



Between Earth and Sky with Healthy Habits Series

Grades K-1

Introduction to Leaders

The focus of the leader guides is to guide adults through the Between Earth and Sky Journey with supplemental activities and discussions focusing on Healthy Habits. The purpose of the series is for girls to learn about plants, trees, and animals while building important leadership skills. The sessions will also include a special focus on active, healthy living.

There are 8 1-hour sessions in this series and activities in each session are designed to be hands-on and fun. It is the fun that keeps the girls coming back to Girl Scouting! An important part of Girl Scouting is girl planning. Whenever possible, encourage girls to get involved in planning. This will give them ownership of their Girl Scout group, influence in directing of their Girl Scout program, and experience in planning and decision making.

Each session fulfills national leadership outcomes from the Girl Scout Leadership Experience, where girls Discover, Connect, and Take Action. Girls achieve these outcomes through the three Girl Scout processes: Girl Led, Learning by Doing, and Cooperative Learning. Throughout the series sessions, the outcomes met through the activities are noted under the appropriate activity. Another important piece of the activities is the reflection that you do with the girls at the end. Doing reflection in an enjoyable way helps girls process and retain what they have learned through their Girl Scout experience. One easy way to do reflection is to ask the girls: What?, So What?, and Now What?

Supplies Needed:**Meetings 1-8**

- “Between Earth and Sky” Girl Book and Adult Guide
- Healthy Habits Booklet
- White Paper
- Crayons
- Large Paper with Girl Scout Promise written
- Color pictures of foods: broccoli, cauliflower florets, celery, asparagus, rhubarb, lettuce, spinach, cabbage, kale, carrots, radishes, turnips, sunflower seeds, green beans
- Scissors
- Glue
- Origami Paper
- Stones/pebbles
- Bowls of water
- Large chart paper
- Markers
- Construction paper
- Salt
- Pebble
- Pencil
- Bouncy ball
- Pipe cleaners
- Plastic cups
- Pom poms
- Foam pieces
- Ball (any kind)

Meeting One: Getting Ready for the Road

Goals:

Girls will be able...

1. To express their feelings.
2. To understand the joys of travel, especially outdoors in nature.

Group Leader Preparation:

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Equipment/Supplies:

- White Paper
- Crayons
- Large Paper with Girl Scout Promise written
- “Between Earth and Sky” Girl Book and Adult Guide

Start Up Activity: Have a Good Trip (10 mins)

Connection to GSLE-

- *Connect: Girls advance diversity in multicultural world by recognizing that it's ok to be different.*
 1. Gather the girls into a circle and explain that they are now in a Daisy Circle. They will use the circle to: start the meeting, share ideas, make decisions, and other times they want to talk as a group.
 2. Ask the girls to introduce themselves by saying their name and how they feel today.
 3. **Say:** *We're about to start a journey called Between Earth and Sky. In this journey, we're going to hear a story about some pretty flower friends taking a trip across the country. We're going to see everything they see. On this trip, we're also going to learn how to be healthier. What you eat and drink every day is called **Energy In**. This gives you energy to do all the things you love to do-like playing. When you use your energy, it's called **Energy Out**!*
 4. **Ask:** *Is anyone excited to be here? Did anyone wear something special to celebrate coming today? Is anyone nervous-just a little?*

Activity 1: Story Time: Travel Near, Travel Far (10 mins)

1. Introduce the new flower friends story by reading page 5 of the girls' book.
2. **Ask:** *How many of you have traveled to faraway places? Where did you go? What did you see? How many of you like to take short trips in your neighborhood?*
3. Then read pages 7-9. After reading **say:** *Lupe's car runs on flower power. Power is another way of saving energy. People need energy to live.*

Activity 2: Taking a Walk, Outdoors or In (15 mins)

