/>
8. Effect of Heat and pH on Color and Texture of Green Vegetables: <http://www.ift.org/Knowledge-Center/Learn-About-Food-Science/K12-Outreach/Food-Science-Experiments/~media/Knowledge%20Center/Learn%20Food%20Science/Experiments%20in%20Food%20Science/TeacherGuideHEAT.ashx>
9. Effect of Roasting on Color, Flavor, and Texture of Peanut Butter: <http://www.ift.org/Knowledge-Center/Learn-About-Food-Science/K12-Outreach/Food-Science-Experiments/~media/Knowledge%20Center/Learn%20Food%20Science/Experiments%20in%20Food%20Science/TeacherGuideROASTING.ashx>
10. Learn the difference between Lipids, Proteins and Carbohydrates. Select one of the following experiments: <http://www.ift.org/Knowledge-Center/Learn-About-Food-Science/K12-Outreach/Food-Science-Experiments/Food-Chemistry-Experiments.aspx>
11. Food and Flammability. Look into what kinds of foods are easily flammable. Knowing this, why was the London Fire such a huge fire? Make your own citrus flame with this experiment: <http://www.thenakedscientists.com/HTML/content/kitchenscience/exp/fruit-fireballs/>

Step 3: Research uncommon, but edible foods. Search and print out images of strange foods that interest you. Visit International fresh food markets and photograph some of their more unusual offerings. What insects are edible? What parts of an animal (such as a cow or chicken) are edible? What are some uncommonly eaten edible plants? Look up recipes that include insects, and make one if you dare. Try at least one “strange” food item that you’ve never tried before. Dare your friends and family to take a taste test. Write down their reactions

Step 4: Dream-up your own food creation. What food have you always wished exist? How can you change an existing food product to make it less messy, tastier, more convenient, healthier, etc.? Write out your recipe and plan of action. If possible, create your food masterpiece and share. E-mail your creation to [abenton@girlscoutshh.org](mailto:abenton@girlscoutshh.org) .

Step 5: Career Exploration (choose 1)

- a. Research and read about three different food scientists and their jobs. Which job(s) would you be most interested in having
- b. Interview a food scientist about their career and the steps they took to get there.

## Horse Lover – Juniors

*Choose 6 of the following. #2 and #4 are required.*



### 1. Research your community

Where can you ride horses in your community? How much does membership, lessons, or a one-time ride cost? Do they ride English or Western? Which require you to have your own horse? Find out which have indoor rings, outdoor rings, and winding trails

### 2. Care for Horses

Find out from someone who owns, works with, or takes care of horses what is involved in horse maintenance. Learn about the diets and acceptable treats for horses and how often a horse needs to be shod (and why?) Learn how to groom a horse from mane to tail. What equipment is needed?

### 3. Career Exploration

Explore at least three careers associated with horses. Find out the type of training and experience needed for that position. Ask what the highlights and downsides of the job are.

### 4. Equipment

Learn the parts of a saddle and bridle. Find out how each part contributes to the comfort of the horse and rider. Find out how to take care of a saddle and bridle and keep them in good condition. If possible, assist with the saddling and bridling of a horse

### 5. Time for a show

Attend a horsemanship event. Can't find one close by? Then watch live or televised performance by show riders such as a rodeo, a local horse show, or a draft-horse pulling contest.

### 6. Time for a song

Listen to cowboy ballads and teach one to your troop

### 7. Time for a tale

Learn all about famous or legendary horses. Choose one of your favorites and act out the story with your friends or troop. See if you can perform it for another group or your troop leaders.

### 8. Giddy-Up

With the help of an instructor learn how to mount and dismount correctly. Show that you can turn and stop a horse on command.

### 9. Horse Safety

Learn and then explain to others the safety regulations for riding and equestrian etiquette. Show how to give proper hand signals when riding on public roads and how to do an emergency dismount at halt and at walk. Learn what to do if your horse rears, trips, bucks, stops or bolts.

## Horse Lover – Cadettes / Seniors / Ambassadors

Cadettes complete 6, Seniors/ Ambassadors complete 8. #1-4 are required.

### 1. Care for Horses

Find out from someone who owns, works with, or takes care of horses what is involved in horse maintenance. Learn about the diets and acceptable treats for horses and how often a horse needs to be shod (and why?) Learn how to groom a horse from mane to tail. What equipment is needed?

### 2. Career Exploration

Explore at least three careers associated with horses. Find out the type of training and experience needed for that position. Ask what the highlights and downsides of the job are. Find out about salary, job market, and professional organizations they may belong to.

OR

Interview a mounted police officer. Learn about the role of horses in police work and how they are trained.

### 3. Equipment

Learn the parts of a saddle and bridle. Find out how each part contributes to the comfort of the horse and rider. Find out how to take care of a saddle and bridle and keep them in good condition. Assist with the saddling and bridling of a horse.

### 4. Giddy-Up

With the help of an instructor learn how to mount and dismount correctly. Show that you can turn and stop a horse on command. Learn how to get into and maintain a posting trot. Find out how to hold a horse for a farrier (blacksmith) or veterinarian

### 5. Horse Breeding 101

Learn about horse breeding. Talk to a horse breeder or visit the library and read a book about horse breeding. Select one breed of horse that interests you and research its history. Identify essential characteristics of a breed.

### 6. Learn to assess a horse physically and temperamentally. Consider personality traits, physical attributes, age, training, and learning ability. Find out what faults a horse might have and how to correct them. Using this knowledge, create perfect horse on paper listing the qualities suitable for you and your riding style.

### 7. With permission, visit 2 -3 stables and interview the owners about at least three of the following: boarding prices, stall accommodations, storage of hay and feed, number of horses, feeding schedule, types of rings and trails, amount of pasture, method of manure disposal and quality and amount of water easily available to horses. Determine which one you would use if you had your own horse.

### 8. Volunteer to assist in the care of horses at a local animal shelter or riding stable.

### 9. Make a bibliography of storybooks about horses. Include illustrated and multicultural books. Select your favorites and read them to a group of younger girls. Share your own horse experiences with them.

10. Find out how horses are used in therapeutic programs for people with disabilities, what the program entails, and how horses help. Locate a stable nearby where there is such a program and find out about volunteer opportunities. Have a conversation with the owner / instructor about the benefits and volunteer for at least 2 classes.
  
11. Shadow a horse trainer. Learn about her daily responsibilities. How do they differ from the responsibilities of a veterinarian?

## Computer Programming- Game and Website Coding (or Computer Savvy)– Cadettes, Seniors, and Ambassadors



There are three sub-parts to being a computer programmer.

1. Database (logical structure of how data is stored)
2. HTML (The screen layout often called graphic user interface or “GUI”)
3. Logic (business application of computer programming; programming language. For example .NET or JAVA)

**To earn this badge, girls must complete all of the steps below.**

Step 1: Investigate – Find and play at least three simple online games that involve problem solving (such as Fantastic Contraption). What are the similarities between the games? The differences? Which do you like best? Least? Why? Which do you think was the most complicated to program?

Step 2: Give step-by-step directions for a simple activity to a friend who will pretend to be your robot (ex: make a PB&J sandwich). Be sure to include every step. For example, if you say “put the peanut butter on bread”, the robot will put the entire jar of PB on top of the bread. You need to break it down into simple, specific steps. One step might be, “place your hand on the lid of the peanut butter” and then move on from there. This will show you the importance of sequence in programming language.

Step 3: Choose one of the following programming games and give them a try.

1. Light Bot- <http://armorgames.com/play/2205/light-bot>
2. Mindrover- <http://www.mindrover.com/mindrover.html> (This one you will have to pay for)

Step 4: Program your own animated figure - [http://scratch.mit.edu/projects/editor/?tip\\_bar=getStarted](http://scratch.mit.edu/projects/editor/?tip_bar=getStarted) and show off your final result to friends or family. Have them make a suggestion for a change. Can you go back in and adjust it to meet their request?

Step 5: Download ALICE (<http://www.alice.org/index.php>) and explore one of the Java, Programming, or Animation games.

Step 5: Learn basic HTML through this resource: <http://girldevelopit.com/assets/core-html-css/class1.html> and test your knowledge here: [www.codepupil.com](http://www.codepupil.com)

Step 6: Find and interview a Computer Programmer. Find out what skill sets and schooling were necessary for her to have the job she has today. What does her average day consist of? What are her favorite parts of the job? What is the hardest part of her job? What advice does she have for others who want to be a computer programmer?

**If you are interested in learning more about web design check out the following classes/ resources:**

- [www.girldevelopit.com](http://www.girldevelopit.com) provides many useful resources. It will also show you where classes might be available and provide links to updated information on what is going on around the country for female computer programmers.
- Stanford offers free online intro programming courses, such as this one: <http://see.stanford.edu/see/courseinfo.aspx?coll=824a47e1-135f-4508-a5aa-866adcae1111>
- Cities around the US sponsor CodeDays where High School and college students of all experience levels come out to meet new people in a day where everyone pitches ideas, forms teams, and has 24 hours to make something amazing. Information can be found at [codeday.org](http://codeday.org)
- If you're interested in C# programming or how to design an app., this website offers free courses: <http://pluralsight.com/training/kids>

# Girl Scouts Heart of the Hudson

## Heart Healthy

### Juniors, Cadettes, Seniors and Ambassadors

Girls will gain practical life skills as they discover and practice heart healthy living. Juniors must complete all requirements. Cadettes, Seniors and Ambassadors must complete all requirements plus the 4 of the follow up activities.

### The Heart

#### 1. Your Heart

Connect to professionals in your community as you gain practical information. Invite a pediatrician or other health care provider to your troop or group meeting to explain the heart and its functions. If unable to secure a health care professional, contact the American Heart Association.



#### 2. Model the Heart

Discover your creativity and make a model of the heart and label the parts.

#### 3. Blood

Practice your critical thinking skills as you learn how blood travels through the body. Find out why some blood looks red and some looks blue.

#### 4. Heart Disease

Connect to your troop and discuss heart disease. Some topics to discuss are: What is another name for heart disease? How can we keep our heart healthy? Can a person recover from a heart attack? Describe three conditions that could lead to a heart attack and three actions that can help prevent a heart attack.

#### 6. Food

Discover how your body works as you investigate how the food you eat travels to all parts of your body and helps you grow and be strong.

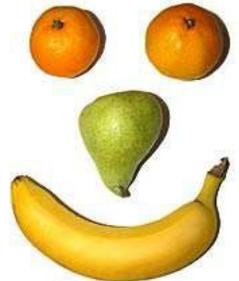
### Nutrition

#### 1. Vitamins and Minerals

Investigate vitamins and minerals and discover how they affect your health and fitness. In what foods can you find what types of vitamins and minerals? How much of each vitamin and mineral should you have each day?

#### 2. Cholesterol and Fat

What is cholesterol? Name two ways your body gets cholesterol. In what foods is cholesterol found? What is fat? Describe saturated, poly-unsaturated and monounsaturated fats. Give two examples of each type of fat.



#### 3. Placemat

Using paper, felt, burlap or any other appropriate material along with pictures from magazines, design and create a "healthy eating" placemat. Include appropriate portion size for a girl your age.

#### 4. Dietician

Take a trip to the grocery store with a registered dietician and identify nutritious, heart healthy foods. Talk about label ingredients and their meanings.

Or

Invite a registered dietician to talk to your troop or group about nutrition.

### 5. Advertisements

Discover your investigative skills. Take a close look at food advertisements in magazines and on television. Evaluate how the ads can be misleading.

### 6. Candy

Choose three candy bars and read the ingredients on their label. Choose three “healthy” snacks and read their labels. What are the differences? Note the amount of sugar and fat in the items you chose.

### 7. Camp Menu

Study the authentic 1932 Rock Hill Camp menu. Using what you have learned about good nutrition, which items on the menu would you keep and which would you change? How would you make it more appealing for a girl going to camp today?

