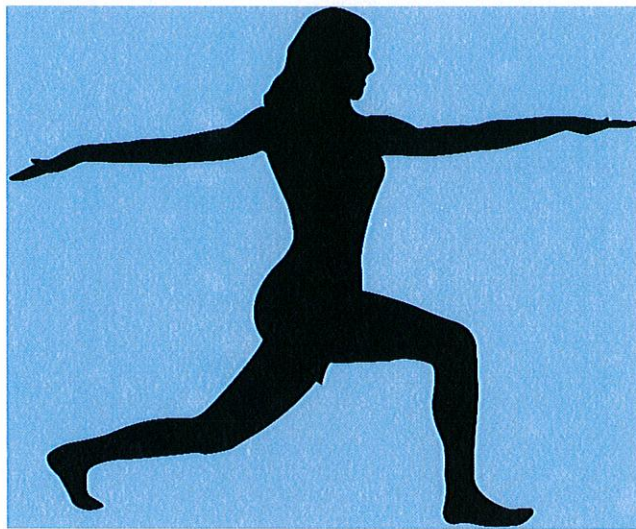


Grow Strong

A Healthy Living Program Kit Brownies/Juniors



Grow Strong was made possible, in part, by a generous grant
from CareFirst BlueCross BlueShield.



Overview of Program

In a culture where girls mature in a sedentary environment of fast food restaurants and video games—a culture where bullying and emotional stress are all too common—how do we encourage girls to “grow strong?”

The Grow Strong program provides resources and activities to help instill in girls the habits that will influence their emotional and physical health for the rest of their lives.

Grow Strong was made possible, in part, by a generous grant from CareFirst BlueCross BlueShield. Kits are available for all volunteers to borrow for troop meetings or events. This program kit and activity guide provides you with the resources to help girls **Discover, Connect and Take Action** to improve their own health and make their world a healthier place.

Thank you for helping girls to Grow Strong!

Summary of Sessions

Nutrition 101

Objective: *Girls identify the five food groups, practice reading a Nutrition Fact Food label, measure out correct food portions, and perform an experiment to discover more about fats and added sugars.*

Time: 90 minutes

Buy Me That: Anatomy of an Advertisement

Objective: *Girls identify different techniques used to sell foods and beverages, and create their own commercials around selling a healthy food item.*

Time: 90 minutes

The Bare Bones

Objective: *Girls explore the importance of bone health and the steps needed to make their bones strong and healthy.*

Time: 90 minutes

Healthy Habits

Objective: *Girls recognize healthy habits and begin to make good choices on their own.*

Time: 90 minutes

Stress Less

Objective: *Girls identify things/events in their lives that cause stress and explore different methods for alleviating the stress.*

Time: 90 minutes

Table of Contents

Overview of Program	2
Note to Troop Leaders	4
Kit Contents	5
Nutrition 101	6
Buy Me That: Anatomy of an Advertisement	13
The Bare Bones	16
Healthy Habits	20
Stress Less	24
Facilitator Evaluation	27

A Note to Troop Leaders

Program Level

The activities in this guide are most appropriate for Brownies and Juniors. There are separate kits designed for Daisies and Cadettes, Seniors, and Ambassadors. The kit can be used at troop meetings and can also be set up as stations at large events.

Program Kit

Inside this kit you will find resources needed to complete the different activities. These kits are shared with all troops in our Council so please use wisely and gently. Please make every effort to repack the kit in an orderly fashion for the next troop to use. When repacking the kit, be sure to only pack the items that were in the kit.

Before starting the activities in this kit, please read through the guide to prepare yourself. Certain items are not included in this kit; you will need to provide these items.

To request this kit, please use the online reservation system found on our website: www.gscnc.org.

Patch

Girls can earn the Grow Strong patch after completing the kit. Patches can be purchased in the Girl Scouts Nation's Capital shop or by calling 202-274-3312. This patch is not available online.

Badge Connections

Several of the activities in this kit correspond to some of the steps in the badges listed below.