Connection to GSLE-

- *Connect: Girls can resolve conflicts by learning simple conflict resolution strategies.*
 1. Take the girls on a walk and have them collect one natural item. However, they must all collect the same type of item, such as a fallen leaf or pinecone, etc. Let them know that when they are back inside, they will draw the item they've collected.
 2. To get a team decision going, you might **ask:** *Who has an idea about what we should collect?*

3. If the girls have many ideas, guide them to reach a group decision. **Ask:** *Who is willing to change her mind about what we should collect? Who can offer a good reason for some of us to change our minds?*
4. After the walk, **ask:** *How did it feel to be out and about just like the flower friends-in the fresh air?*

Activity 3: Which One is Mine? (20 mins)

1. Ask the girls to sketch their item using crayons and paper. (This is a great activity to introduce the idea of careful observation as well as using one's senses). Encourage them to pay close attention to all of their object's features.
2. When their sketches are done, have the girls sit in a circle and put all of their natural objects in the center along with their sketches turned upside down.
3. **Say:** *Now, as a group can you match the objects to the sketches? How many can you match? What makes it easy or hard to match the real things to the drawings?*
4. Invite the girls to split into two groups to play a balance game. Ask each group to walk across the room while balancing an object (your Journey book, paper, etc.) on their heads.
5. When they've all had a try, **ask:** *What did you need in order to keep the item on your heads?* (Balance)
6. **Say** to the girls: *In order to be healthy and at your best, you need to balance Energy In and Energy Out. Doing both is like walking while balancing something on your head-you have to think about both things. This is called Energy Balance.*

Closing: (5 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and do a friendship squeeze.
 - a. Put right arm over left. Hold hands. One person gently squeezes her neighbor's hand and the squeeze gets passed around the circle.
3. Dismiss the circle.

Meeting Two: Our Road Trip Begins

Goals:

Girls will be able...

1. To explore what makes each of them unique.
2. To expand their knowledge of colors in nature.

Group Leader Preparation:

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Equipment/Supplies:

- White paper
- Crayons
- “Between Earth and Sky” Girl Book and Adult Guide

Start Up Activity: Chapter 1 (10 mins)

1. Gather girls into a Daisy Circle.
2. Recite the Girl Scout Promise.
3. Then read the remainder of Chapter 1 to page 18. After reading engage the girls in short discussion by **asking**: *What do you think of Lupe’s car? Does it look fun to ride in? What parts of the car do you recognize from nature?*

Activity 1: Role Play: How I Help My Friends (15 mins)

Connection to GSLE-

- *Discover: Girls develop critical thinking by recognizing that the thoughts & feelings of others can vary from their own.*
- *Connect: Girls develop healthy as they are better able to demonstrate helpful and caring behavior.*
 1. Ask the girls to find a partner or you can assign partners.
 2. Remind girls about the part of the story in which Zinni said she likes to help her friend, Lupe.
 3. Give girls the following scenario: *You and your mom stop at your best friend’s house to pick her up and walk to school together. Your friend is running late. She’s rushing to get ready and she seems upset. What do you do?* (See page 52 of the Adult Guide for hints to get them thinking).
 4. Wrap Up the activity by **saying**: *Feeling good about who you are is important for Energy Balance because it helps you make sensible food choices and stay active. One way to help your friends is to be active together. Doing activities together is not only fun but can make active, healthy living a good habit.*

Activity 2: A Walk in Nature to Find Colors (20 mins)

Connection to GSLE-

- *Connect: Girls promote cooperation and team-building by beginning to learn to work well with others.*
- *Take Action: Girls advocate for themselves and others by recognizing that they can act on behalf of others.*
 1. Before heading out for a walk in nature, ask the girls to name their favorite color. **Say**: *The colors of nature also include colors of fruits and vegetables, which grow on plants and trees.*
 2. Ask the girls to name the fruits and vegetables they eat. Then **say**: *Eating fruits and vegetables is an example of **Energy In**.*

3. Now head outside and look for all the different colors the girls just talked about.
4. While you are outside, talk about the soil around you. **Say:** *Soil is more than just "dirt." Flowers get their nourishment from soil but do you know what else gets nourishment from the soil? (Plants that produce fruits and vegetables which are foods that help you grow.)*
5. At the end of the walk, get a discussion going with questions like these:
 - a. How many colors did you find from our list? Were there any you couldn't find?
 - b. How did being outdoors in nature make you feel? Where else might we look for colors outdoors?