### 8. Nutrition exploration

Have a fruit and vegetable taste-test as a troop. Try at least five fruits and vegetables that you have never tried before (like pomegranates or eggplant!). When you are done, create a “grocery list” of your favorite foods and bring it home to share with your family.

## Physical Fitness

### 1. Exercise

Define the following terms: endurance, arm strength, stomach muscle strength, and flexibility. Demonstrate exercises that represent each term.

### 2. Heart Rate

Connect with professionals in your community. Visit a local health club

or invite an exercise physiologist or gym teacher to talk to you about physical fitness. Gather information regarding heart rate. Learn what a “target heart rate” means and discover your own.

### 3. Relax

Find out about different kinds of relaxation and stress reduction techniques (controlled breathing, relaxation exercises, meditation, imaging, music). Teach one technique to your troop or group. Explain why these techniques are important.

### 4. Aerobic Exercise

Describe aerobic exercise. What are the factors that make an exercise aerobic? Name four different forms of exercise that can be considered aerobic. With your parents and doctors approval, choose one of these exercises and start or end each troop meeting with 20 minutes of aerobic exercise.

### 5. Exercise all the Time

Be creative as you describe exercises you can do in the following situations:

- \*When there is no one but you.
- \*When there are just two of you.
- \*When there is a bunch of you.
- \*When it is 92 degrees outside.
- \*On a snowy day.
- \*When your home all day.

### 8. Smoking

List the physical effects smoking can have on your body and discuss them with your troop or group.

Or

Create a poster illustrating the physical effects smoking can have on your body and display it in a place where others can see it.

# GoGirlGo!

## Tips to Get a Girl Active

You've heard many of the reasons girls should be active. We know that if a girl does not participate in sports by the age of 10, there is only a 10% likelihood she will be participating at age 25. (Bunker, 1988). Research suggests that physical activity is an effective tool for reducing the symptoms of stress and depression among girls. Sports help girls develop leadership and teamwork skills. Girls who participate in sports have higher self-esteem and pride in themselves.

So how do you get the girls in your life to get on the path to being physically active and reaping all of these rewards? These tips will give you all the information you need to introduce physical activity to a girl and make a critical difference in her life.

- **I. What It Means to be Physically Active**
- **II. Change Attitudes about Physical Activity**
- **III. Keep It Fun!**
- **IV. Buddy Up: The Importance of Teamwork**
- **V. Stick With It: Reinforcing Participation and Interest**
- **VI. Interested in Learning More?**

### I. What It Means to be Physically Active

Physical activity is anything that moves your body and gets your heart pumping. Working out on a regular basis (at least three days a week) will make you strong, increase energy and flexibility and turn you into a **physically active** person. You don't have to run a marathon or swim the English Channel to be considered active. Whether you engage in light activity like throwing a Frisbee or more vigorous activity like running, you are still engaging your body in movement, and that's what matters.

It's important to also emphasize that being a physically active person means a lot more than the numbers on the scale. Here are some of the other benefits of being active:

- **Strength** is good for all sports as well as life. Getting stronger means your muscles are more capable of kicking a soccer ball far, lifting and carrying more or jumping higher.
- **Stamina** means more energy. You can keep going; you can run further, climb more stairs, keep working and playing longer—without feeling winded.
- **Flexibility** feels more graceful. You feel more elastic, have more bounce in your walk and are able to touch your toes or reach a high shelf.
- **Improved self-esteem:** This is probably one of the most important benefits for girls. When girls work out, they start to appreciate and respect their bodies for the awesome movement it's capable of. This in turn will help them to have higher self-esteem than girls who aren't physically active.

Techniques for introducing physical fitness to a girl will depend on what stage of life she's in. Here are some tips for different age groups:

### **Elementary School – ages 5 through 12.**

- Every day, if possible, build to 60 minutes of moderate to vigorous physical activity.
- Allow for short periods of rest and recovery.
- Make those 60 minutes of activity feel effortless. If it feels like a chore or a scheduled nuisance, kids won't be excited to participate. Examples of fun kids' activities include what

- You would consider "party games," like potato sack races or Red Rover, where kids run from one side to the other and break a chain of people.
- Vary the activities. Getting girls this age active is all about fun energy release. Trying more things means finding more activities to like!

### Teens – ages 13-18.

- Every day, if possible, build to 60 minutes of moderate physical activity; and, when it gets easier, add at least three days per week vigorous sessions of 20 minutes or more. (Sallis and Patrick, 1994)

What do we mean by moderate or vigorous activity? Here's a quick guide:

- **Light Activity.** Playing catch, throwing a Frisbee, walking slowly, dancing slowly, horseshoes, ping pong and fishing
- **Moderate Activity.** Walking briskly, hiking, leisurely inline skating, bicycling on level terrain, trampoline jumping, weight-training with free weights, dancing, doubles tennis, shooting baskets, recreational swimming, canoeing, skateboarding, surfing, snorkeling, t-ball, horseback riding, volleyball and playground activities
- **Vigorous Activity.** Running, energetic aerobics or dancing, swimming continuous laps, bicycling uphill, climbing stairs, jump rope, jumping jacks, fast-paced inline skating, ice hockey, intensely training for competitive sports

Beginners, regardless of age, should start easy and build to regular, moderate activity. Regular means just about every day. Moderate exercise is when you are active enough to increase your heart rate and breathing for an hour. You should be able to talk to someone, but you shouldn't be able to sing. With more skills and training, regular moderate and vigorous activities should be part of your routine.

## II. Change Attitudes about Physical Fitness

At an early age, young women are programmed to shy away from sports and activity because they are afraid of being perceived as unfeminine or are afraid of failure or being teased. Here are some tips on how to turn those attitudes around:

### "I'm not an athlete."

Many inactive girls think that the world of physical activity is black and white: you are either a jock or not. Some girls believe that unless you are going to go all out or if you're just not a "natural," there is no use in being active. The label of jock can be perceived as unfeminine or possibly just a clique that they don't want to belong to. Girls need to be reminded that it's ok to work up a sweat, get your heart pumping and challenge your body.

### **What you can do:**

**Encourage her.** Tell her that you don't have to be a hard-core athlete to get up and move (and follow this advice yourself!). There doesn't have to be competition involved to be physically active. Also, reinforce that no one is ever born an athlete. Even champions had to start at the beginning and learn how to play their sports.

### "I'm afraid of getting teased."

This is such a vulnerable age, and girls are very sensitive to peer-group influence. "Fitting-in" becomes a primary goal so girls don't want to try anything new that steps outside of the world they already know and are comfortable in. This is especially true of girls' participation in sports or even just their school's PE program. Girls fear that stepping into a game might make them a target of ridicule.

### **What you can do:**

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**Understand and identify with her fears** and talk to her about them. Girls want to fit in and be accepted. Sports can be all about belonging — being part of the group — with team names, uniforms and cheers. Most of us remember how nervous we were about our junior high and high school PE classes. Many of us also have funny stories to tell about embarrassing things that did happen and how we got over them. Ask her what her worst fear is. Maybe she's nervous about wearing the gym uniform or having to climb ropes in front of her classmates. Once she identifies the worst-case scenario, you can discuss how you would deal with this and take away some of her fears. Or share something that happened to you and let her know it really wasn't a big deal.

**Barrier: “I don't know anything about sports.”**

Girls may worry that their lack of knowledge about sports or physical fitness will make her look dumb when she attempts to play. They also may not know what sports are available to them. Even if they do know, they might not feel confident or capable enough to be proactive and sign up on her own.

**What you can do:**

**Teach her the skills to be successful.** Start to watch different sports together so she can understand the rules and how different games are played. Learn the sports lingo. Go to a local girls' sporting match so she can see that girls just like her can master the skills needed to play the game. Experiment with different sports until she finds one that comes easily for her. If she has good hand-eye coordination, maybe softball or tennis is her game. In trying different sports, she may be surprised in how great she is at a sport she never thought she could master. You also don't want to rule out sports just because she may not be the perfect physical match for it. For example, she could be on the shorter side and end up loving basketball.

Once she has chosen a few activities she's interested in, call the office of that sport's national governing body (for example: USA Basketball) to have them give you local program contact information. Many girls' organizations have sports and physical activities — the YWCA, PAL, community recreation centers, local park and recreation department, the Girl Scouts, etc. Ask the PE teacher or counselor at school. Look in the local papers, check the Internet at the library or look in the yellow pages of your phone book for specific activities. Check out local hospitals and rehabilitation centers for programs for disabled girls. These programs are usually affordable and some even offer scholarships for some girls.

As you investigate local programs together, consider these general tips in what you should look for in an activity program:

- **Small group environment.** A group with 15-20 girls and two adult leaders is ideal for girls to learn together and develop a strong sense of belonging (Finn, 2002; Lou, et al, 2001; Ozerk, 2001). Look for programs that have at least one adult leader for every 10 girls to ensure each girl will get individual attention.
- **Safe and nurturing all-girl environments.** Co-ed physical activity environments are problematic for inactive girls because they contain opposite sex and same sex teasing about the skill level and body of inactive girls and other pressures characteristic of co-ed group dynamics (Women's Sports Foundation, 2004; Stabiner, 2002). When girls are concentrating on what boys think, a cultural requirement for teen girls, they don't take care of themselves.
- **Fun and supportive place.** Does it look like fun? Are the girls all participating? Is it a caring, supportive and positive environment? Are girls allowed to express themselves, participate in decision-making and develop relationships with other girls? (Ewing and Seefeldt, 1989; Women's Sports Foundation, 1988). The program shouldn't be about winning and losing. Beginners need a friendly social environment where they will learn skills together in a fun way.

**III. Keep It Fun!**

Debby Burgard runs a nonprofit organization called The Body Positive based in Berkeley, Calif., that works to help teens and children with body image issues. She believes that fears about embarrassment (that we discussed above) can get in the way of embracing being active. "Most people have negative experiences in junior high PE class or at their gyms that get in the way of them believing they can have fun exercising," Burgard said.

The best way to combat this is to move in ways your body and personality type enjoy. You may envision yourself as a hard-core athlete, but have a mellow personality more suited to yoga. Overall, it's important to try to make every encounter that a girl has with activity a positive one. Here are some easy tips on keeping it fun:

**1. Take her to girls' and women's sports events.** Introduce her to a heroine! At the very least, she will see that girls who engage in sports and physical activity are applauded and admired. Look in the local papers, high school Web sites and community center bulletin boards.

**2. Take advantage of the seasons.** Each season try a weather-appropriate sport. For example, tackle snowboarding, snowshoeing or skiing in the winter, volleyball and swimming in the summer, softball and track in the spring and soccer, cross-country or basketball in the fall. This will also make certain sports feel routine and natural so that when next year rolls around, the girl equates the fall as soccer season and is anticipating signing up for a league.

**3. Rate the neighborhood!** Pick a different walking route each time. What's the prettiest house, the best mailbox, the prettiest flowers? Include bouts of power walking (big steps, pumping your arms, going as fast as you can), go from phone pole to phone pole or hydrant to hydrant. And then slow down to laugh, rest and recover.

**4. Vary the environment.** Instead of running around a track or playing soccer on a soccer field, take your activities to the beach or a local park. Or take in a local arts festival and take a couple laps around it, checking out the booths and talent. Go to a different park every week. Discover the public walking trails. Hike and explore.

**5. Get the scoop on women athletes.** There are plenty of biographies and films on women sports heroes like Billie Jean King, Mia Hamm and the Williams sisters. Check out the local bookstore or library and read these books together. Then discuss the obstacles these women had to overcome and how they did it. These inspirational stories will also show girls that even the most talented athletes had to start somewhere and learn from the bottom up.

**6. Make a sports scrapbook.** Collect pictures of females doing physical activities. Look for teen and women's magazines.

**7. Give gifts of sports equipment and apparel.** Look for cool stuff in teen magazines and give her the gift with a copy of the magazine page. Gifts of sports equipment can tell her that you think she can.

**8. Try an activity that you aren't equipped for.** Take advantage of local sports equipment rental outfits to help equip you for trying a new sport. Rent a canoe, skis, snowboards or bicycles and discover a sport you never tried before.