Brownie: My Great Day; Snacks, Hiker, My Best Self

Junior: Staying Fit; Simple Meals

Evaluations

In the back of this guide you will find evaluations for facilitators. Please photocopy this page, fill in your answers, and send to: **Program Services, Girl Scouts Nation's Capital, 4301 Connecticut Avenue NW, Suite M-2, Washington, DC 20008.**

This feedback is helpful as we work to improve the program and as we report to funders about the program's impact.

Kit Contents

Please read through each activity before buying materials. Some activities are optional and some require the same materials.

Please be sure to return all items found in the kit. All items fit inside with the lid closed securely. Please take your time when repacking so as not to damage any items. Do not place in the kit any items you purchased.

Materials Provided	Materials <i>YOU</i> Provide
White Baskets – 5	Poster Paper and Tape
Container of Play Food – 1	Marker
Who Am I? Clue Card Reproducible	Pencils
Who Am I? Food Tags – 30	Snack Food Items – 4
Measuring Spoons – 1 set	Paper Plates/Bowls
Portion Amounts Tip Sheet Reproducible	Stick of Butter
Nutrition Facts Food Label Diagram – 4	Vegetable Oil
Sand – 1 bag	Straws
Small Round Containers – 4	Beverages – 4
Added Sugar Experiment Reproducible	Scissors
Food Ad Detective Reproducible	Glue
Foods on Television Reproducible	Grocery Store Circulators/Magazines
Skeletal Human Body Giant Stickers – 12 sets	Blank Paper – 8 ½ x 11 and 11x17
Skeleton Floor Puzzle – 1	Notebook Paper
Jump Ropes – 12	Device for viewing commercials
Skeleton Puzzle Key – 1	Colored Pencils/Crayons
Moveable Joints Charade Cards – 10	Black Construction Paper
Healthy and Unhealthy Signs – 2	White Chalk
Exercise Dice – 2	Pasta, Q-Tips, or Straws
Dolls – 3	Kabob Skewers
Soap Molds – 10	Variety of Fruits and Vegetables
Parachute – 1	Glitter
Yoga Poses Chart – 4	Soap Flakes
Journal Making Directions – 1	Food Coloring
MyPlate Poster – 1	Plastic Tubs or a Sink
Healthy Helping MyPlate Game – 1	Wash Cloth, Towel, Shampoo, Small Comb
	Materials for making Journals
	Measuring Cups

Nutrition 101

Objective: Girls identify the five food groups, practice reading a Nutrition Fact Food label, measure out correct food portions, and perform an experiment to discover more about fats and added sugars.

Time: 90 minutes

Materials Provided	Materials YOU Provide
MyPlate Poster – 1	Poster Paper
White Baskets – 5	Marker
Container of Play Food – 1	Pencils
Who Am I? Clue Card Reproducible	4 Different Snack Food Items
Who Am I? Food Tags – 30	Paper Plates/Bowls
Measuring Spoons – 1 set	Straws
Portion Amounts Tip Sheet Reproducible	Stick of Butter
Nutrition Facts Food Label Diagram – 6	Vegetable Oil
Sand – 1 bag	4 (or less) different beverages: examples - soda, whole milk, chocolate milk, 100% orange juice, lemonade, water
Small Round Containers – 4 with lids	Optional: magazines, grocery store circulators, scissors, glue, paper
Added Sugar Experiment Reproducible	Measuring Cups
Healthy Helping MyPlate Game – 1	

Prep Work – You will need to do the following to prepare for this session:

1. Remove the 5 white baskets and container of play food from the kit. Make sure the food group labels are still attached to the baskets.
2. Display the MyPlate poster.
3. Make a copy for each girl of the following: Who Am I? Clue Card, Portion Amounts Tip Sheet, Added Sugars Experiment sheet.
4. Locate the Who Am I? food tags and have handy. The tags have a name of a food on them and look like nametags with clips.
5. Purchase and bring the following items: 4 different prepackaged snack foods, paper plates or bowls, 4 different kinds of beverages, poster paper, markers, pencils, a stick of butter, vegetable oil, straws, measuring cups.
6. Set up the Added Sugars and Fats experiments. Have handy the stick of butter, vegetable oil, and a straw for each girl.
7. On index cards, write the amount of sugar in grams found in each beverage.
8. Locate and remove the measuring spoons.
9. If you choose to do the optional activity at the end, bring magazines, scissors, glue, and blank paper.
10. Read the directions on how to play the Healthy Helping MyPlate game so you can explain it to the girls.