Activity 3: Rainbow Colors (10 mins)

1. Give each girl a piece of paper and ask her to draw a rainbow. **Say:** *Eating a "rainbow of foods is a great way to be healthy.*
2. Now ask the girls to draw their favorite fruits and vegetables from the rainbow on their paper.
3. Ask the girls to keep a list with their family of all the colorful fruits and vegetables they eat the next few days.

Closing: (5 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and do a friendship squeeze.
 - a. Put right arm over left. Hold hands. One person gently squeezes her neighbor's hand and the squeeze gets passed around the circle.
3. Dismiss the circle.

Meeting Three: You, Me, How Different We Can Be

Goals:

Girls will be able...

1. To explore their feelings and how they differ from each other.
2. To learn all about the parts of plants.

Group Leader Preparation:

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Equipment/Supplies:

- White paper
- Crayons
- Color pictures of foods: broccoli, cauliflower florets, celery, asparagus, rhubarb, lettuce, spinach, cabbage, kale, carrots, radishes, turnips, sunflower seeds, green beans
- Scissors
- Glue
- “Between Earth and Sky” Girl Book and Adult Guide
- Healthy Habits Booklet

Start Up Activity: A Happy You (5 mins)

1. Invite each girl to draw a picture of something that makes her feel happy. **Say:** *By doing things that make you feel happy; it also helps you feel better, too.*

Activity 1: Feast of Plant Parts (10 mins)

Connection to GSLE-

- *Discover: Girls gain practical life skills-girls practice healthy living by gaining greater knowledge of what is healthy for mind & body.*
 1. Introduce girls to the various plant parts by using the visual on page 9 of the girl book.
 2. Then show pictures of various foods and ask girls if they can identify what part plant the food is from.
 - a. Flowers: broccoli and cauliflower florets
 - b. Stems: celery, asparagus, rhubarb
 - c. Leaves: lettuce, spinach, cabbage, kale
 - d. Roots: carrots, radishes, turnips
 - e. Seeds: sunflower seeds, green beans

Activity 2: I’m Feeling This, You’re Feeling That (20 mins)

Connection to GSLE-

- *Discover: Girls develop critical thinking by recognizing that the thoughts and feelings of others can vary from their own.*
- *Connect: Girls develop healthy relationships through being able to identify and communicate their feelings to others.*
 1. Ask girls to team up into groups of four. Give them the following scenario:

- a. *Three of you- Alexis, Jamaica, and Summer- are jumping rope outside Jamaica's house. Jamaica's next-door neighbor, Alisa, comes by and asks if she can play, too. Alexis doesn't want Alisa to join in the game. She says, "Alisa, your jacket is such an ugly color. It makes my eyes hurt. Go away." Jamaica and Summer can see that Alexis has made Alisa feel hurt.*
2. Then **say:** *Now, in your teams, decide which girl you will be and talk together about how to end this conflict. What will each of you say and do?*
3. Once the girls have figured out what they would do and say, have them present their solutions.
4. **Ask:** *What do you think about what Alexis said to Alisa? Why do you think it's good to be kind to all kinds of people? What things make you feel nervous? What are things you might do to make you feel more relaxed?*
5. Wrap up by **saying:** ***Energy Out** activities, like playing sports or a game, might boost self-confidence and encourage teamwork. Others make you feel strong and powerful, and feel good about your bodies. By choosing to be physically active for one hour a day, you help keep your energy balanced, and feel happier.*

Activity 3: Story Time: Chapter 2 (10 mins)

1. Before reading, have a short discussion with the girls by **saying:**
 - a. *In the story today, Lupe tells Clover that every place is special. What special places do you know? What makes them special?*
 - b. *When the flower friends get to the Morning Glory Inn, they enjoy some blueberry pancakes. Do you like blueberry pancakes? Do you think this is considered **Energy In** or **Energy Out**?*
 - c. *What do you think makes a good breakfast that gives you a lot of energy for your day?*
2. Now read Chapter 2, beginning on page 24, to the girls.

