



Get Moving!

with Healthy Habits Series

Grades 4-5

Series Overview

The focus of this series is for girls to learn how to use their energy to protect Earth's energy and build 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**

- “Get Moving!” Girl Book and Adult Guide
- Newspaper
- Glass bowl
- Hot water
- Cornstarch
- Measuring spoons
- Aluminum foil
- Wooden spoon
- Scissors
- Sharp pencils
- Decorations for your paper, like construction paper scraps, dried flowers, confetti, or glitter
- White paper
- Markers
- Variety of packaging materials/nutrition labels
- Magazines, wrapping paper,
- Toothpicks
- Glue
- Elastic thread or cord
- Pony beads
- Crayons
- Chart paper
- Fabric or denim
- Pattern of standard cardboard cup sleeve
- Yarn, shoe laces, ribbon
- Fabric glue
- Fabric markers
- Buttons
- Ribbon
- Copies of Mazes from Adult Guide pages 66 & 67
- Boom box or radio
- Nutritional labels
- Index cards

Meeting One: Starting Your Engines

Goals:

Girls will be able...

1. To experience the various forms of energy.
2. To understand how they can make the most of their energy to conserve Earth's energy.

Group Leader Preparation:

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

Equipment/Supplies:

- "Get Moving!" Girl Book and Adult Guide
- 4-5 sheets of newspaper
- Glass bowl
- Hot water
- Cornstarch
- Measuring spoons
- Aluminum foil
- Wooden spoon
- Scissors
- Sharp pencil
- Decorations for your paper, like construction paper scraps, dried flowers, confetti, or glitter
- White paper
- Markers

Start Up Activity: Energy is Everywhere (10 mins)

1. Invite the girls to form a Friendship Circle and introduce the theme of the program: Energy and its wise use! **Say:** *Scientists define energy as the ability to do work. Energy can be found everywhere! In one form or another, energy is connected to almost everything we do.*
2. Ask the girls to think of all the ways they've used energy or seen energy being used in the past 24 hours.
3. Then introduce the concept of Energy Balance. **Say:** *Energy Balance is the balance of two things: Energy In-the calories you get from eating and drinking. Energy Out- the calories you burn from physical activities.*

Activity 1: Making Recycled Paper (25 mins)

Connection to GSLE-

- *Discover: Girls develop positive values by gaining a greater understanding of ethical decision-making in their lives.*
 - *Discover: Girls seek challenges in the world through exploring new skills and ideas.*
1. Introduce the activity by **saying:** *There are lots of ways to turn old stuff into new stuff, and making new paper out of used paper is one of them. Making recycled paper allows the plant fibers of the original paper to be used over and over again. It also uses less electricity and less water, and creates a lot less pollution than making new paper. By making recycled paper, you will use your own energy which helps save Earth's energy.*

2. Start by cutting the newspaper into small pieces. About 4 or 5 sheets of newspaper will be enough to make two small pieces of recycled paper.
3. Put the newspaper scraps into bowl, cover them with hot water and mix it up until all of the paper is wet.
4. Add a few tablespoons of cornstarch and a little more hot water. Mix it all up once more.
5. It should be a pulpy, watery mess. Pulp is what is needed to make paper, but you need to get rid of extra water first. You can make a strainer to help you do that.
6. Take a piece of aluminum foil and fold into a square or rectangle about the size of the paper you want to make. Punch holes in the aluminum foil with a sharp pencil.
7. Now it's time to make the paper. Take a new sheet of aluminum foil and put it on top of extra newspapers.
8. Then, spoon some pulp on top. When the aluminum foil is covered with a layer of pulp, use your strainer to press out the extra water. The pulp that's left behind will become your new sheet of paper.
9. Pinch together any holes in the paper.
10. Finally, put aluminum foil and books on top of your paper and press it flat. Then take off the books and the top layer of foil and leave it out overnight so that it can dry.
11. When it's done, peel the paper from the aluminum foil. You can leave the edges rough or trim them to look like a card you bought in the store.

Activity 2: Energizing Snacks (15 mins)

Connection to GSLE-

- *Discover: Girls gain practical life skills through a greater understanding of what it means to be emotionally and physically healthy.*
 1. Ask girls to call out advertising slogans they know for their favorite foods or drinks. Ask the girls to decide whether that food/drink is “energizing” or not.
 2. Add an Energy Balance focus by **asking: What makes a snack energizing?**
 3. Then allow girls to create an ad for their favorite energizing snack.