**9. Mandatory Daily Physical Education.** There is no better guarantee that a girl will be physically active every day than a mandatory daily physical education requirement in her school. School curriculum can be affected by the action of local school boards. Contact your school board and get others to do the same.

#### **IV. Buddy Up: The Importance of Teamwork**

The most important thing you can do to inspire a girl is to make everything a team effort. A girl is more likely to be active if her parent, guardian or other key adult in her life is active. Let her see you working out, sweating and making physical activity part of your life. Be a real-life hero as she sees you jogging that extra lap, attempting that 3-point shot, striking that yoga pose. There are a number of ways you can emphasize that you are in this together:

**1. Keep activity logs.** This is a great way to track progress. Have fun picking out a cool diary or journal and then keep track of your physical activity experiences: What you did, for how long and

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how intense it was. Also record your feelings about what you liked and didn't like about the experience. This will help to plan and schedule the next activity and help you get to know on another.

**2. Do an activity bracelet.** Charm bracelets, whether they are the traditional ones with charms or the new "Italian" bracelets with tiles are hot right now. Start an activity bracelet that includes balls and activity charms that commemorate the activities you tried and did together.

**3. Take a class together.** Look for a class that interests both of you, like yoga, Pilates or tae kwon do. You can also do it at home by renting or buying a video.

**4. Show her your moves.** Teach her to enjoy the activities that you enjoy now or did as a child. Recruit some rope turners and try double-dutch. Or show her your old dance moves to some retro music. She'll admire you for having the guts to try something you haven't enjoyed in years.

#### **V. Stick With It: Reinforcing Participation and Interest**

Once you have a girl involved with physical activity, it's important to maintain and develop her interests. As most of us know, pre-teens and teens can get easily bored and need some variation and incentive to stay engaged. Plus, it's important that girls develop a lifelong love of being active. Women who are active in sports and recreational activities as girls feel greater confidence in their physical and social selves than those who were sedentary as kids.

Here are some tips for maintaining the momentum and providing motivation to stick with it:

**1. Track progress.** Ask her to keep a journal, write down what she's doing and how she feels to track her progress. If you're working out together, you should keep one too!

**2. Help her create a plan.** Keep a fitness calendar for each day, week and month to remind her of her commitment to being active. Pick a regular time and place to meet or go to for your activity. Keeping it consistent helps, especially in the beginning.

**3. Don't overdo it** or the girl could get completely burnt out. You want to make sure that you are pacing her and spreading out the physical activity over the week.

**4. Surprise her.** Sneak notes into her lunch or her clothes with words of inspiration or praise. Organize a trip to a WNBA game for her and her friends on a school night.

**5. Write down goals.** What does she want to be able to do? Get her to articulate and write down the sports she wants to tackle and how many push-ups she wants to be able to do. She'll be amazed when she looks back at these goals three months, six months and a year from now and sees how far she's come.

**6. Help her schedule the time to be active.** Turn off the television and the computer. Or be active during commercials—stretch, dance, lift some light weights. Make sure that she's not overbooked or activities can start to feel like chores, rather than a fun and rewarding.

**7. Praise and reward.** It is very important to recognize any efforts. A smile, a nod of the head, and kind words are the reinforcement for her to continue. Rewards are great incentives as long as they are fun and reasonable. Try not to make food a reward. Maybe the reward is a movie, sports gear, matching workout shirts, stickers.

**8. GoGirlGo.com.** On [GoGirlGo.com](http://GoGirlGo.com), you will find lots of information and things to do, both for adults and girls. A special section of GoGirlGo.com, GoGirl World, is for kids only, with athlete stories, e-mail shout-outs and tons of other fun stuff to keep her motivated to get out and play. Adults can check out all the information on the GoGirlGo! Initiative and girls' and women's sports and physical activities.

## **VI. Interested in Learning More?**

Visit these Web sites for more information:

[www.WomensSportsFoundation.org](http://www.WomensSportsFoundation.org)

[www.GoGirlGo.com](http://www.GoGirlGo.com)

[www.4girls.gov/fitness](http://www.4girls.gov/fitness)

[www.acefitness.org](http://www.acefitness.org)

[www.fitness.gov](http://www.fitness.gov)

[www.girlpower.gov](http://www.girlpower.gov)

[www.momsteam.com](http://www.momsteam.com)

[www.naspe.org](http://www.naspe.org)

[www.nays.org](http://www.nays.org)

[www.sportsparenting.org](http://www.sportsparenting.org)

The Women's Sports Foundation's GoGirlGo! Initiative is a national project with the goal of getting 1 million girls physically active and keeping another 1 million already active girls from dropping out of sports. Women's Sports Foundation research, in addition to numerous other studies, point to physical activity as a fundamental solution to the serious and unique health and social problems faced by young girls today.

This document was compiled by the Women's Sports Foundation with editorial assistance from Doreen Greenberg, Ph.D., and Beatrice Springborn.

Rock Hill Camp, Mahopac, NY  
Summer of 1932  
One Weeks Menu

Tuesday, August 2

Breakfast: Bananas, hominy, toast, cocoa, milk, butter.  
Dinner: Baked potatoes, kidney beans, boiled cabbage, blueberry pie, bread & butter.  
Supper: Cheese soufflé, milk, bread, butter, fresh blackberries.

Wednesday, August 3

Breakfast: Wheatena, cocoa, toast, butter, milk.  
Dinner: Baked beans, brown bread, stewed tomatoes, butter, fresh plums.  
Supper: Vegetable salad, milk, bread, butter, prunes, cupcake.

Thursday, August 4

Breakfast: Oranges, shredded wheat, cocoa, toast, butter, milk.  
Dinner: Brown rice, string beans, squash, bread, butter, apricot pie.  
Supper: Corn soup, lettuce salad, milk, corn bread, butter, jam.

Friday, August 5

Breakfast: Hominy, cocoa, toast, butter, milk  
Dinner: Baked fish, boiled potatoes, beets, bread, butter, chocolate pudding.  
Supper: Tomato salad, bread, butter, milk, apple tapioca.

Saturday, August 6

Breakfast: Oatmeal, cocoa, toast, butter, milk  
Dinner: Everyone went on a hike, taking a lunch of 3 sandwiches (peanut butter, lettuce, and jam), fruit .chocolate.  
Supper: Creamed dried beef, peas, milk, butter, stewed dried peaches.

Sunday, August 7

Breakfast: Blackberries, shredded wheat, cocoa, toast, butter, milk.  
Dinner: Roast lamb, gravy, boiled potatoes, wax beans, bread, butter, honey ball melons.  
Supper: Tomato salad, bread, butter, milk, peanut butter cake.

Monday, August 8

Breakfast: Wheatena, cocoa, toast, butter, milk  
Dinner: Kidney beans, boiled cabbage, boiled potatoes, huckleberry pie, bread, butter.  
Supper: Meat soup, fruit salad, milk, bread, butter, jam.

No white bread was used, only graham, whole wheat and rye bread. No canned vegetables were used, except tomatoes, kidney beans, peas and corn. Only brown sugar was used on the table, no white. The camp used nearly a quart of milk per person per day.

6 Follow-up Activities for Healthy Me:  
Looking Good/Feeling Good patch program.

1. For one week, try substituting some of the high fat foods in your diet with low fat alternatives. Instead of mayonnaise, whole milk, tuna in oil or French fries, substitute yogurt, skim milk, tuna in water or a baked potato with yogurt and chives.
2. For one week, make a list of all the foods that you have eaten that have a high fiber content; such as all bran cereal, whole grain breads, apples, plain popcorn, sweet potatoes, etc...
3. Explain five of the following terms: antioxidants (BHT, BHA), bran calories, carbohydrates, emulsifiers, fats, fatty acids, fiber, flavor enhancers, U.S. RDA.
4. Plan a day's healthy menu for your family. Share this with your troop and have a contest to see who has developed the most interesting menus.  
Or  
Plan and serve a heart healthy meal to your troop, group or family by using your family's favorite recipes modified to make them heart healthy.  
Or  
Create a high energy, healthy snack and serve it to your troop or group.
5. What athletic feats did Babe Didrikson Zaharias and Nadia Comaneci accomplish? You can create all kinds of contests to set a record. Keep track of the results and see if you can set new records as you get more fit in activities such as: shortest time it takes to run around the block, jump rope without missing, most baskets in a row from the free fall line, etc...
6. A fitness trail is a path with several stations. At each station are different activities. Many parks and recreation areas have fitness trails. Design a fitness trail for your favorite hiking area, park or camp. Share your design with Girl Scouts Heart of the Hudson.

## I'm Special



In order to become leaders who possess courage, confidence and character, girls must gain specific knowledge, skills, attitudes, behaviors and values related to Girl Scouting. The I'm Special Patch program helps girls to discover themselves, connect with others and feel empowered to take action to make the world a better place.

To earn this patch, girls must complete three (3) requirements from the Discover Yourself section, one (1) from Developing values, one (1) from Contributing to the Improvement of Society, and three (3) from Connecting to Others, for a total of 8.

### **Discover Yourself!**

By completing these requirements, girls will discover a stronger sense of self, as they recognize their strengths and abilities, and identify areas in themselves they wish to improve.

#### 1. My Outline

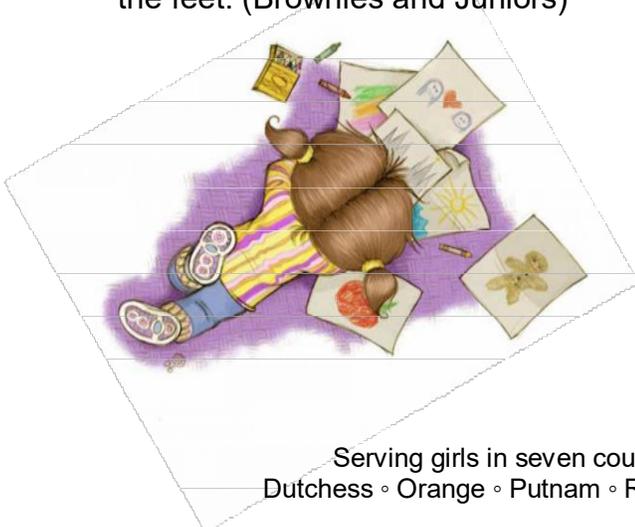
Create a "me outline" by having another member of your troop draw around you on a sheet of brown paper. Cut out magazine pictures of things you think about, have done or want to do. Place the things you think about on the head, the things you love on the heart, things you do on the arms and places you go on the feet. (Brownies and Juniors)

#### 2. Your List

List 6 things that make you happy. List 6 things that make you sad. List 4 things that you do very well. List 4 things you would like to do better. List 4 people who care about you. List 4 people who you care about. Share your list with your troop. (All)

#### 3. Whose Box Is It?

Connect with your troop members as you learn about each other. Decorate a "Me" shoe box. **DO NOT PUT YOUR NAME ON THE BOX.** Inside the box, on pieces of paper, write the names of your favorite games, foods, books, movies, places to go, things to do, subject in school, etc... Take turns pulling out the pieces of



paper and trying to guess whose box it is. (All)

4. Group Membership  
Examine the pros and cons of being part of a group. Make a list with your troop of the positive and negative aspects of group membership. (Juniors, Cadettes, Seniors and Ambassadors)



3. Just say "No"  
Role play saying "No" in situations that are harmful to you or make you feel uncomfortable. (All)

## Contribute to the Improvement of Society.

By completing these requirements, girls will not only gain a better understanding of themselves, but they will recognize the importance of connecting with others and they develop healthy relationships.

## Developing Values

By completing these requirements, girls will develop positive values and confidence in themselves and their decisions.