Activity 4: Science Time: Food Match (10 mins)

Connection to GSLE-

- *Discover: Girls seek challenges in the world by demonstrating increased interest in learning new skills.*
 1. Show girls the MyPlate image on page 9 of the Healthy Habits booklet. Tell them that foods, just like plant parts, also vary in size, shape, color, and texture.
 2. Give each girl a piece of paper and ask her to draw a plate with four different sections on it.
 3. On each section, help her write: "Fruits, Grains, Protein, Vegetables." Then from another piece of paper, ask girls to cut out a circle for "Dairy."
 4. **Say:** *This plate and circle are tools to help you know what to eat every day.*
 5. **Ask:** *Can you name foods that are in the five food groups? (Oatmeal, pasta, whole wheat bread, and rice are grains. Chicken and hamburgers are protein. Yogurt, cheese, and milk are dairy).*

Closing: (5 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and sing Make New Friends.
*Make new friends, but keep the old, one is silver and the other gold.
 A circle's round, it has no end, that's how long I want to be your friend.*
3. Sing the song once and then ask girls to repeat each line after you say it.
4. Then sing the whole song as a group.
5. Dismiss the circle.

Meeting Four: Special Skills, and Textures, Too

Goals:

Girls will be able...

1. To explore their similarities and differences.
2. To gain an understanding of the diversity of textures in nature.

Group Leader Preparation:

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Equipment/Supplies:

- Origami Paper
- Stones/pebbles
- Bowls of water
- Large chart paper
- Markers

Start Up Activity: Have a Great Trip (5 mins)

1. Gather girls into a Daisy Circle.
2. Recite the Girl Scout Promise.

Activity 1: Making Butterflies (20 mins)

Connection to GSLE-

- *Discover: Girls seek challenges in the world by demonstrating increased interest in learning new skills.*
 1. **Say:** *Origami is the Japanese art of paper folding. The butterfly is a good critter for this journey because it's a traveler between earth and sky.*
 2. Give each girl a square of paper that is 6 inches by 6 inches. Tell girls to follow your directions as you create your butterflies together.
 3. **Say:** *Fold the paper in half along the diagonal to create a triangle. Then fold the triangle in half to create a smaller triangle. Then fold one corner up to make one butterfly wing. Then fold the second wing up. Open the butterfly and you're done!*
 4. Remind the girls that creating something is an **Energy Out** activity. Explain that it takes energy to be a creative artist even if it's not as physical an activity as hide-and-seek.

Activity 2: Science Time: Stone Light, Stone Bright (10 mins)

1. Invite the Daisies to experiment with the array of stones and the bowls of water that you have set out.
2. **Say:** *Here's a way to see some shiny stones and pebbles, just like the flower friends saw when they visited Jasper Beach.* Then **ask:** *Why do you think water makes your stone brighter?*
3. Depending on what the girls answer, you might explain that when stones get wet, the water on them acts like a mirror, **say:** *The water lets more light reflect off the stone. More light means you can see more of the stone's color. So the stone looks brighter. Over time, water and sand can make stones so smooth and shiny they look polished-that's what the flowers were seeing at Jasper Beach.*

Activity 3: Energy In/Energy Out (10 mins)