Closing: (10 mins)

Connection to GSLE-

- *Discover: Girls develop a strong sense of self as they gain a clearer sense of their individual identities.*
 1. Have all the girls participate in clean up.
 2. Bring the girls back into a Friendship Circle and ask each girl to think of a word or image that describes her unique energy. Ask them to go around the circle and say the word aloud and how they might use that energy to be a good leader.
 3. 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.
 4. Dismiss the circle.

Meeting Two: Pledging to Save Energy

Goals:

Girls will be able...

1. To commit to an energy pledge.
2. To look at how plants use energy.

Group Leader Preparation:

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

Equipment/Supplies:

- “Get Moving!” Girl Book and Adult Guide
- Variety of packaging materials/nutrition labels
- Magazines, wrapping paper, newspaper
- Scissors
- Pencils
- Toothpicks
- Glue
- Elastic thread or cord
- Pony beads

Start Up Activity: Opening (10 mins)

Connection to GSLE-

- *Discover: Girls seek challenges in the world by increasingly recognizing that positive risk-taking is important to personal growth and leadership.*
 1. Gather girls into a circle.
 2. Ask the girls to think about share one Energy Balance goal as part of their Energy Pledge.
 3. **Ask:** *Do these pledges represent who you are as individuals and the best you can be as leaders who care about energy use? Is committing to your pledge going to be a challenge?*

Activity 1: The Packaging Puzzle (15 mins)

1. Girls dig into the packaging materials. The group has three chances to guess what product or food came in the package before it is revealed.
2. Then add an Energy Balance by asking them to look at the Nutrition Facts panel. Ask them to call out each food item’s calories per serving.

Activity 2: Beads of Recycled Paper (20 mins)

Connection to GSLE-

- *Take Action: Girls educate and inspire others to act as they learn various strategies to communicate and share Take Action projects with others.*
 1. During this activity, girls will create recycled beads which symbolize all the things they’re doing to save energy.
 2. To make the beads: One triangle of paper is used for each bead. The triangles must be long and thin- about 11 inches and 1 inch wide.

3. To form a bead, take one of the triangles and dab glue lightly on one side of it, leaving a bit at the wide end uncoated. Wrap the paper, starting with the unglued bit, around the toothpick and roll the paper on itself. Then push the bead off the toothpick.
4. Use elastic thread or cord to make a necklace or bracelet. Between each paper bead, girls can place pony beads and then knot the ends.

Activity 3: Waste No More! (10 mins)

Connection to GSLE-

- *Discover: Girls develop positive values as they have an increased commitment to engage in sustainable community service and action.*
- *Connect: Girls feel connected to their communities as they begin to feel part of a larger community of girls/women.*
 1. Read the stories about Recycle Cindy and Nancy Judd, the Recycle Runway artist, on pages 41-43 of the girl book.
 2. Then **say:** *Many people take trash and find a way to make it into something new and innovative-and often beautiful. Let's share one item we throw away that we'd like to find a new use for. This is one small step to saving energy.*

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: Get Wild About Energy

Goals:

Girls will be able...

1. To investigate how animals use energy according to their needs.
2. To compare and contrast animal and human communication strategies.

Group Leader Preparation:

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

Equipment/Supplies:

- “Get Moving!” Girl Book and Adult Guide
- Crayons
- White paper
- Chart paper
- Markers
- Pencils
- Fabric or denim
- Pattern of standard cardboard cup sleeve
- Yarn, shoe laces, ribbon
- Scissors
- Fabric glue
- Fabric markers
- Buttons
- Ribbon

Start Up Activity: Opening (5 mins)

1. Gather girls in a Friendship Circle. To get them thinking about nature, their bodies, and balance ask:
 - a. *What are some ways that nature reveals balance?* (For example, the oxygen needed by animals is produced by plants.)
 - b. *How can you keep your bodies in balance?* (For example, by not skipping a meal or making sure to be active at least 60 minutes each day.)