1. Girl Scout Promise and Law  
Create a booklet and illustrate the Girl Scout Promise and the ten parts of the Law. Now, keep a diary for one month recording how you have lived by the Promise and the Law. Give examples of how the Law and promise helped you decide what the "right" thing to do is. (Brownies and Juniors)



2. Issues  
AIDS, drug abuse, toxic shock syndrome, and eating disorders such as anorexia nervosa are a few examples of issues confronting girls today. Choose one of these topics to learn more about. Take action to educate

1. Girl Scouts  
Pretend you are giving a talk to a community group, such as the PTA. Explain what the Girls Scouts represent, and the goals they hope to help girls achieve. (Juniors, Cadettes, Seniors and Ambassadors)

2. Service Project  
Doing things for others helps you feel good about yourself. Select, plan and implement a service project for your community, Girls Scouts, or your family. (All)

3. Surprise Pal  
Put the name of each member of your troop in a hat or a box. Each member then picks out a name – **DON'T SAY WHOSE NAME YOU PICKED!!** Each girl does a good deed, act of kindness or something special for that girl for a month. At the end of the month, reveal who your surprise pal was, and

discuss how it felt to do and receive good deeds. (All)

#### 4. Emotions

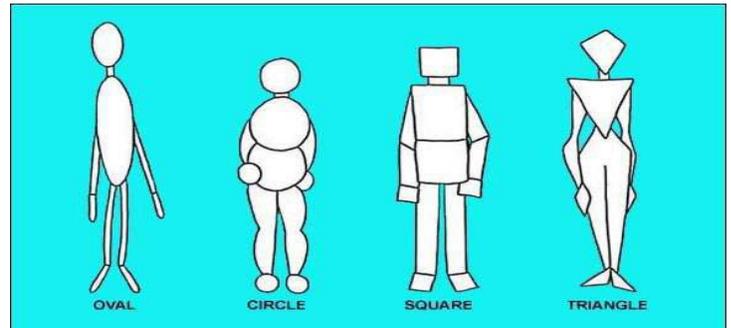
Use your creativity to make a paper bag puppet for the following emotions: frustration, happiness, sadness, depression, anger, surprise. Put on a skit using your puppets and their emotions. (Brownies and Juniors)

#### 5. Challenge Yourself

Each week for a month, do something that challenges you. This can be something for yourself or another person. With each challenge you will become more proud of yourself. You may not fully succeed each challenge you attempt, but you should feel proud for trying, and remember, you can always try again! (Juniors, Cadettes, Seniors and Ambassadors)

#### 6. I Am and I'm Good At

Loving and accepting yourself helps you to love and accept others. Make two lists: *I Am* and *I'm Good At*. Fill up the two lists and share them with your troop. (All)



#### 7. Portfolio

Connect with your body and create a looking good/feeling good portfolio. Use resources on the internet or invite a beauty consult to help you discover:

- A. Your body type. Are you romantic and rounded, or dramatic and straight? Identify what style of clothing is best for your body type.
- B. Your best colors. Bring out the glow of your natural coloring by discovering what colors look best on you. Hold colored construction paper next to your face while you and the members your troop decide which one looks best.
- C. Your skin type. Discuss skin types with the beauty consultant or visit the make-up section of a department store. Learn about proper skin care and make-up techniques.
- D. Your Goals. Identify at least three goals you have for yourself and how you can achieve them.

(Juniors, Cadettes, Seniors and Ambassadors)

## Connect to Others

By completing these requirements, girls will develop the skills necessary to communicate with other. These skills include conflict resolution and listening skills. Girls will take action to become effective problem solvers while connecting to their troop and developing healthy relationships.



### 1. A Me Gift

Give a “Me” gift to someone, such as a handprint craft, or something with your picture on it. A variety of handprint, footprint, and fingerprint crafts can be found online at: <http://www.dltk-kids.com/type/handprint.htm> (Brownies and Juniors)

### 2. BINGO

Play “what-makes-a-friend” bingo. Use the Scout bingo card, or create one of your own. Fill in a name in each space. You may use the same name more than once. (All)

### 3. Log

Keep a log for a week of things you did or said to others that made you feel happy. (Juniors, Cadettes, Seniors and Ambassadors)



### 4. Listening Skills

Communication and good listening skills are vital components to maintaining good relationship. Say what you really mean and learn the skills necessary to be a good listener. Practice these skills by role playing the following scenarios:

- A. Someone changes the subject in the middle of your thoughts.
- B. Someone interrupts you while you are talking.
- C. Someone makes a value judgment.
- D. Someone is sarcastic or makes a joke at your expense.
- E. Tell a story to someone and have them retell it.

(Juniors, Cadettes, Seniors and Ambassadors)

### 5. What Bugs Me

Create a *Things That Bug Me* journal and finish the following statements:

- A. I am afraid that \_\_\_\_\_
- B. I get depressed when \_\_\_\_\_
- C. Some things that make me angry are \_\_\_\_\_
- D. I am frustrated when \_\_\_\_\_
- E. Some things I would like to change are \_\_\_\_\_

Have a troop discussion on how you solve things that bug you. How do you let go of negative feelings without hurting others? (Juniors, Cadettes, Seniors and Ambassadors)

S	C	O	U	T
LOYAL	HAS THE SAME INTERESTS	EASY TO TALK TO	LIKE EATING LUNCH WITH	HAS DONE SOMETHING NICE FOR YOU
HAS HELPED YOU	IS SOMEONE YOU CAN TALK TO	YOU ENJOY SPENDING TIME WITH	YOU CAN TELL SECRETS TO	MAKES YOU LAUGH
FORGIVING	IS SOMEBODY YOU HAVE HELPED	FREE	UNDERSTANDING	RESPECTFUL
SOMEONE YOU "HANG OUT" WITH	SHARES	GOOD LISTENER	HONEST	HAVE THE SAME FAVORITE BOOK
OPENMINDED	TAKES YOU SERIOUSLY	IS SOMEONE YOU CAN JOKE WITH	IS FUN TO BE WITH	RELIABLE

## Tips for being a good listener

1. Give your full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.
2. Make sure your mind is focused, too. It can be easy to let your mind wander if you think you know what the person is going to say next, but you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.
3. Let the speaker finish before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.
4. Let yourself finish listening before you begin to speak! You can't really listen if you are busy thinking about what you want say next.
5. Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."
6. Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct. For example, you might say, "When you said that no two zebras are alike, did you mean that the stripes are different on each one?"
7. Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that you understand. At appropriate points you may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, you listen with your face as well as your ears!



# Girl Scouts Heart of the Hudson

## Sun Safe

Brownies and Juniors

Experts agree that sun protection is an important part of a healthy life style. They agree, as well, that our own actions, over a lifetime, can influence the development of skin cancer. Through completing the requirements for this patch, girls will discover how to keep themselves safe and healthy in the sun, connect to each other and community members, and feel empowered to educate others regarding sun safety.

To earn this patch:

Brownies must complete requirements numbered 1 - 8

Juniors must complete numbers 3 – 14.

### 1. Create

Discover your creativity and make a collage that depicts people doing outside activities. Connect to your troop as you use your creative thinking skills to discuss what type of sun protection would be appropriate.

### 2. Be A Scientist

Expand and demonstrate your knowledge of two types of energy produced by the sun:

- A. Warming rays of sunlight: Warm a container of water by placing it in direct sun light. Record the beginning temperature, the temperature after 5 minutes, and the temperature after 30 minutes.
- B. Visible rays of sunlight: Shine a flashlight through your hand in a dark room. What happens? What happens when the sun shines on your hand? Note that invisible rays of sunlight cannot be seen or felt until they cause sunburn or long-term changes such as wrinkles and cancer.

### 3. The Skin

Connect to your body as you learn about its largest protective organ – the skin! Learn about the different parts of the skin and discuss with your troop how your skin protects you.

### 4. Health Care Professional

Connect with health care professionals in your community. Invite a nurse, family physician or dermatologist to visit your troop or group and discuss skin and sun protection.

### 5. The Sun

Make a list of good and bad effects of the sun.

### 6. Get to know Yourself

Discover your unique skin type and sensitivity. Draw a picture of yourself and describe your hair color, skin color, presence of freckles, etc. Using this knowledge, identify what number SPF you should be using.



## 7. Block the Sun

Find out how many ways you can put a block between you and the sun. Some examples are wearing a t-shirt or using sunscreen. What time of day and what season is ultraviolet radiation the strongest?

## 8. Sun ABC'S

Create a poster explaining the ABC'S for fun in the sun:

A: Away – state the time of day to stay away from the sun.

B: Block – state what number of sun block to use.

C: Cover Up – illustrate what clothing to wear for sun protection.

S: Speak Out – Explain your poster to your troop, family or friends.



## 9. Sunglasses

Explain how sunglasses protect your eyes.

## 10. More on Sunglasses

Sunglasses are defined by the FDA as “medical devices”. Use your critical thinking skills to check the refractive quality of your sunglasses, hold the glasses at arms length and look through them at a straight line or edge in the distance. If the line curves or appears distorted when you move the lens back and forth across it, the lens is optically imperfect. Check your sunglasses for any imperfections. Also check to see if the color of your lenses is uniform

## 11. Educate others

Create an advertisement to promote sun protection for a television commercial. Present the commercial to your troop or group.

## 12. What Does That Mean?

Explain the following words and abbreviations: ultraviolet radiation, photosensitivity, SPF, melanin, keratin, dermis, epidermis, subcutaneous, tissue.

## 13. Sunburn

Gather information regarding who has been sunburned in your troop. Make a chart showing:

- Where they were when they were burned (beach, backyard, etc...)
- The season
- The time of day
- How long they were in the sun.
- How long it took the sunburn to appear
- The location of the body
- How the burned looked
- How it felt
- How long it lasted

Discuss the results with your troop.



## Web Resources

EPA SunWise Kids: [www.epa.gov/sunwise/kids.html](http://www.epa.gov/sunwise/kids.html)

Sun Safety Alliance: [www.sunsafetyalliance.org](http://www.sunsafetyalliance.org)

## Heritage Patch Program

The Hudson Valley region is rich in history and heritage. By completing the requirements for the Heritage Patch, girls will not only discover important life skills, such as information gathering, critical thinking and interviewing, but also connect with their community history and members.

Girl Scout Daisies and Brownies must complete 6 requirements, including the 4 that are starred. Girl Scout Juniors must complete 7 requirements, including the four that are starred. Girl Scout Cadettes, Seniors and Ambassadors must complete 7 requirements, including the four that are starred plus requirement 11.

### \*1. Girl Scout History

Connect to Girl Scout history in your community. Uncover the answers to the following questions: Was your community a separate council? When was the first troop organized? Was there a summer camp program? Speak to long time members or employees of Girl Scouts in your area, or write a letter to the editor of your local paper or a Girl Scouts Heart of the Hudson archivist requesting information. Find old pictures or uniforms or visit the archive museum at Camp Wendy.



Putnam, Rockland, Sullivan, Ulster or Westchester counties.

### \*4. Name Origins

Use your information gathering skills to help you identify the origins of the names of eight places in Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster or Westchester counties, such as a road, mountain, lake, or city. One should be the name of your community.

### \*2. Historical Sights

Connect with the Hudson Valley. Visit two historical sights in Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster or Westchester counties.

### 5. A Meal

Recreate history as you practice life skills. Prepare a meal typical of the time your community was first settled, or a meal indigenous to an ethnic group in your troop or community.

### \*3. Create

Discover your creativity. Construct a display illustrating the homes, dress, recreation and religion of the early settlers of Dutchess, Orange,

### 6. Games

Learn an early American game, song or dance.