1. On a large piece of paper, create a chart with **Energy In** on the top left column and **Energy Out** on the top right.
2. Now ask girls to name foods they've eaten recently and make a list on the left-hand side.
3. Then ask them some of the physical activities they've done- or could do-that would balance that out. List them on the right.
4. Wrap up the activity by **saying**: *Energy Balance doesn't have to happen in just one day or even every week, but they should try to keep their energy balanced over time for an active, healthy lifestyle.*

Activity 4: A Walk in Nature to Find Shapes (10 mins)

1. Ask girls to name some of the shapes they know.
2. Explain that the girls will now take a walk outdoors, where they'll try to find objects that match all the shapes they've just named.
3. As the girls walk, have them share what they find. When they're back indoors, get a discussion going with questions like these:
 - a. *How many shapes did you find from our list? Which couldn't you find?*
 - b. *Did the shapes you found outside surprise you at all?*
 - c. *Did you find any shapes that you'd never seen before or didn't know the name of?*
 - d. *Where else might we look for shapes outdoors? Do you think we could find places with even more shapes?*

Closing: (10 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and do a friendship squeeze.
3. Then, invite each girl to come up with her own special movement to get her heart beating (It could be jumping jacks, laughing out loud, shaking her head, or breaking out in dance).
4. Dismiss the circle.

Meeting Five: We Have Special Skills and So Do Plants

Goals:

Girls will be able...

1. To make use of their special skills.
2. To understand the special skills of plants.

Group Leader Preparation:

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Equipment/Supplies:

- “Between Earth and Sky” Girl Book & Adult Guide
- White paper
- Crayons

Start Up Activity: Making the Most of Our Special Skills (5 mins)

Connection to GSLE-

- *Discover: Girls develop a strong sense of self as they are better able to recognize their strengths and abilities.*
- *Connect: Girls advance diversity in a multicultural world by recognizing that it's ok to be different.*
 1. Gather the girls in a Daisy Circle.
 2. Ask each girl to name the special skills she will use today.
 3. **Say:** *You already have one Energy Balance skill you can use today: knowing your alphabet! Do you know different vitamins have different letters of the alphabet, like a, B, C, and D?*
 4. You can also ask girls whether they take vitamins or know what vitamins are for.

Activity 1: Story Time: Chapter 3 (10 mins)

1. In Chapter 3 of the story, Lupe and Clover start off talking about their feelings and then the flower friends meet up with Sunny, the Sunflower, who is helping clean the soil in Pittsburgh.
2. After you read the story to the girls, get a discussion going about how considerate Zinni was to talk with Lupe-and how honest Lupe was in her answer.
 - a. **Ask:** *What if Zinni hadn't said anything? What if Lupe hadn't said that everything was OK?*

Activity 2: For More Fun (20 mins)

1. **Say:** *Vitamin D is called “the sunshine vitamin” because our bodies make it after we get sunshine. .*
2. *Invite the girls to come up with an activity to get their heart rate up! Then take them outside to play their game/activity (Some ideas are red light, green light, tag, etc.).*

Activity 3: Vitamin Role Play (10 mins)

1. **Say:** *Vitamins and minerals are found in the healthy foods you eat. Your bodies need them to work properly and grow.*
2. Divide the girls into four groups: A, B, C and D are vitamins that are important to keeping our bodies healthy and strong!
3. Ask each group to act out a scene about their vitamin group with these prompts:
 - a. Vitamin A is in carrots and helps you see at night.
 - b. Vitamin B is in leafy green vegetables and helps your body make protein and energy.

- c. Vitamin C is in oranges and can help your body heal if you get a cut.
- d. Vitamin D is in milk and helps keep your bones strong.

Activity 4: More Daisies' Skills for the Road (10 mins)

1. Ask girls to draw all the physical activities they do every day-to think about everything, like waking up, showering, eating breakfast, going to school, after-school activities, and watching TV.
2. Now ask each girl to take a green or yellow crayon and a red or orange crayon. First, have them circle all the activities in green or yellow that they think they should do "more of."
3. Then, in orange or red, circle all the activities they should do "less of."
4. If time allows, give girls the chance to share their drawings and choices.