Part 1

1. **SAY:** What do you think it means to **be** healthy? What do you think it means to **eat** healthy?

DO: Accept all answers and list them on a piece of poster paper.

SAY: To **be** healthy one should **eat** healthy and **be** physically active each day.

2. **SAY:** Has anyone ever heard of the five food groups?

DO: If the majority of girls raise their hands, ask the girls to take turns naming each group. As the girls name each group set out the corresponding basket labeled with the name of the food group.

If girls do not know the five food groups, name each one and set out the corresponding basket labeled with the name of the food group.

3. **DO:** Set out the container of play food and pull out the top item. Have girls name the item and discuss in which food group the item belongs. Using the container of play food, pull out at least one item from each food group so girls can see an example of each. If you feel the girls can match the items to the corresponding food group, divide up the items amongst the girls and have them place each item in the corresponding basket. Girls can work in pairs, groups, or individually. Once all the items have been placed in the corresponding basket, review the items in each basket to check for accuracy. Be sure to say the name of each item in case there is something the girls have never seen before. If an item does not fit into a particular group, set aside and discuss why it does not fit.
4. **SAY:** Food provides our body with different nutrients and vitamins and minerals, so it is important to eat a variety from the five food groups. Eating a variety of healthy foods gives us energy which we need for all sorts of activities.

DO: Have girls take a look at the MyPlate poster. Have them identify the five food groups.

5. **DO:** Play the game *Who Am I?*. Girls will need to guess what food they are by asking “Yes” or “No” questions. Pass out a copy to each girl of the Who Am I? Clue Card. Girls will use it to keep track of their questions and clues in the game. Have girls spend a few minutes quietly thinking of yes or no questions they can ask and writing them down on their sheet. Read some of the example questions below to help girls get started, and remind them to think of their 5 senses (touch, taste, smell, sight, sound) when thinking of questions.

- *Am I a vegetable?
- *Am I a protein?
- *Am I round?
- *Am I green?
- *Am I made from wheat?
- *Do I grow on trees?
- *Do I live in the sea?
- *Do I taste spicy?
- *Do I have seeds?

Once girls have their questions ready, clip a Who Am I? food tag to the back of their shirt. Make sure they do not see the name of the food. Allow 15-20 minutes for girls to walk around asking questions about the food clipped to the back of their shirt. Once they guess their food correctly, have them sit down. If a girl needs assistance, allow someone who is finished to help her.

Part 2

1. **DO:** Set up two stations to discuss how much of a food we should eat at one time.

Station 1: Set out the Healthy Helping MyPlate Game.

Station 2: Set out 4 different snack foods in their packages, plates/bowls for each snack, and measuring cups.

2. **SAY:** Now that you are familiar with the five food groups and the different types of food we eat, let's talk about how much of these foods we should eat. There are two stations set up for you to practice filling your plate.

At Station 1, you will play the Healthy Helping MyPlate Game. The object is to be the first to fill your plate with a balanced meal that follows the MyPlate guidelines.

At Station 2, you will practice measuring out food from a package.

DO: At this time, you can either divide the girls into two groups or do each station as a whole group. If dividing the girls, go over the rules of the game so girls know how to play while you are conducting Station 2.

3. Station 2

SAY: When you buy food that is in a package, the food company puts a label on it to help guide you on how much you should eat in one sitting and the ingredients and nutritional information.

DO: Pass out the Nutritional Facts Food Label diagram to groups of three or more girls. Girls will share the diagram as you identify the different parts of a food label and what they mean. Go over the diagram with the girls so that they become familiar with the different parts.

4. **SAY:** For the next activity we are going to focus on the 'Serving Size' part of the label. This part is found at the top of the label.

DO: Remind girls that the Serving Size refers to how much of the packaged food you should eat in one sitting.