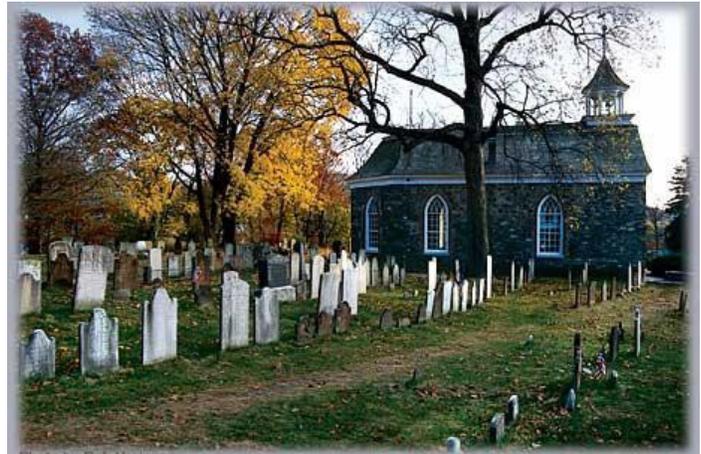
Heritage  
GSHH Council Patch

### 7. Crafts

Demonstrate an early American craft by making one of the following items: candles, soap, apple head doll, cornhusk doll, pottery, baskets, or natural dye.

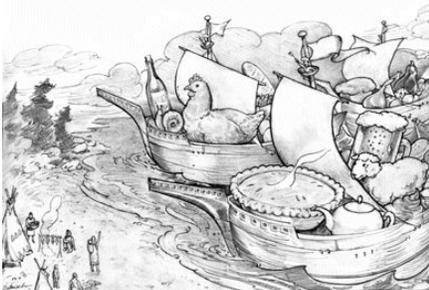
### 8. Cemetery Visit

Visit an old cemetery in Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster or Westchester counties. Identify one of the earliest grave stones. Note the various designs and inscriptions, complete gravestone rubbing (remember to get permission from the cemetery or town officials).



### 9. Influential Women

Identify three women who have had an impact on the history of the Hudson Valley.



### 10. Guide

Take action. Work as a museum guide or docent at a local historical sight.

### 11. Oral History

Connect with someone who can provide you with an oral history of your town, area or county. Present your findings in an interesting and creative way to your troop, another troop, or your community. Members of your local historical society have a wealth of information to be shared.

# Hudson River Arts



Few areas of America are as full of legend, history, and artistic achievement as the Hudson River Valley. How fortunate we are to be surrounded by its glory!

The goal of Girl Scouts Heart of the Hudson's (GSHH) **HUDSON RIVER ARTS PATCH** is to enhance awareness of the artistic and cultural heritage of our area while encouraging participation in the visual, performing, and literary arts.

Brownies: complete six (6) requirements

Juniors: complete eight (8) requirements

Girls 11-17: complete ten (10) requirements

Upon completion of the requirements, fill out the Hudson River Arts Patch Application Form available at the closest GSHH regional office. The cost of the patch will be indicated on the application form.

## - - REQUIREMENTS - -

1. Find books that were written about the Hudson River Valley and read one.
2. Explain what is meant by the "Hudson River School" of painters. What time period did it cover? Research and identify three artists who were of the Hudson River School. How are they the same? How do they differ?  
OR  
Study one artist of the Hudson River School and give a presentation to your troop or another group showing samples of the artist's work. Explain how the Hudson River Valley influenced his work. Visit one site that the artist painted. Compare this artist's work with a contemporary artist.
3. Visit an artist's studio, museum, art show, craft fair, or other place in the Hudson River Valley where works of art are displayed. Explain what you saw, what you liked, and why.  
OR  
Visit your school or community library and find books that were inspired by writers who lived in the Hudson River Valley.
4. Locate the Hudson River on a map. Observe where it begins and ends. Now, draw your own interpretation of the Hudson River and its surrounding areas. You could include 19<sup>th</sup> century mansions, vineyards, and the railroad.
5. Washington Irving said that its mountains at sunset "glow and light up like a crown of glory". Henry James pronounced its river a "great romantic stream". Set down your thoughts in a creative way about an area you especially like in the Hudson River Valley. This could be in the form of a poem or short essay.
6. Choose a site in the Hudson River Valley that you particularly like, observe the site in different seasons, and express your thoughts through a drawing or collection of photographs.

7. See a ballet, concert, or opera in the Hudson River Valley.

OR

Find out about songs or ballads that were written about the Hudson River Valley.

8. Our area includes a very broad range of architectural styles. Discover a mansion, main street, waterfront, church, theater, or corporate headquarters in your area. Identify its style and photograph it. Find similar architectural structures and put together a collage of your discoveries.
9. Identify two colleges or schools in the Hudson River Valley. When were they built? What different architectural designs did they use? Pretend you are an architect and design a school or part. You can use paint, pen and ink, clay, sticks, cardboard, and so on.

OR

Visit two structures in one of GSHH's seven counties. Identify their styles and briefly explain their unique architectural features. Pretend you are an architect and design a house or park. You can use paint, pen and ink, clay, sticks, cardboard, and so on.

10. Many properties in the Hudson River Valley have been recycled through creative adapted re-use, such as GSHH's Pleasantville central administrative office building (which was originally a school) and Westchester Community College (formerly the estate of Huntington Hartford, the A&P magnate). Visit three properties, such as: old barns converted to garages, gate houses that have become homes, castles that have been turned into corporate headquarters, or former schools that are now condominiums. Describe these three properties briefly.
11. Research and identify three people (living or dead) who have lived or worked in our seven counties and who have contributed greatly to our society in the fields of poetry, writing, painting, acting, or music. Send this information to the Pleasantville central administrative office where a list will be compiled.
12. Interview an architect, painter, musician, writer, poet, or sculptor. Find out how she or he got started in their career and what type of training they needed.
13. After observing at least three statues or a sculpture garden, create your own three-dimensional work of art using paper, clay, wood, plastic, metal, or plaster. Display your art at a troop meeting, library, or school.

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**GIRL SCOUTS HEART OF THE HUDSON, INC.**

Serving girls in seven counties throughout the Hudson Valley  
Dutchess ~ Orange ~ Putnam ~ Rockland ~ Sullivan ~ Ulster ~ Westchester

# Our Future on Earth



## OUR FUTURE ON EARTH

Greenhouse gases, ozone holes, acid rain, toxic wastes, expanding deserts, and shrinking rain forests are but a few of the concerns facing our future on earth. Help your girls understand how they can make a difference for a safer, healthier planet.

The **Our Future on Earth pledge** will help you to promote ecological awareness within your troop.

### Daisy

Begin by discussing items 1,11,12 and doing #20 from the pledge. When the girls become Brownie Scouts they can complete the pledge. A good book to read to the troop is *The Lorax* by Dr. Seuss. In this book, Dr. Seuss portrays the results of careless use of the environment.

### Brownie

Use one or more areas of this pledge for a troop project. In addition, begin looking at the Wonders of Water Journey.

### Junior

Use one area from the pledge to design a troop project. In addition work on the Energize or Investigate Award from the Get Moving Journey

### Cadette/Ambassador



Use one area from the pledge for a troop project. In addition, be an advocate and (Cadettes, choose 3; Seniors / Ambassadors choose 4):

1. write companies to complain about environmentally destructive practices and waste such as pollution or excessive packaging.

2. start a community education campaign, talk to schools, youth groups etc about a safer environment.
3. learn about the continuing environmental crisis and how your actions can be part of the solution
4. round up furniture and household items no longer needed and either offer them to college students and friends, donate the items to charity, or hold a garage sale.
5. learn about pesticides and organic alternatives. Write to governmental agencies to limit the use of pesticides on food products.

---

## Application for Our Future on Earth Patch

1.# of patches requested\_\_\_\_\_

2. Cost per patch ( Call GSWP)

3.Total due from troop \_\_\_\_\_

4. Leader's Name\_\_\_\_\_

Phone\_\_\_\_\_

Address\_\_\_\_\_

\_\_\_\_\_  
Troop # \_\_\_\_\_ Level \_\_\_\_\_

Briefly describe the project your troop did:

Briefly evaluate this program:

---

## OUR FUTURE ON EARTH PLEDGE

1. I will not litter.
2. I will recycle all appropriate items such as newspapers, glass and metal
3. I will use both sides of my drawing paper and writing paper whenever possible.
4. I will reuse items such as plastic bags, lunch bags, wrapping paper and boxes.  
I will take short showers.
6. I will limit my use of paper towels, paper napkins, and tissues.
7. I will read and learn all I can about ecology and share my information with others.
8. I will help to keep my street clean.
9. I will walk and bike places whenever appropriate.
10. I will encourage my family and friends to walk, bike and take public transportation instead of always driving in a car.
11. I will turn off the water while I'm washing or brushing my teeth.
12. I will turn off lights when not in use and close water faucets tight.
13. I will not smoke.
14. Whenever possible, I will pass on magazines, books and catalogues to

neighbors, hospitals and nursing homes.

15. I will ask my family to give outgrown clothes to friends or donate to a charity.

16. I will buy beverages in returnable containers.

17. I will buy products in reusable containers or in simple packaging.

18. I will encourage my family to purchase only biodegradable laundry and dish soaps.

19. I will avoid using Styrofoam products and I will recycle it when received in a package.

20. I have made the following craft project \_\_\_\_\_ out of recycled materials.

Girl Scout \_\_\_\_\_

Troop \_\_\_\_\_

Leader's Signature \_\_\_\_\_

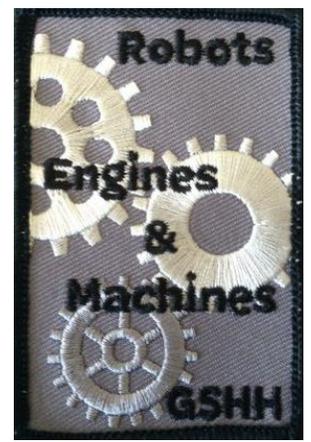
Parent/Guradian \_\_\_\_\_

Date \_\_\_\_\_

Robots, Engines, and Machines – Cadettes, Seniors and Ambassadors:

**Know your Skills: Cadettes choose 3 of the following; Seniors and Ambassadors choose 4:**

1. Find out the importance of gears and sprockets. Where do you see them in everyday life? What ratios produce which effects in relation to speed or torque?
2. Learn about different drive systems. You may be familiar with 2 or 4 wheel drive as seen in cars, trucks, or off-road vehicles; but what is an omni-drive system? What about tank-drive versus steered wheels?
3. Investigate the importance of programming. Write your own “program” instructing a friend to accomplish a simple task. Have her follow it word for word, detail for detail. How many rewritings does it take the “program” to be perfect?
4. Observe automated objects found in your house. With a parent’s help, look inside and find out how it works. You can try to find out what keeps a washing machine running, how a printer or fax machine receives signals, or even what it takes to make a car run.
5. Find a problem in your house and design a robot to fix the problem. How would you build it? What would you use? Can it complete multiple jobs?
6. Build a robotic mechanism. You can use K’NEX pieces, erector sets, or whatever you can find to create the mechanism. What will it do? How will it accomplish its task?



**Research and Exploration: Choose one of the following:**

1. Research two current robots making a difference in today’s world. What are they programmed to do? How long did it take to build? Were there any setbacks? How long have they been making a difference?
2. Find national robotics programs that promote engineering and robotics at the high school level. How do they create a positive learning experience? By what means are they promoting themselves? Are they successful in their goals?
3. Research the computer technology of the past. How has the change from past to present enabled robots to be seen in everyday life? Can you think of a technology improvement that will allow a similar leap in robotic capability for the future? Design a better form of an already existing robot.
4. Research technology that is “out of this world.” Investigate a robot working in space. What is its purpose? What kinds of problems were encountered along the way? Did it accomplish what it set out to do?

**Careers and Service: Choose two of the following:**

1. Tour a Science/Engineering/Tech based company like the Jet Propulsion Laboratory, or a NASA center. Find out about their latest projects, and what types of different careers it takes to complete a project.
2. Investigate two women engineers who have made a difference in the science or engineering world. What did they have to do to get to where they are? What did they do to impact the community and how does it affect you?
3. Find a local robotics or engineering competition and volunteer your time to help keep the event running as smooth as possible. Check the organizations website to see when a competition is happening in your area and what you can do to help.
4. Start your own robotics team in your school or community and compete. Lead the way and show other scouts the excitement and thrill of competition. Teach your troop or friends about the competition and organization. What is their message? How does it apply to everyday life? What is the program you participated in? How has this changed your view on “competitive fun”?
5. Put on or be part of a Science Fair. Promote the importance of science and engineering, or its presence in everyday life to younger girls and boys in your community. Build booths that interest and intrigue visitors
6. Interview a female engineer. Talk to her about what she likes best about her job. What classes did she have to take? What were the steps she took to get where is today? What other skill sets, aside from engineering, are important to her job? What advice does she have for others who are interested in this field?