Closing: (5 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and do a friendship squeeze.
3. Before the girls leave, give them this information to become an "Instant Expert": *A calorie isn't good or bad; it's just another way to measure energy. When you hear a food or beverage has 100 calories, it's a way of describing how much energy your body can get from eating or drinking it. Calories fuel our bodies just like gasoline fuels cars.*
4. Dismiss the circle.

Meeting Six: In the Land of Milk and Cheese

Goals:

Girls will be able...

1. To learn about how foods can affect how they feel.
2. To learn about different textures found in nature.

Group Leader Preparation:

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Equipment/Supplies:

- “Between Earth and Sky” Girl Book & Adult Guide
- Construction paper
- White paper
- Crayons
- Bowl of water
- Salt
- Pebble
- Pencil
- Bouncy ball

Start Up Activity: Story Time: Chapter 4 (10mins)

Connection to GSLE-

- *Discover: Girls gain practical life skills-girls practice healthy living by gaining greater knowledge of what is health for mind & body.*
 1. Gather girls into a Daisy Circle.
 2. Recite the Girl Scout Promise.
 3. Then read Chapter 4 of the road trip story. Before reading past page 54, where Lupe takes a nap, ask the girls if they know why all the cheese and milk made Lupe sleepy.
 4. If no one knows why, give them the scoop on “sleeper” foods by **saying:** *Did you know that some foods, like milk and cheese, can help you sleep? You can think of some foods as sleeper foods and some foods as wake-up foods-because some foods calm us down enough to get a good night's rest and other foods rev up our energy. What foods get you all revved up?*
 5. Continue reading to the girls the rest of Chapter 4.

Activity 1: A Walk in Nature to Find Textures (20 mins)

1. Before heading out, talk to the girls about how different things are smooth, rough, soft, or hard, depending on what they are and what they are made of. **Say:** *A sweater is soft, but a table is hard. A stone may be smooth, but tree bark can be rough. Some cheeses are very soft and some are hard!*
2. Ask the girls to identify some foods with different textures (such as a banana, a strawberry, a melon, a carrot, and a potato).
3. Then head outside and see how many textures the girls can find. Words you might use to help them identify the texture are: soft, rough, hard, pointy, rounded, smooth, shiny, and glossy.
4. While the girls are outside, have them do some bark rubbings. Give each girl a piece of construction paper and crayons.

5. Ask each girl to find a tree with bark. Then, have them ask a partner to hold their paper up while they rub over the paper in up and down strokes with a crayon.
6. When you return inside, ask the girls what kind of textures they found. What kind of patterns do they see on their rubbings and are there any shapes in their patterns.

Activity 2: Salt, Water, and You (10 mins)

Connection to GSLE-

- *Discover: Girls seek challenges in the world by recognizing that the thoughts and feelings of others can vary from their own.*
 1. Put some warm water into a bowl and see what will float in it and what won't. Try some things that won't be hurt by the water- a pebble, pencil, bouncy ball.
 2. **Ask the girls:** *What floats? What sinks?*
 3. Add a tablespoon of salt to the water and mix it in well. Now see what floats and what sinks. Did the girls see anything new?
 4. Add another tablespoon of salt, and mix it well. See if anything new happens. Keep adding salt until something that sank before floats. How much salt did you have to add before more things would float?

Activity 3: My Favorite Outdoor Place (15 mins)

1. Gather the girls in a Daisy Circle and ask them to name their favorite outdoor place.
2. Then give the girls a few minutes to draw their favorite outdoor place.
3. Next, to bring a close to Chapter 4 of the story, ask girls to think of farm or an outdoor place with animals. Ask volunteers to "act out" the Energy Out activities they can think of (Examples: driving a tractor, milking a cow, feeding the camel, etc.).

Closing: (5 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and do a friendship squeeze.
3. Dismiss the circle.