SAY: Have you ever measured out your food, or just dumped some on your plate? The serving size is designed to keep us from overeating too much of one thing. Some foods include ingredients that are not the most nutritional. We should eat less of these foods and the serving size helps us control that.

5. **SAY:** I have set up 4 [or less] stations around the room with a packaged snack food, measuring spoons, and a bowl/plate. You will rotate through the stations to practice measuring out serving sizes and comparing it to what you normally serve yourself. There are two steps to this activity.

Step 1: At each station, you will fill your plate/bowl with the amount of food you would normally serve yourself.

Step 2: Using a separate plate/bowl, use the measuring spoons and the 'Serving Size' amount on the food label to measure out the correct serving size. Visually compare the amounts.

DO: Have the girls discuss if this activity has changed how they will eat packaged food.

- DO:** Once girls have gone through both stations, gather everyone back as a group and pass out the Portion Amount Tip Sheet to each girl.

SAY: Not all food comes with a Nutritional Facts Food Label. In order to know how much of a food we should eat, we can use our hands as a guide. You can keep the tip sheet and use it at school, in restaurants, or at home.

DO: Have girls look over the tip sheet and go over each portion size as a group. You can also refer to the MyPlate poster to see how much of a particular food group you should eat during each meal.

Part 3

- SAY:** You have learned about the different food groups and how much to eat from each group. Now let's talk about foods that are yummy but not necessarily good for us in large amounts.

Think of your favorite snack and dessert. Turn to a partner and describe your favorite snack and dessert. Explain why you like those snacks and desserts.

- SAY:** Are the snacks and desserts you like healthy or unhealthy?

DO: Identify the unhealthy snacks and desserts and write them on the poster paper.

SAY: Can you think of an ingredient that is in all the unhealthy snacks and desserts?

DO: Hopefully, someone will say sugar. If not, lead them to say sugar.

- SAY:** What do you think can happen if someone eats too much sugar?

DO: Write their answers on the poster paper. Explore some of their answers.

SAY: Too much sugar can lead to tooth decay which is painful and gives you bad breath. Too much sugar can also lead to weight gain.

Foods with added sugars can fill us up and make us too full to eat healthier foods. Foods with lots of added sugars should only be eaten occasionally. Can you think of a time when it might be ok to eat foods with lots of sugar? How much of that food should you eat?

- DO:** Prepare girls to conduct the following experiment to see how much sugar is in popular beverages.

Display up to four beverages on a table. Possible choices: 12 oz. can of regular soda, 8 oz. carton of fat-free milk, 8 oz. carton of fat-free chocolate milk, 1 cup 100% orange juice, 1 cup lemonade, 1 cup water.

Pass out a copy of the Added Sugars Experiment Sheet to each girl. As a group, go over the question, "Which beverage has the most added sugar?" In the Hypothesis box, have girls write down which beverage they think will have the most sugar.

In front of each beverage, display the amount of added sugar if a Nutritional Facts Food Label is not available.

SAY: Step 1: collect data. First, let's label our beverages on the experiment sheet. Find beverage 1. On the line under it, write soda [or whatever you as the leader have designated as Beverage 1; fill in the rest of the sheet accordingly]. Look at the index card in front of each beverage. What you see is the amount of sugar in grams found in that beverage. Record the amount you see on your experiment sheet under the name of that beverage.

Step 2: calculate the equivalent amount in teaspoons. Use the formula on the sheet: 1 teaspoon of added sugar equals 4 grams. Record the number of teaspoons on the experiment sheet.

DO: Help girls perform the calculations. You can do as a whole group or divide the girls and have each group calculate one of the beverages.

SAY: Step 3: measure out the amount of sugar in teaspoons. Use the measuring spoons and the sand to measure out the amount of 'sugar' in teaspoons. Place the measured sand in a small round bowl next to the beverage to see exactly how much sugar has been added to each beverage.

Step 4: record your observations and findings. Complete the experiment sheet by recording your observations, analysis and conclusion, and your reflection of the experiment.

DO: Discuss their findings.

SAY: Did this experiment influence how you will choose what to drink in the future?