## Swimming Skills and Safety



*Girls must complete the appropriate skill-level activity for each section.*

### 1. Safety First

- a. Beginner: If this is one of your first times at the pool, what is important to know? What do you need to bring? Rules do you need to follow? Make a poster board of the most important things to remember when you're at the pool. Share it with your family, friends, or troop.
- b. Intermediate: Talk to a lifeguard about being pool smart. What should you do if there is an emergency situation? What types of weather or other conditions make swimming dangerous? What should you do if you ever find yourself further out from the shore than you intended to be? Why is it important to give someone who needs help a floating tube, vest, or raft instead of swimming out yourself?
- c. Advanced: Work with a lifeguard or swim instructor to learn basic lifeguarding skills. Practice rescues with a tube. Learn how enter the water safely depending on the circumstances and how to use the backboard.

### 2. Practice your Strokes:

- a. Beginner: Learn the basics of the front crawl. Practice breathing while you swim. See if you can make it across the pool without touching the ground.
- b. Intermediate: Learn breast stroke and/or back stroke. Practices turning around in the water correctly once you've reached a wall.
- c. Advanced: Learn correct butterfly and side stroke form. Practice flip-turns for the backstroke.

### 3. Perfect a Skill:

- a. Beginner: Try out floating. See how long you can float on your back.
- b. Intermediate: Have someone show you how to tread water. Can you keep your head above for 30 seconds? What about with your hands above your head?
- c. Advanced: Enter the pool with a dive. Practice deep dives by retrieving an item off the bottom of the pool, and shallow dives. Which type of dive would you do for a race?

### 4. Play a Game

- a. Beginner: Get some of your friends together for a relay race. Try at least 3 different ways to cross the pool. Can you swim with a noodle? Arm floaties? A kickboard? An oversized t-shirt? Connected to a friend? What different strokes can you practice? Can you make up a new stroke? What animals can you imitate?

- b. Intermediate: Look up the rules of a water sport such as water polo, or learn from someone who has played. Think about the basic skills necessary to play this sport. Try out a game with some of your friends.
  - c. Advanced: Give synchronized swimming a try. Work with an instructor to see if you and others can maintain your good form while swimming in-sync. Put together your own routine with your friends – what kinds of designs can you make?
5. Pool Care
- a. Basic: Talk to a lifeguard or pool owner about the daily upkeep of the pool. Help keep the pool and/or pool area clean by checking the filter, sweeping the pool deck, scooping out leaves, or vacuuming the pool.
  - b. Intermediate: Learn how to open or close the pool for the year. What steps are taken and why? Assist someone in the process.
  - c. Advanced: Learn about the different chemicals that are used in a pool and why. When is each type added? Check the pH levels of a pool? What does pH measure? Why is it important?

## Sybil Ludington Patch

### Sybil Ludington

Sybil Ludington was born April 5, 1761 in Fredericksburg, now renamed Ludingtonville in her family's honor. She was the oldest of twelve children. Her father was Colonel Henry Ludington. He built a gristmill near his home. He used this gristmill to supply flour to colonial troops. He married Abigail and had six sons and six daughters. Sybil was a bit of a "tomboy" and her horse "Starr" was a yearling colt that was broken to bit by Sybil herself.

Complete #1, #7 and #8. Daisies, Brownies and Juniors choose 2 more activities. Cadettes, Seniors and Ambassadors, choose 3 more activities.

1. Use the Internet or the local library to research Sybil Ludington. Find out:
  - a. When and where she was born?
  - b. Why is she famous
  - c. Where did she ride?
  - d. When did she die?
  - e. Where is she buried?
2. Visit some of the historic landmarks on Sybil's route or research them by using the internet or resources in your local library.
3. Research Betsy Ross and the first flag. Design a flag (like the one Betsy Ross did for the original 13 colonies). Check the internet or use your local library to find books that show some of the flags that were used in the American Revolution to get ideas.
4. Create a story and read it to your troop or make up a song about Sybil Ludington. (Use a simple tune like "Yankee Doodle"). Teach the song to your troop and lead them in a sign-a-long.
5. Learn about the Boston Tea Party then have a Boston Tea Party with your troop.
6. Learn a Colonial game such as, marbles, jump rope, double-Dutch, hopscotch, jacks, hoops and stick, leap frog, or blind man's bluff. Teach your troop how to play the game you chose.
7. Make cards for veterans in your area or for servicemen and women serving their country now. Bring them to a veteran's home in your area or mail them.
8. Make a booklet about Sybil Ludington and include information from requirement #1. Also include any information about her family that you find and how long her ride was. Include some of the towns she rode through. Illustrate your booklet with drawings and display it in your local library, local historical society, or school.
9. Learn a colonial craft such as making yarn dolls, cornhusk dolls, stenciling, weaving or using a quill pen. Teach your troop how to make the craft you chose.
10. Collect dog food, cat food, etc. and donate it to your local humane society.

Together We Prepare  
GSHH Council Patch



# Together We Prepare Patch Program



**Girl Scouts**<sup>®</sup>  
Where Girls Grow Strong<sup>™</sup>

**Girl Scouts Heart of the Hudson**  
2 Great Oak Lane  
Pleasantville, NY 10570  
914-747-3080  
[www.girlscoutshh.org](http://www.girlscoutshh.org)



*Together, we can save a life*

**American Red Cross**  
American Red Cross in Greater New York  
Serving Orange, Putnam, Rockland & Sullivan  
Dutchess County Chapter  
Ulster County Chapter  
Westchester County Chapter  
[www.redcross.org](http://www.redcross.org)

Serving girls in seven counties throughout the Hudson Valley  
Dutchess • Orange • Putnam • Rockland • Sullivan • Ulster • Westchester



The Together We Prepare Girl Scout patch program was jointly developed by the American Red Cross national headquarters and the following Red Cross chapters: Alexandria, VA; Arlington County, VA; National Capital Area Chapter; and Southern Maryland and the Girl Scout Council of the Nation's Capital. The American Red Cross is dedicated to helping people in need, while the Girl Scout motto is "Be Prepared." Drawing on the strengths of both organizations, this patch was designed to help girls, their families and communities become better prepared for unpredictable events.

For more information about Girl Scouts and the Girl Scout program contact Girl Scouts Heart of the Hudson. For information about Red Cross training or resources referenced in this booklet, contact the American Red Cross or one of the local chapters of the American Red Cross listed below.

American Red Cross in Greater New York  
Serving Orange, Putnam, Rockland & Sullivan  
520 West 49<sup>th</sup> Street  
New York, NY 10019  
Phone: 877-REDCROSS

Dutchess County Chapter  
103 Hooker Avenue  
Poughkeepsie, NY 12601  
Phone: 845-471-0200

Westchester County Chapter  
106 North Broadway  
White Plains, NY 10603  
Phone: 914-946-6500

Ulster County Chapter  
21 O'Neil Street  
Kingston, NY 12401  
Phone: 845-338-7020

## **National Disaster Preparedness Agencies and Organizations**

The following organizations, agencies and websites are among those that provide information regarding disaster preparedness and are good sources to begin your research for this patch.

American Red Cross, [www.redcross.org](http://www.redcross.org).

American Red Cross offers training courses, disaster preparedness information and curriculum and materials for children, young adults and families. There are several local chapters throughout the Washington DC metropolitan area. Check your local phone book for the chapter nearest you.

Citizen Corps, <http://www.citizencorps.gov>

Coordinates volunteer activities that will make our communities safer, stronger, and better prepared to respond to any emergency situation.

The Federal Emergency Management Agency Web site, <http://www.fema.gov> The main phone number for the agency is 202-566-1600.

U.S. Department of Homeland Security, [www.ready.gov](http://www.ready.gov) or phone 1-800-BE-READY

National Weather Service, [www.nws.noaa.gov](http://www.nws.noaa.gov). Contains weather safety information.



## Together We Prepare Patch Program

**Purpose: To help Girl Scouts have fun learning and living their motto - *Be Prepared*.**

Life is full of unpredictable events and situations, but you can take steps to prepare for them. The five action steps of this patch - make a plan, build a kit, get trained, volunteer and give blood - will help each girl to prepare for the unexpected, no matter its type, shape or size.

Disaster relief agencies and organizations in your area, such as the ones listed on the inside cover, can help you learn about and prepare for disasters as you complete this patch.

Have fun while you learn!

### ***Instructions for completing the Together We Prepare patch***

The *Together We Prepare* patch includes five action steps:

Action Step 1: Make a plan

Action Step 2: Build a kit

Action Step 3: Get trained

Action Step 4: Volunteer

Action Step 5: Give blood (or help others give blood)

### ***To earn the patch***

Girl Scout Brownies: Complete the starred (\*) activity for each action step.

Girl Scout Juniors: Complete the starred (\*) activity for each action step and 1 additional activity from the action step of your choice.

Girl Scout Cadettes: Complete the starred (\*) activity for each action step and 1 additional activity from 2 action steps for a total of 7 activities.

Girl Scout Seniors and ambassadors: Complete the starred (\*) activity for each action step and 1 additional activity from 3 action steps for a total of 8 activities.

Daisy Girl Scouts: may receive the patch as a participation patch if they attend a Together We Prepare event or participate in an activity with a Girl Scout Brownie, Junior, Cadette, Senior or ambassador troop.



## ***Action Step 1: Make a Plan***

Planning ahead is the first step to a calmer and more assured disaster response. Making a disaster plan will help girls and their families feel prepared and be more safe.

### **\* Take an active part in making a disaster plan.**

To complete this action step, girls can work with their troop and their family to make a disaster plan. In a troop meeting girls should discuss the steps needed to create a disaster plan to prepare them to put these steps into action with their family. Use the checklist below to learn what is important in creating a disaster plan.

\_\_\_\_\_ Talk. Discuss disasters that can happen where you live. Call or visit your local American Red Cross or emergency management agency and ask for information on natural or man-made disasters that could happen in your area. What special measures should you include in your disaster plan to be prepared for these emergencies? Establish responsibilities for each member of your family or group to carry out should a disaster occur so you can to work together as a team. Designate alternates in case someone is absent.

\_\_\_\_\_ Plan. Choose a place to meet after a disaster both inside and outside the home and the places you meet regularly. Be sure you have planned 2 ways to exit each building.

\_\_\_\_\_ Gather information. Create an emergency care card file. For example, attach a photo of each individual to a sheet of paper. On the back, record that person's full name, any medications/allergies or other special needs, and the name(s) of parents/guardians or others to call in case of emergency and include phone numbers for these people. Store the cards in a folder that you can easily get in an emergency

\_\_\_\_\_ Check supplies. Review your disaster supplies kit (see page 6) Assign an individual to be "kit captain" to be responsible for getting the kit in an emergency. Also assign someone to check the supplies regularly.

\_\_\_\_\_ Tell. Make sure everyone knows where the emergency contact information and the disaster supplies kit are kept.

\_\_\_\_\_ Practice. Practice evacuating your home and meeting site. Practice drills that apply to specific emergencies you might encounter in your area such as earthquake, tornado, fire and shelter-in-place drills

Provide each girl with a copy of the Emergency Plan found on page 9 so she can work with her family on completing the plan. Discuss how the plan applies to troop meetings. Find



out if the location where the troop meets has an emergency plan in place that can assist you if there is an emergency while your troop is meeting there.