Activity 1: Animals, Energy, and Movement (15 mins)

Connection to GSLE-

- *Discover: Girls seek challenges in the world as they explore new skills and ideas.*
 1. Ask girls to imagine living on a farm. Then give the girls time to draw what their farm looks like. **Ask:**
 - a. *What kind of animals would live on the farm?*
 - b. *How would you care for the animals or harvest the crops?*
 2. After they finish their drawings, create an Energy In/Energy Out chart based on farm life. For example, if they want dairy, they have to milk a cow, and if they want vegetables, they have to plant and grow something in the garden.
 3. Then change the discussion to animals they may be more familiar with, pets. **Ask:**

- a. *Do cats or dogs or other pets get as much a chance as deer or prairie dogs or other wild animals to run and move freely?*
- b. *What happens when pets don't get to use their energy properly?*
- c. *How can people make sure pets get enough exercise? Do you notice how exercising a pet gets you exercise, too?*

Activity 2: Animals as Inspiration (10 mins)

1. Pass out paper and pencils to the girls. Ask them to create some images or poems inspired by what they just talked about. To get them thinking, offer the following suggestions:
 - a. Write a haiku (a poem, often in three lines of 5, 7, and 5 syllables, based on imagery from nature).
 - b. Compose a rhyming chant or rap, or a silly song about how a creature looks, moves, or sounds, or about how you feel about how energy flows through nature.
 - c. Sketch a picture of an animal or insect using or creating energy.
 - d. They could also create something that shows the human energy around them every day such as children playing on playground, a teacher writing on the board, or a bus driver driving the bus.

Activity 3: Hot Drink Cozies from Old Blue Jeans (20 mins)

1. **Say:** *Hot drink cozies are a form of insulation-and they conserve resources by replacing paper cozies that usually get thrown away after each use.*
2. **Ask:** *Do you think this creates a lasting change-by cutting back on the use of paper cup holders-that might catch on in a bigger way?*
3. Invite the girls to trace the shape of a standard cardboard cup sleeve onto a piece of fabric or denim to create a "pattern" to cut out.
4. Then punch 2-3 holes on each end of the fabric so the two ends can be attached. Using yarn, shoe laces, or strips of fabric girls, weave through the holes so the cozy can be tied together at the top or bottom.
5. Girls can then decorate with fabric markers, button, ribbon, etc.

Closing: (10 mins)

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and ask them to name one thing about energy that they are curious about.
3. Dismiss the circle.

Meeting Four: Energy & Buildings

Goals:

Girls will be able...

1. To understand the effects of an oil spill on water.
2. To create a plan for their Save Project.

Group Leader Preparation:

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

Equipment/Supplies:

- “Get Moving!” Girl Book and Adult Guide
- White paper
- Pencils
- Crayons
- Copies of Mazes from Adult Guide pages 66 & 67

Start Up Activity: Opening (5 mins)

1. Gather girls in a Friendship Circle.
2. Introduce the girls to the concept of “sick building syndrome” which usually means when a building’s heating and ventilation are flawed, and it might be contaminated with mold or other toxins, which makes people sick. Then **ask**:
 - a. *What does it mean to be healthy? Would it be someone with an abundance of energy? Muscles? Glowing skin?*
 - b. *Is there a difference between looking healthy and being healthy?*
 - c. *Does being healthy help with our moods? Are healthy people happier?*

Activity 1: Dream Green Home (15 mins)

1. Give the girls the following scenario: *Suppose you were an architect in charge of designing a dream green home. What would it look like?*
2. If they need help getting started, pose the following questions:
 - a. *Would it be nestled in a meadow and use a green roof to blend in with the landscape and also to insulate the building and reduce heating and cooling costs? Or would it be a U-shaped apartment building with a garden in the middle where everyone grew flowers and organic vegetables.*
 - b. *Or would you build it out of adobe in the desert and design a solar heating system for the swimming pool?*
 - c. *Or would it be a string of beach cottages with a wind turbine to make electricity from the sea breezes?*

Activity 2: Communication Maze (20 mins)

Connection to GSLE-

- *Connect: Girls promote cooperation and team-building as they increasingly recognize how cooperation contributes to a project’s success.*
- *Connect: Girls develop health relationships as they strengthen communication skills for maintaining healthy relationships.*