5. **DO:** As a group, brainstorm some snacks and desserts that are healthy. Write all the ideas on the poster paper. Consider choosing some of these snacks to try throughout the year at your meetings.

Part 4

1. **SAY:** Some foods also contain fats. Fats are things like butter and oils. There are two types of fat – solids and liquids. Which one do you think is healthier – solid fats or liquid fats?

You are now going to conduct an experiment to see which kind of fat is healthier.

Our hearts pump blood through our bodies using little tubes called arteries and veins. These little tubes carry blood to all our body parts. We need our hearts and these tubes (arteries and veins) to be healthy so our body functions well.

DO: Hand each girl a straw.

SAY: The straw represents the little tubes that the blood flows through.

DO: Pass around a stick of solid butter and instruct each girl to stick the straw in the butter.

SAY: What did you notice? What happened to the butter? [Possible answers: the butter is stuck in the straw, the butter won't come out, etc.]

Flip the straw to the other end.

DO: Pass around a bowl of vegetable oil and instruct girls to stick the straw in the oil and pull it out.

SAY: What did you notice? [Possible answers: the oil slid out, it didn't stick in the straw like the butter.]

Which kind of fat is healthier for our hearts and arteries and veins? The solid fat (the butter) clogs our arteries and veins and will not let the blood through. Since we need the blood to get to all our body parts, liquid fats must be healthier because they do not block the arteries and veins.

We need to be careful which kinds of fats we eat and to only eat small amounts of both kinds in order to keep our hearts healthy.

Part 5

1. **SAY:** Eating healthy foods gives us the nutrients and the energy to be active. Let's play some games.

Options:

Category Tag - Pick a category (i.e. fruit, vegetables, candy, etc.). Once the category has been picked, select two girls to be "it" and send them to the middle of the playing area.

The rest of the girls line up at one end of the playing field. Once lined up, the girls that are "it" yell out 3 items within the category. The girls independently choose one of the 3 items to "be." When the "it" people call out one of the 3 choices, everyone who picked that choice runs to the other end of the playing field trying to avoid being tagged by one of the "it" people.

If tagged, that girl must sit down right when they are tagged. When sitting down, the girl may tag someone. If someone is tagged by a person sitting down, the person sitting down may get back up and play the game.

Example:

Girl 1: The category is Fruit

Girl 2: The 3 Choices are: Apples

Girl 1: Oranges

Girl 2: and Strawberries

(Wait for girls to SILENTLY choose item)

Girl 1: Apples

(Apples run)

And so on

Sunny Day Shadow Tag - One girl is "it." Her job is to try to tag the shadow of the other girls by stepping on it. When a girl's shadow gets stepped on, they are frozen until another girl steps on their shadow.

Optional Activity: My Favorite Food Collage

1. Pass out a blank sheet of paper to each girl. Instruct her to look through the magazines and grocery store circulators for foods from each of the five food groups. Girls can cut out an example from each group and they can also cut out their favorite foods. Glue the pictures on the paper to make a collage. Another option is to cut out pictures and make a healthy meal for breakfast, lunch, and dinner.
2. For girls who finish early, allow them to create another collage depicting people being healthy. For example, people riding bikes, walking, jogging, playing sports, etc.

Buy Me That: Anatomy of an Advertisement

Objective: Girls identify different techniques used to sell foods and beverages, and create their own commercials around selling a healthy food item.

Time: 90 minutes

Materials Provided	Materials YOU Provide
Food Ad Detective Reproducible	Poster Paper
Foods on Television Reproducible	Marker
	Pencils
	Newspapers/magazines with articles/ads about food, diet, exercise, and health
	TV, VCR, DVD player, Computer, Tablet or Phone
	Scissors
	Glue Sticks
	Notebook Paper

Prep Work – You will need to do the following to prepare for this session:

1. Make a copy for each girl of the following: Food Ad Detective sheet (double-sided), Foods on Television (if using).
2. Collect and bring the following items: newspapers/magazines with pictures/ads about food, diets, exercise, health; a way to show a commercial (computer, tablet, laptop, smartphone); scissors, glue, and pencils.
3. Find age appropriate commercials to show the girls. Download to device or CD/DVD.