## ***Additional Activities***

1. Schedule a troop visit by someone who works with those with special needs (e.g., hospital workers, physical therapists, or health care providers who work with individuals with hearing or vision disabilities.) Discuss how to plan for safety for those with special needs.
2. Find out what radio and television stations, disaster agencies and organizations in your area are involved in disaster notification and relief. Take a field trip to one or more sites to learn the role they play in responding to emergencies.
3. What should be done with the family pet if a disaster occurs? Visit one of the websites listed on the inside front cover to find information about pet emergency plans and create an emergency plan for the family pet.
4. Complete a general preparedness lesson such as those in the American Red Cross curricula, *Masters of Disaster*® (General Preparedness, lesson plan 2, “Family Disaster Plan” for grades K-2, 3-5 or 6-8) and *Facing Fear: Helping Young People Deal with Terrorism and Tragic Events* (lesson plan 9 and 10, “Family Disaster Plan” and “Community Preparedness” for grades K-2, 3-5, 6-8 and 9-12). Activity Sheets for *Masters of Disaster*, and Lessons and Activity Sheets for *Facing Fear* are downloadable at [www.redcross.org/disaster/masters](http://www.redcross.org/disaster/masters).
5. Select one of the topics below and use the library or Internet to learn more about emergency preparedness. Share what you learn with girls in a younger troop.
  - Learn the difference between weather watches and warnings and what to do when they are announced;
  - Find safety information on Web sites that help people get ready for emergencies;
  - Find out where to go in the event of an emergency in the home or in a public place.
  - Learn about three disasters that have happened in your area. If data is available, find out how much damage was done, how many people were injured (if any) and what has changed/been implemented to protect the community in the future.
6. Visit your local sheriff’s office, police department or organizations such as the National Center for Missing or Exploited Children to learn how fingerprints are used in locating missing persons. If parents have given permission, have fingerprinting done of the girls. Give the set of fingerprints to your parents to keep.



## **Action Step 2: Build a Kit**

What you have on hand when a disaster strikes makes a big difference. Organizations and government agencies such as those listed on the inside front cover have information on what to include in a disaster supplies kit.

\* Use the list below and complete Activity # 1 on the following page to understand what goes into a disaster supplies kit and why each item is important. Provide each girl with a copy of this page to take home along with her "picture kit" to work with her family to create a supplies kit.

- Water. Have at least one gallon per person per day.
- Food. Pack non-perishable, high-protein items, including energy bars, ready-to-eat soup, peanut butter, etc. Select foods that require no refrigeration, preparation or cooking and little or no water.
- Flashlight. Include extra batteries and bulbs.
- First aid kit. Pack a reference guide.
- Medications. Don't forget prescription and non-prescription items.
- Battery-operated radio. Include extra batteries.
- Tools. Gather a wrench to turn off gas if necessary, a manual can opener, screwdriver, hammer, pliers, knife, duct tape, plastic sheeting and garbage bags and ties. *Turning off gas is an adult activity and should not be done unless the local authorities advise to do so. A professional is required to turn the gas back on, which could take days or weeks.*
- Clothing. Provide a change of clothes for everyone, including sturdy shoes and gloves.
- Personal items. Remember eyeglasses or contact lenses and solution; copies of important papers, including identification cards, insurance policies, birth certificates, passports, etc.; and comfort items such as toys and books.
- Sanitary supplies. You'll want toilet paper, towelettes, feminine supplies, personal hygiene items, bleach, etc.
- Money. Have cash. (ATMs and credit cards won't work if the power is out.)
- Contact information. Carry a current list of family phone numbers and e-mail addresses, including someone out of the area who may be easier to reach if local phone lines are out of service or overloaded.
- Pet supplies. Include food, water, leash, litter box or plastic bags, tags, any medications and vaccination information.
- Map. Consider marking an evacuation route on it from your local area.



## ***Additional activities***

1. Draw or find pictures of items that belong in a disaster supplies kit. Discuss why each item belongs in the kit. Use the pictures to create a sample kit for each family. Discuss how basic supplies might be different for:

- A family with both genders and mixed ages, including those with infants or toddlers and those with grandparents.
- People with temporary or permanent limited abilities;
- Pets

Talk about how to store the items:

- What type of container might be appropriate to safely protect these supplies?
- Where should supplies be stored?
- How often should supplies be checked or changed?

2. Visit a local fire department. Ask for a demonstration on how to use a fire extinguisher. Ask also about unique local challenges and the plans and equipment for dealing with these challenges. What do the fire fighters recommend including in disaster supplies kits?
3. Plan and carry out an event that helps others understand how to build a disaster supplies kit. For example, set up and staff a display at an event such as a health fair that highlights the importance of having a disaster supplies kit. Or, create posters to be displayed at a school, a neighborhood event, Girl Scout service unit or association meeting, a post office, library, etc. Use the resources listed on the inside front cover to help you.
4. Discuss what items should be in a disaster kit stored in a vehicle at different times of the year. Share this information with the troop and their families. Build a disaster supplies kit for a troop trip or event using a family vehicle.
5. Discuss with the troop how people react when disaster strikes. Together, research news articles to learn how people react in different disasters. What does this show about how to respond, when to use kits, etc.? Write a note to yourself describing how you hope to react should disaster strike. Keep the note in a special place and review it from time to time.
6. Role-play what to do with the contents of your disaster supplies kit in different emergency situations. Include responding to a disaster while at school, at different public and private places, with mixes of people and animals of differing ages, skills and abilities. Be sure to include your troop meeting site and other special Girl Scout events.



## **Action Step 3: Get Trained**

Training will give girls the skills and confidence to help others in an emergency. The American Red Cross and other safety organizations offer first aid training and disaster education for all ages

\* Learn first aid by completing the appropriate activity below or by completing an age-appropriate first aid course. If you have previously completed the Try It, Badge or IP listed, do one of the additional activities listed below.

Brownie Girl Scouts: Read pages 62-75 in your “Brownie Girl Scout Handbook,” complete the Safety Sense Try-It or take a course like the Red Cross F.A.C.T. for ages 5-8 or Basic Aid Training (BAT) for ages 8-10.

Junior Girl Scouts: Read pages 76-85 in your “Junior Girl Scout Handbook,” complete the First Aide Badge, or take a first aid course such as Red Cross Basic Aid Training (ages 8-10) or Community First Aid and Safety (ages 11 and up)

Teen Girl Scouts: Complete activities 1 and 2 toward earning your “Emergency Preparedness” IP.

## **Additional Activities**

1. Complete the age-appropriate lessons and hands-on activities such as those in *Masters of Disaster* grades 3-5 or 6-8 curriculum kits for a natural disaster that can occur in your area. Lessons cover hurricanes, floods, tornadoes, lightning and earthquakes; find Activity Sheets and background information for teachers at [www.redcross.org/disaster/masters](http://www.redcross.org/disaster/masters).
2. Improve your skills as a babysitter by doing one of the following:  
Juniors –Complete the Caring for Children badge  
Girls 11-14: complete a babysitter’s training course
3. Learn what diseases are at greater risk of being spread during a disaster and how to prevent them. Use current resources at the library or on the Internet or complete a disease prevention course, such as one that teaches about preventing blood related diseases such as HIV/Aids. Contact your local health department or American Red Cross for information about such courses.
4. Learn how to handle pet emergencies. Consider one of the of the following resources:
  - Visit a veterinarian, an animal hospital or shelter, or animal rescue center and ask them to demonstrate pet first aid for a variety of situations
  - Check out the website for the American Animal Hospital Association [www.healthypet.com](http://www.healthypet.com) and make a display of the information you have learned
  - Complete a course that teaches first aid for pets.



5. If you are old enough, complete a course that teaches you one of the following skills: water safety including basic water rescue; wilderness survival; pre-lifeguard or lifeguard training; Sport Safety Training or become a *First Aid/CPR/AED* instructor aide

## **Action Step 4: Volunteer**

More than one million Americans volunteer each year to serve their communities. Who volunteers? Everyone! Volunteers come from all walks of life, all backgrounds and are all ages. There are many needs and many ways to serve. Girl Scouts of all ages provide service – volunteer – as part of the Girl Scout Program.

\* Volunteer in a community preparedness service project as follows:

Brownie Girl Scouts: Work as a troop and give three hours of service.

Junior Girl Scouts: Work as a troop, a patrol or interest group, or with a buddy or family member(s) to complete five hours of service.

Teen Girl Scouts: Give a minimum of eight hours helping a community preparedness project.

## **Volunteer Suggestions and Additional Activities:**

1. Create a coloring book (or coloring pages) for younger children that helps them learn what to do in an emergency.
2. Create first aid, comfort kits (personal hygiene items such as toothbrushes, etc.) or emergency preparedness kits for schools, shelters, senior living facilities or families in need. (Remember to ask the facility manager or local social services agency first to find out what is needed and what you can distribute.)
3. Working with a service agency, organize a food drive to collect emergency canned food to distribute to individuals and families in need. Don't forget homebound senior citizens and physically or emotionally challenged individuals.
4. Write an article on preparedness for the school or community newspaper.
5. Create an exhibit on preparedness for a science fair or to display in your community at the library, recreation center, local veterinarian's office or any other area where members of the community will see it.
6. Host a preparedness workshop or safety fair for younger Girl Scouts. Use materials such as the American Red Cross "Be Ready 1-2-3" for young children, ages 4 to 7. The materials help children learn through activities and demonstrations led by "experts" *Cool Cat* (home fires), *Ready Rabbit* (winter storms) and *Disaster Dog* (earthquakes). The materials are available at <http://www.redcross.org/services/youth/izone/cbooks.html>.



## ***Action Step 5: Give Blood***

Blood donation is called “the gift of life.” Blood is needed in times of emergency, but the ongoing need is also great. Every two seconds someone needs a blood transfusion – cancer patients, accident victims, premature infants and patients with chronic diseases.

\* Brownie and Junior Girl Scouts learn about the importance of blood donations by doing *one of the first four activities* listed below.

\* Teen Girl Scouts complete *any activity #2 through 8* to:

- Explain the need for blood, its components and how a transfusion is made;
- Find out the shelf life of blood; and
- Learn the requirements to donate blood.

## ***Activities***

1. Download *A Poster Coloring Book* for children inspired by blood donor posters from the American Red Cross museum collection available at <http://www.redcross.org/www-files/Documents/pdf/history/coloringbook.pdf> for youth. Complete one or more pages of the coloring book and share it with your family.
2. Create art-work to explain the need for and how blood donations help the critically ill. Contact your local blood chapter and ask if your art can be displayed at a blood drive or used to advertise an upcoming blood drive.
3. Write an essay about a person whose life was saved by a blood donation or a person who donates blood on a regular basis and share it.
4. Contact the local blood bank and find out how to pass out pamphlets advertising blood drives or make arrangements to make and serve refreshments at a blood drive in the community
5. Use what you have learned about the importance of giving blood to convince someone to become a blood donor. Come with them when they donate blood.
6. Volunteer at a blood drive. (must be at least 14 years old.) or coordinate a blood drive.

**BONUS – Give blood!** (Must be 17 years old, a minimum of 110 lbs. and in good health)



## FAMILY EMERGENCY PLAN

Make copies. Keep 1 copy near telephone and 1 copy in Family Disaster Supplies kit. Each family member should also keep a copy in purse, wallet, book bag or briefcase.



### Meeting Places

**Meeting Place 1** should be outside your home or building. Be specific, such as next to the mailbox, under the big tree with the tire swing, or at the neighbor's (say which one) front door.

\_\_\_\_\_  
\_\_\_\_\_

**Meeting Place 2** should be outside of your neighborhood in case it is not safe to stay there or you cannot get home. Choose a place everyone knows and one with a telephone if possible, such as a school, library or relative's house outside of your neighborhood.

Phone: \_\_\_\_\_



### Out of town contact

Choose someone who lives out of town as your "family check-in contact" person for everyone to call if the family gets separated. It may be easier to call long distance during a local emergency.

\_\_\_\_\_  
\_\_\_\_\_

### if Family emergency numbers

List each family member and phone numbers where each can be reached when not at home-work, school or babysitter, etc.