Meeting Seven: Clover Project

Goals:

Girls will be able...

1. To create a booklet offering tips to protect local vegetation.
2. To think about the Energy Out activities in their community.

Group Leader Preparation:

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Equipment/Supplies:

- “Between Earth and Sky” Girl Book & Adult Guide
- White paper
- Crayons
- Scissors
- Glue
- Pipe cleaners
- Construction paper
- Plastic cups
- Pom poms
- Foam pieces
- Chart paper
- Markers

Start Up Activity: Story Time: Chapter 5 (15mins)

1. Gather girls into a Daisy Circle.
2. Recite the Girl Scout Promise.
3. Then read Chapter 5 of the road trip story, in which the flower friends travel through the hot desert.
4. Ask the girls to name places where they do activities that make their hearts beat faster. (Sample responses: “I play at a park.” I swim in the lake.” I play basketball at the gym.” I play tag outside my apartment.”)

Activity 1: Petal Power Car (25 mins)

1. Now that girls have gone through most of the story with Lupe’s flower car, give them the chance to create their own car.
2. Give each girl a piece of paper and crayons and ask her to draw her own power car.
3. Then let girls create their car using the supplies provided.

Activity 2: Clover Project (15 mins)

Connection to GSLE-

- *Connect: Girls feel connected to their communities as they are better able to identify community people/places and understand their contributions.*
- *Take Action: Girls are resourceful problem solvers as they learn the basics of planning a project.*
 1. **Say** to the girls: *Now we are going to begin working on our Clover project to show our friends, family, and community what we have learned about the Earth and its resources.*

2. Read page 36-37 in the Girl book to the girls to demonstrate to them the ways other women and girls helped to make a difference.
3. Begin a brainstorm with the girls about what they could include as part of their project which will be to create a booklet containing tips for protecting local vegetation and Earth's resources.
4. Tell the girls that at their next meeting, they will each create their own booklet to take and share with their friends, family, and community.

Closing: (5 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and do a friendship squeeze.
3. Dismiss the circle.

Meeting Eight: On the Road to New Adventures

Goals:

Girls will be able...

1. To carry out their Clover Project.
2. To think about what activities impact their heart health.

Group Leader Preparation:

1. Read and reread the outline for this week.
2. Make sure you have all the supplies listed below.

Equipment/Supplies:

- “Between Earth and Sky” Girl Book & Adult Guide
- Ball (any kind)
- White paper
- Crayons
- Markers
- Glue
- Construction paper

Start Up Activity: Story Time: Chapter 6 (15mins)

1. Gather girls into a Daisy Circle.
2. Recite the Girl Scout Promise.
3. Then read Chapter 6.
4. After you finish reading, invite the girls to join you as you take the Energy Balance ball on a road trip.
5. Give the girls the ball and ask them to toss it from one girl to the other. When each girl catches the ball, she will say one food she ate that day to get her **Energy In**, and one activity she did for her **Energy Out**.

Activity 1: The Clover Project (25 mins)

Connection to GSLE-

- *Take Action: Girls advocate for themselves and others by recognizing that they can act on behalf of others.*
- *Take Action: Girls feel empowered to make a difference as they feel that their actions and words are important to others.*
 1. Allow this time for the girls to work on creating their Clover project booklet. Before starting, be sure to recap what they brainstormed last time then let their creativity take over for creating their individual booklets.

Activity 2: I Heart.... (10mins)

1. Give each girl a piece of paper to draw something that finishes the following: “I Heart My...”
2. Give each girl a piece of paper and crayons. Invite the girls to color and paste in all the ways they take care of their hearts. (Examples: eating juicy fruits, swimming in the lake, playing with a pet, etc.)

Closing: (10 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and do a friendship squeeze.
3. Add an Energy Balance by inviting the girls to share one new thing they've learned about active, healthy living.
4. Be sure to thank the girls for their great participation in the program and for all the fun you had with them!
5. Dismiss the circle.