Part 1

1. **SAY:** Today, you are going to explore how food is advertised.

DO: Conduct a quick survey to make sure girls know what an advertisement is and the different ways companies advertise their products (commercials – TV, radio, internet; flyers; magazines; newspapers; websites; ads on buses; etc.)

SAY: Every day, you see ads for foods or drinks on TV, in the newspaper or in magazines.

Companies hope their ads will get you to buy the product or ask your parents to buy it for you. You are going to practice being a food ad detective and find common "techniques" that ads use to "sell" you on the product. There's nothing wrong with companies using these techniques in their ads, but knowing about them helps you decide whether the food or drink is really a smart choice for you.

2. **DO:** Pass out a copy of the Food Ad Detective sheet to each girl. Instruct her to look at the "Techniques" side of the paper. Go over the techniques with the girls.

SAY: Here are some ways that ads for foods and drinks might make you want the product and some questions to ask yourself when you spot them in an ad.

Attention grabbers: Ads sometimes use cool animation, popular music or bright colors to catch your attention.

Celebrities: Seeing your favorite actor, musician or sports figure in an ad gives you a good impression about the product. Also, you might think you can be more like that person if you eat or drink the product. Do you believe this? Why or why not?

The "Cool" Factor: Some ads show kids who use the product being good at sports, having lots of fun, being popular with other kids or looking really great. You might think you'll be like this too if you eat or drink the product. Do you believe this? Why or why not?

We see advertisements for products all the time and advertisers work very hard to create ads that appeal to customers and influence them to buy their products.

3. **DO:** Show a video of a commercial for a food or beverage. You can use videos from YouTube that are age appropriate. After watching the commercial, use the questions below to start a discussion. Or, show an ad from a magazine and use the questions below to discuss what is being sold and how.

1. What is the purpose of the commercial/ad?
2. Who is the target audience of the commercial/ad?
3. What is the commercial/ad trying to sell us?
4. What advertising methods are used?
5. Are these methods appropriate for what the advertisers are trying to do?
6. What senses are being appealed to?
7. What are the effects of purchasing the product?
8. Where does the product fit into MyPlate?
9. Was the product a healthy choice?
10. Was the product supposed to make you look or feel better?

4. **SAY:** Now that you've detected some "behind the scenes" ad techniques, it's your turn to use your new knowledge to decide whether or not you really want to try a product.

5. **DO:** Provide girls with newspapers and magazines, scissors, glue, and pencils.

SAY: Flip your papers to the Food Ad Detective side. You are going to choose an ad from a magazine or newspaper and use it to answer the questions on the paper. When you are done, I'm going to ask for volunteers to share their work with the group.

Part 2

1. **SAY:** There are careers in advertising where you can use your creativity to create commercials, flyers, and other print materials. For the next activity, you can work with a partner or in a small group. You are going to create a short TV advertisement for a healthy food such as a fruit, vegetable, etc. You can use props from the kit to help get your message across. You can either write down the speaking parts or ad lib as you go. I would like for each group to perform their commercial for the whole group at the end. Remember to use your new knowledge about advertising while creating your commercial.

DO: Allow girls time at the end to perform their commercials. Discuss any techniques you noticed them using to get customers to buy their product.

Optional: Foods on Television

Pass out a copy of the Foods on Television sheet to each girl. Instruct her to complete the project at home with her family or friends. Read over the sheet so that everyone understands the directions.

The Bare Bones

Objective: Girls explore the importance of bone health and the steps needed to make their bones strong and healthy.