Name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Cell: \_\_\_\_\_



### Other emergency numbers: 911

Adapted from *Facing Fear: Helping Young People Deal With Terrorism and Tragic Events*, © 2001 by The American National Red Cross

s, Washington, D.C. For more information visit [www.redcross.org/disaster/masters](http://www.redcross.org/disaster/masters).

## Tree Patch For Juniors

Trees are an important part of our environment. Trees remove CO<sub>2</sub> from the air and help fight global warming. They provide shade, food, homes for animals and the air that we breathe! The activities in this patch program are designed to help you feel connected to your community and to have an appreciation for trees. Additionally, by completing the requirements for this patch you will discover practical life skills, such as interviewing and information gathering. You will connect to your troop and others by sharing what you have learned and practicing your communication skills.

To earn this patch, Junior Girl Scouts must complete six activities.

### 1. Tree Identification

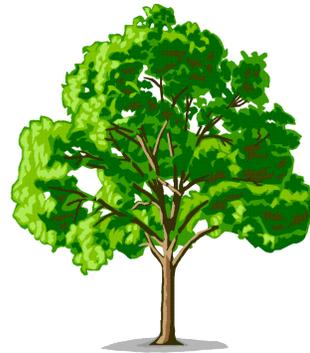
Discover how to use resources efficiently as you learn how to identify trees using a dichotomous key. Identify at least 15 trees in your neighborhood. (See resources)

### 2. Tree Pruning

Talk to a landscaper, gardener, or horticulturist about pruning trees. Discover the proper way to prune a tree so that the tree remains healthy. Select a tree in your backyard to prune. Be sure to ask permission before you prune the trees. Then, using the skills you have learned, prune the tree.

### 3. Leaf Identification

Choose any leaf and look at it carefully. Create a diagram of the leaf and its parts by using a book and your own knowledge to help you. Practice your communication skills as you share your work with your troop and ask them to provide feedback.



### 4. Leaf Collection

Trees have many different types of leaves and can be identified by them. The leaves provide the tree with the essentials of life, such as carbon dioxide and water. Just as you and I have tongues and mouths to absorb food and water, the tree has leaves for the same purpose. For this activity, you will collect and display different types of leaves. (See resources)

### 5. Leaf Prints

Discover your creativity and make leaf prints. Leaf prints are a fun way to decorate bags, clothing, or anything else. (See resources)

### 6. Your Tree

Find a tree in your yard or neighborhood that you really like. Choose one of its leaves and draw or write about it.

Then

A. Observe the tree for at least two seasons. What happens to the tree as the seasons change? During what season do you like your tree the best? Is there any moss or weeds around your tree?

Or

B. Observe the animals that live around, in and on your tree. Do they have any holes or nests there? Do animals hibernate in your tree?

Share your observations with your troop.

### 7. Interview

Practice important life skills and interview a forester, horticulturist or arborist. Find out what their job entails and what they know about trees. Find out what their job entails and how it relates to trees. Be sure to ask them about proper tree care and the different types of trees in your area. What is the most common tree and why?

### 8. Tree inventory

Complete an inventory of the trees in your yard or neighborhood. Is there an excess of one type of tree? Did you find any strange or unusual trees? Create a small map of your neighborhood and label the trees on the map. Get each member of your whole troop to complete a small area and then combine the maps into one big map.

### 9. Plant

Take action and plant a tree that will thrive in your area. Remember to water and take care of it.



\*The Tree Patch is based on a Gold Award Project created by Rachel Clausen, 1997

# Resources

## Dichotomous Key

A dichotomous key is a method for determining the identity of something (like the name of a butterfly, a plant, or a rock) by going through a series of choices that leads the user to the correct name of the item. Dichotomous means "divided in two parts".

At each step of the process of using the key, the user is given two choices; each alternative leads to another question until the item is identified. (It's like playing 20 questions.)

For example, a question in a dichotomous key for trees might be something like, "Are the leaves flat or needle-like?" If the answer was "needle-like," then the next question might be something like, "Are the needles in a bunch or are they spread along the branch?" Eventually, when enough questions have been answered, the identity of the tree is revealed

You can Google "dichotomous key tree" and find many examples on the web or visit your local library to borrow tree identification books.

## Leaf Collection:

You will need:

- Several pieces of construction paper
  - Something to put your leaves in
  - A thin marker
  - Tape
  - A hole puncher
  - Colored string
  - A leaf identification book ( optional)
1. Connect with your neighborhood as you take a walk and collect as many different leaves as you can find.
  2. Tape the leaves onto the construction paper. There should be 2 or 3 per page.
  3. Label them neatly using your knowledge or a leaf identification book.
  4. Keeping the pages together, punch 3 holes into the paper.
  5. Pass the string through the holes and tie a bow or knot.

Now your collection is complete. Connect with your troop and share your collection with them.

## Leaf Prints:

You will need:

- A bag, a clean shirt or a piece of paper to put the leaf print on
  - A rolling pin or artist's roller
  - Assorted acrylic paints
  - Newspaper
  - A smock
  - Pie plates
1. Lay the newspaper on a flat surface.
  2. Lay the bag, shirt, piece of paper, etc. on the newspaper.
  3. Place a small amount of paint onto a pie plate. Use a different color for each plate,
  4. Take one leaf and gently press it into the paint.
  5. Place it onto the bag, shirt, paper, etc. and gently roll over it with the rolling pin or artist's roller.
  6. Carefully lift the leaf off and throw it away.\*
  7. Continue making prints until the whole bag, shirt, paper, etc. is covered.

Do Not Reuse Leaves Unless You Want To Mix Colors!!\*

Wear your shirt, hang your picture or carry your books in your bag. Proudly display your work of art!

The Tree Patch is based on a Gold Award Project created by Rachel Clausen, 1997

Serving girls in seven counties throughout the Hudson Valley  
Dutchess • Orange • Putnam • Rockland • Sullivan • Ulster • Westchester



### **GSHH AWE STEM Patch**

For Brownies and up. Adult Supervision required.

Girl Scouts Heart of the Hudson partnered with Avon to bring STEM to life with these hands-on experiments. Many of these experiments suggest using the Scientific Method. If you are unfamiliar with the scientific method, use the Internet to help you.

**Brownies / Juniors - Please complete 3 out of the 5 experiments and the Career Exploration**  
**Cadettes – Please complete 4 out of the 5 experiments and the Career Exploration**  
**Seniors / Ambassadors – Please Complete all experiments and the Career Exploration**

#### **1. You're a package engineer:**

- Safety precautions: Please have adult supervision
- Materials: Eye protection, closed toe shoes, long pants, gloves, 3 eyeshadow compacts, and household items.
- Possible Cost: 3 compacts of True Color Eyeshadow Duo (any color) \$12 plus tax.
- Explanation: Find a local Avon representative or order from Avon.com and purchase three of the True Color Eyeshadow Duo or pick any three eyeshadow compacts available and engineer the best package to protect your eyeshadow. The eyeshadow compacts must all be the same size, same shape, and contain the same amount of eyeshadows. You will use whatever tools you have around the house to create a package that will protect your compacts from breaking. You may use cotton, paper towels, cardboard, etc. any items that would serve well as protection. Use the scientific method to list out all the materials, pick at least three, and predict which material will give the most protection. Drop each of your compacts outside onto a concrete surface, 10 times each, from a height of 5 feet. Record all results e.g. shadow breakage and package condition in your science notebook after the 10 drops are completed for each compact.

## 2. Let it Roll:

- Safety Precautions: Please have adult supervision
- Materials: Avon Skin So Soft Original Bath Oil, Naturals Fresh Cucumber Melon Antibacterial Liquid Hand Soap, Naturals Body Lotion , Flavor Savers Lip Balm, vegetable oil, aluminum foil, timer, gloves and a smock.
- Possible Cost: Skin So Soft Original Bath Oil, Naturals Fresh Cucumber Melon Antibacterial Liquid Hand Soap, Naturals Body Lotion , and Flavor Savers Lip Balm \$25.79 plus tax
- Explanation: Certain ingredients in our products are used for their properties. Mascara, for example, has ingredients that are used as film formers, which are ingredients that are used to help the mascara actually stick to your lashes. Find a new and innovative type of film former. Find a local Avon representative or order from Avon.com and purchase Skin So Soft Original Bath Oil, Naturals Fresh Cucumber Melon Antibacterial Liquid Hand Soap (any scent is fine), Naturals Body Lotion (any scent) or you can also use any household liquid hand soap, lotion, and bath oil. Your remaining liquids will be vegetable oil and one liquid of your choice. These items will serve as possible film formers to coat a piece of aluminum foil. Record the physical properties of your film formers. Take four 3x6 inch sections of aluminum foil and make sure to coat the entire sheet of foil with each liquid. You should have five sheets total with four different liquids (bath oil, hand soap, body lotion, and vegetable oil) on each sheet. Find a local Avon representative or order from Avon.com and purchase a tube of Avon Flavor Saver lip balm or use any lip balm. Using a stop watch, test to see how long your tube takes to travel down each sheet of foil held at a 45 degree angle with each "film former". Use scientific method to determine which ingredient would make the best "film former".

3. **You are the scientist/chemist:** Invent a product. A personal care, skin care, makeup, or haircare product that you think Avon should sell. Let us know the ingredients, what is the function/purpose of each ingredient, and what is the purpose of your product e.g. what magic does your product perform? Make up a story to go with your product. Make a collage to represent your new product and show your inspiration. Present your product to a group of Avon representatives (at least two reps), or a group of friends or family members (at least four persons) and have the reps/friend/family decide if they can sell the product or not?

4. **Color me this:**

- Safety Precautions: Please have adult supervision.
- Materials: Gloves, food (liquids/spices) household items, and a camera
- Explanation: Using Sir Isaac Newton's invention, the color wheel (Figure 1), you will become a color scientist for the day. Pick any three **non**-primary colors from the color wheel and use any household item to recreate each color. Example: you can mix ketchup and mustard to create orange, or you can use food spices for extra color. Take pictures of the 3 colors you have chosen and your final 3 created colors and compare them side by side. Make sure to record all items and steps used to achieve your chosen color.



Figure 1

Image taken from : <http://artpnd.wikispaces.com/Color+Wheel>

5. **Together 4 ever:**

- Safety Precautions: Please have parental supervision.
- Materials: ½ cup of cooking oil, ½ cup of water, ½ cup of dish soap, ½ cup of milk, ½ cup of juice, 2 tablespoons of toothpaste, ½ cup of vinegar, 5 jars with lids, gloves.
- Explanation: Let's learn about emulsions. In the cosmetic industry we have items called emulsifiers. These ingredients make two liquids that don't usually get along, get along. For instance, emulsifiers make two ingredients that don't mix well together, mix (these ingredients will no longer separate). Using the two main ingredients of oil and water, and the scientific method, pick which of the household item(s) listed above that you believe would make oil and water stay together, e.g. "get along". Explain why. Make sure you record all of your physical properties in your scientific notebook. Now it's time to test your hypothesis.
  - Step 1) Mix ½ cup water and ½ cup oil ( cooking oil) in a jar. Cover and shake for 15 seconds. Record your findings.
  - Step 2) Mix ½ cup water, ½ cup oil and ½ cup of dish soap. Cover and shake for 15 seconds. Record your finding.
  - Step 3) Repeat step 2 with the remaining 4 ingredients.

Can you think of any other ingredients that may work as an emulsifier?

**Career Development portion – Complete 1 of the following:**

This would be a great opportunity for you to learn how much we all love turning our STEM careers into beauty.

1. Research careers in the area of cosmetic science and think about which you may be interested in pursuing. Find out what kind of school /education is required for this job.
2. Speak with someone who is a chemist, an engineer, or a scientist for a cosmetic company. Talk to them about how they came to have the job they currently have, and what type of education they needed to have to get here. Find out which skills are important, what an average day at work is like, and what their favorite and least favorite parts of the job are. Contact [mellanie.garner@avon.com](mailto:mellanie.garner@avon.com) or [arg.awe.suffern@avon.com](mailto:arg.awe.suffern@avon.com) to coordinate.
3. Attend a science and engineer career fair or panel.