1. **Say:** *Communication clearly is an important skill for engineers, and for leaders. Team members in all walks of life need to understand directions they are given. Otherwise they may go off in the wrong direction, and that's not energy-efficient. This is especially important in engineering. Now, let's pair up and test our communication skills.*
2. Give one girl in each pair a pencil and a copy of the first maze face down. Then explain the game:
 - a. *The girl with the copy of the maze will follow directions from her partner. When it's time, she'll close her eyes and flip over the maze paper.*
 - b. *Her partner will place the pencil point at the start of the maze and talk her through it. The partner will give directions like, "Start drawing a line toward you. Now stop. Now go left. Further, further, stop. Go left..." until the girl with her eyes closed reaches the end of the maze.*
 - c. *When the first girl has finished, the partners switch roles and try the second maze.*
3. When they're finished, engage the girls in a discussion about the game and communication by asking:
 - a. *Was it harder or easier than you thought it would be? Why?*
 - b. *If things didn't go as smoothly as you would have liked, what would you change about your directions next time? What would you want your partner to do differently?*
 - c. *How can you use your energy to communicate better?*

Activity 3: New Life for Old Digs (15 mins)

Connection to GSLE-

- *Take Action: Girls are resourceful problem solvers as they gain a greater ability to locate and use resources that will help accomplish their project goals.*
1. Now ask girls to identify an old, empty building in their town that could be turned into something else? What could it become? An art museum? A community center? A school?
 2. Give girls paper and pencils and ask them to draw a picture of the building as it is now, and one of it as they imagine it to be.

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 Five: Gearing Up to Go

Goals:

Girls will be able...

1. To think about how to create energizing foods.
2. To examine Energy Out activities.

Group Leader Preparation:

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

Equipment/Supplies:

- “Get Moving!” Girl Book and Adult Guide
- Boom box or radio
- Nutritional labels
- White paper or index cards
- Scissors
- Pencils
- Chart paper
- Markers

Start Up Activity: Opening (10 mins)

1. Gather the girls in a circle.
2. Add an Energy Balance by asking them to share the last health decision they made. **Ask:** *How do those choices make a difference in your health today? How do you think your choices will impact your future health?*

Activity 1: Risk and Impact (15 mins)

1. Work with the girls to create a set of Energy Out Do More/Do Less cards. Ask them to write down all the activities they do, including ones like watching TV and playing video games.
2. Then gather the girls and create a chart to put the cards in categories of Do More/Do Less.
3. Ask each girl to initial the activities they want to Do More/Do Less of and then challenge them to see how they do for the next week.

Activity 2: Energizing Food (15 mins)

1. Check in and see what new ideas girls have about making “energizing food choices.” **Ask:**
 - a. *Since you started paying attention to what advertisements tell you about food, have you changed your mind and made choices based on energizing food?*
2. Next, look at the nutrition labels on food packages, cans, or bottles. Talk about what one serving is and what it looks like. Then discuss how many calories it is and whether the serving size is more or less what they would imagine it to be?

Activity 3: Freeze Dance (15 mins)

1. Get out a boom box or radio. Explain that we sometimes take energy so much for granted, we only think about it when it stops. **Say:** *Let’s think about energy and have fun with energy by playing a*

freeze dance game. Everybody dances in whatever style they want. When the music stops, the dancers freeze. Whoever is still moving is out.

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 Six: Moving in New Directions

Goals:

Girls will be able...

1. To explore the energy spent and saved in getting from here to there.
2. To develop their Innovate Project.

Group Leader Preparation:

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

Equipment/Supplies:

- “Get Moving!” Girl Book & Adult Guide
- Markers
- Chart paper
- White paper
- Pencils

Start Up Activity: Opening (5mins)

1. Gather girls into a circle and ask each girl to name their favorite walking or biking experience and say why it was special.

Activity 1: Walkability/Bikeability (10 mins)

Connection to GSLE-

- *Take Action: Girls identify community needs as they learn to use strategies to determine issues that deserve action.*
 1. Engage the girls in a discussion about walking and biking to school or somewhere else. **Ask:**
 - a. *When was the last time you walked or biked to school or somewhere else? Would you consider doing it more often? What would it take to get you doing it more often?*
 - b. *What makes a neighborhood safe and pleasant to walk in? What about sidewalks, traffic, streets, big dogs?*

Activity 2: Make a Team Decision (25 mins)

Connection to GSLE-

- *Take Action: Girls are resourceful problem solvers as they are better able to create an “action plan” for their projects.*
 1. Transition the girls to brainstorm about possible Innovate Projects. Using what they have learned so far, create a list of ideas. Their project could be anything from a booklet, comic strip to organizing carpools, etc. The idea is to identify any energy issues in their community that needs an innovative solution.