Time: 90 minutes

Materials Provided	Materials YOU Provide
Skeletal Human Body Giant Stickers – 12 sets	Poster Paper
Skeleton Floor Puzzle – 1	Marker
Jump Ropes – 12	Pencils
Skeleton Puzzle Key – 1	Magazines or Grocery Store Circulators
Moveable Joints Charade Cards – 10	Paper (ideally 11x17)
	Scissors
	Glue
	Colored Pencils or Crayons
	Optional: black construction paper; pasta noodles, plastic drinking straws or Q-Tips; white chalk

Prep Work – You will need to do the following to prepare for this session:

1. Locate and remove the Skeletal Human Body Stickers, the Skeleton Floor Puzzle, and the Skeleton Puzzle Key. Arrange as two stations that girls can rotate through.
2. Locate the jump ropes and have them handy.
3. Locate the Moveable Joints Charade cards and have them handy.
4. Collect and bring the following items: magazines/grocery store circulators, blank paper (11x17 is ideal but regular size will work), scissors, glue.
5. If doing the optional activity, collect and bring the following items: black construction paper, items to make a skeleton (pasta noodle shapes, Q-Tips, plastic drinking straws), white chalk.

Part 1

1. **SAY:** Today, you are going to learn about bones.

Why are bones important? [Listen to all answers.] Bones are important because they make up our frame or skeleton, give our body shape, protect our organs, and help us stand.

Where are your bones? [Listen to all answers.] Bones can be found under your skin, in your arms and legs, fingers and toes, etc.

Are bones hard or soft? [Listen to all answers.] Bones are hard.

How do you know bones are hard? Can you feel any of your bones? Where? [Listen to all answers.] You can feel some of your bones in your arms, legs, fingers, hands, etc.

What do you think would happen if we didn't have any bones? [Listen to all answers.] We wouldn't be able to stand up or walk.

What do you think bones are made of? [Listen to all answers.] Our bones are made of calcium, phosphorous, and collagen.

Bones have a hard outside and a spongier inside. Your long bones contain something in the center of them called bone marrow. Bone marrow is where new red blood cells are made.

What kinds of foods should you eat to make sure your bones are healthy and strong? [Listen to all answers.] Dairy foods and leafy vegetables with calcium in them are the best foods to eat for strong bones.

2. **DO:** Have two stations set up where girls can practice identifying the different bones in the body and how they are connected to each other.

SAY: You will now have the opportunity to build a skeleton.

Station 1: Skeletal Human Body Giant Stickers

At this station, you will build a skeleton using cool removable stickers. Be careful using the stickers because we have to put them back in the kit for the next troop to use.

Station 2: Skeleton Floor Puzzle

At this station, you will put together a puzzle of a skeleton. You can even lie on top of it to compare it to your own body. Once you have put the puzzle together you can check to see if it is correct by comparing it to the Skeleton Puzzle Key.

Part 2

1. **SAY:** Now that you are familiar with the different bones and where they fit in the body, let's talk about joints. Joints are places where two bones meet. You have joints at your elbows and your shoulders. Move these joints and compare how they move. Do they move the same way or differently? Can you think of other places in your body where there are joints that move like your elbows and shoulders?

Some joints allow us to move back and forth, up and down, or in circles. The joint in your elbow can only move up and down, but the joint in your shoulder allows you to move it back and forth, out to the side, and in circles.

2. **SAY:** Let's play some games to get our joints moving.

Game 1: Simon says

In this game, you have to do everything Simon says. For example, if Simon says, "Move your wrist" or "Move your abdominals (stomach muscles)" you must move that part of your body. But remember—you should move only when Simon says so! [Body parts to move: ankle, knee, wrist, elbow, shoulder, hip, toes, fingers, arm, leg, foot, neck, etc.]

Game 2: Moveable Joints Charades

Play a round of charades. Use the Moveable Joints Charade cards. Girls choose a card and act out the motion on the card. Others try to guess what action she is performing. Feel free to add your own movements.

Part 3

1. **SAY:** Were your bones strong enough to make all those movements you just did when playing Simon Says and Charades? Has anyone ever broken a bone? Bones can be pretty strong, but they can break. Most broken bones in children happen because of a fall or other injury. Fortunately, healthy broken bones grow back. Your bones are alive and can repair themselves if they get broken.
2. **SAY:** There is a disease, however, that can make bones weak and cause them to break easily. Not everyone gets the disease, but it most often affects people when they get older. Does anyone know the name of this disease? [Osteoporosis]

Most of you probably have not thought much about what your life will be like 40 years from now. However, since this disease most often affects women, what you do right now and for the next few years will be very important in protecting you from this disease. By the time you are 20 years old, you will have developed about 98% of your skeletal mass, or your bone density and strength. That is why building strong bones now is the best way you can protect yourself from developing osteoporosis later.