Activity 3: Energy Boosting Snack (10 mins)

1. Break the girls into three groups and then have each group come up with one energy-boosting snack. Then have each group present their snack- and the nutrients it contains.

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. Dismiss the circle.

Meeting Seven: Innovate!

Goals:

Girls will be able...

1. To carry out their Innovate Project.
2. To learn more about teamwork and conflicts.

Group Leader Preparation:

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

Equipment/Supplies:

- “Get Moving!” Girl Book & Adult Guide
- Supplies for Innovate Project:
 - White paper
 - Crayons
 - Pencils
 - Markers
 - Chart paper

Start Up Activity: Opening (10mins)

1. Gather girls into a circle.
2. Ask each girl to say one word that represents how they feel about their Innovate effort.
3. You can also add an Energy Balance by asking each girl to say one word that captures how they feel about Energy In and one for Energy Out.

Activity 1: Innovate Project (25 mins)

Connection to GSLE-

- *Take Action: Girls advocate for themselves and others as they strengthen their abilities to effectively speak up or act for themselves and others.*
 1. Give girls this time to work on their Innovate Projects. Be sure to pull out their brainstorm chart if needed and answer any questions they may have.

Activity 2: Energy Levels (10 mins)

1. Let the girls know that some physical activities require more energy than others. (For example, running up stairs would use more energy than playing a piano.) There are three different levels of activity: *high, moderate, and low. High, or vigorous, activity burns more than 7 calories per minute. Low-energy activities burn less than 3.5 calories per minute.*
2. Challenge the girls to do five things and rank the activity high, moderate, or low. The activities are:
 - a. Walk quickly around the area
 - b. Smile
 - c. Do 10 jumping jacks
 - d. Stand on one foot for 10 seconds
 - e. Lift a bag of books
3. **Ask:** *Which activity made your heart beat fastest? Which one made you out of breath?*

Activity 3: Teamwork and Conflicts (10 mins)

1. In this activity, ask each girl to tell another girl something she is good at.
2. Then add an Energy Balance by suggesting girls also tell one another their healthiest trait.

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. Dismiss the circle.

Meeting Eight: Crossing the Finish Line

Goals:

Girls will be able...

1. To celebrate all that they have learned.
2. To think about renewable forms of energy.

Group Leader Preparation:

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

Equipment/Supplies:

- “Get Moving!” Girl Book & Adult Guide
- Index cards
- Pencils

Start Up Activity: Opening (10 mins)

1. Gather girls into a Friendship Circle.
2. **Say:** *As we have realized along our Journey, leaders are full of energy. They know how to energize everyone around them to team up and do things that benefit Earth and people.*
3. Then **ask:** *What would you do to help others understand Energy In and Energy Out?*

Activity 1: Human Perpetual Motion Machine (15 mins)

1. Ask the girls to name forms of renewable energy, ones that don't contribute to global warming, such as solar, wind, or water power.
2. Ask the group to pick one to power their machine. Then ask for a group of volunteers to be this energy-and to make a name tag for themselves that states or symbolizes it.
3. Ask them to practice how they will act out this energy and “start” the machine everyone else will make.
4. Now ask everyone else to think of a part of a machine-gears, levers, wheels, etc.-and to write their choices on an index card. Then mix all the cards together and ask each girl to pick one.
5. Ask the girls to imagine what their machine will accomplish then invite the first girl to play the form of renewable energy chosen.
 - a. She starts the machine by “flipping the switch” or “pulling the plug.”
 - b. Once that person is powered, she touches the next person, who performs the action of her engine part and so on until you get around the group.

Activity 2: Get Moving & Celebrate (25 mins)

1. Give girls this time to celebrate everything they have learned about energy. Encourage them to get moving with their favorite games and activities.

Closing: (10 mins)

Connection to GSLE-

- *Take Action: Girls feel empowered to make a difference as they believe they have greater opportunities for involvement in the decision making of their communities.*

1. Have all the girls participate in clean up.
2. Bring the girls back into a Friendship Circle and do a friendship squeeze.
3. Ask each girl what her favorite part of the program was and how she thinks their shared power helped create longer lasting changes.
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.