3. **SAY:** We need strong bones to give us shape and help us stand. We also need strong bones to help protect some of our organs. Place your hand over your heart and feel your heartbeat. Can you actually feel the shape of your heart? Can you feel something hard? Our bones help protect our heart and lungs. Can feel your brain? The hard thing you feel is your skull which protects our brain. Our brains are soft and would be easily damaged if not for our skulls.
4. **SAY:** Foods with calcium (like milk, cheese, and yogurt) help your bones grow strong and hard. While your bones are growing strong and hard you need to protect them. One good way to take care of your bones is to wear a helmet, wrist pads, and knee pads when you ride a bike, skateboard, or scooter.

For the next activity, I would like you to draw a picture of yourself wearing a helmet and pads. I want you to use your picture to make a safety poster to hang in your school, to remind your friends to protect their bones while playing. On the poster, I want you to include foods rich in calcium as a reminder of what to eat to help keep your bones strong and hard.

DO: Pass out blank paper (11x17 is ideal), pencils, colored pencils/crayons, scissors, glue, magazines/grocery store circulators.

Part 4

1. **SAY:** Besides eating healthy foods to grow strong bones, what else do you think you can do to strengthen your bones? [Answers: exercise, specifically, weight-bearing physical exercise]

Weight-bearing activities are those done while you are on your feet or working against gravity. Some activities you can do are running, walking, playing basketball or soccer, jumping rope, even lifting weights when you are seated. Stand up and run in place for a minute. When you do weight-bearing activities, the impact when your foot hits the ground causes your bones to vibrate and these vibrations help make your bones stronger. Remember that from now until you are about 20 years old is the time when your bones are growing and getting strong.

2. **SAY:** Let's do some weight-bearing activities to help strengthen our bones.

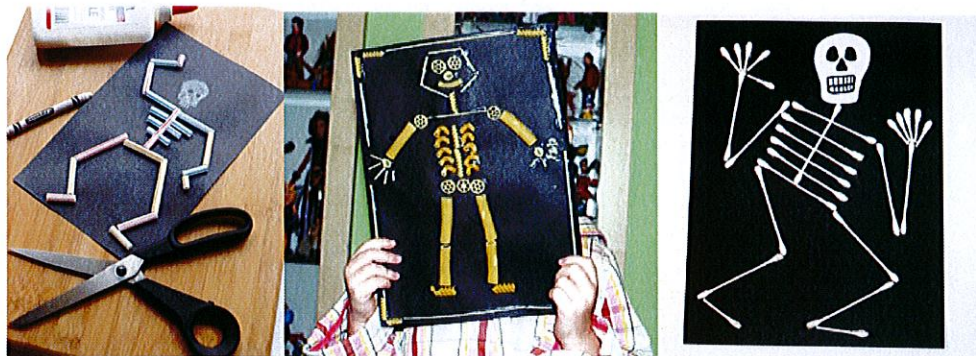
DO: Jump Rope—give each girl a jump rope and see how long they can jump, practice jumping on one foot, sing a song while jumping, etc.

Popcorn Tag—all players hop around on both feet. When the person who is "It" tags a player, the two join hands. The two hopping "It's" go after another player, who when tagged joins them. When other players are tagged they also join the hopping chain. The last player left alone becomes the next "It."

3. **SAY:** There are things you can do right now to protect your bones. Can anyone guess what they are?
- Eat a balanced diet rich in calcium
 - Wear protective gear when doing sports
 - Lead an overall healthy lifestyle which includes not smoking and limited alcohol throughout your lifetime.
 - Learn and do weight-bearing physical exercise on a regular basis

Optional: Make a Skeleton

- Pass out a black piece of construction paper to each girl.
- If using straws or Q-Tips, cut into pieces of several sizes to represent the skeleton's bones. Make segments that range from an inch to a few inches long. If using pasta, get different shapes for the different bones in the body.
- Have girls piece together a skeleton from the straws/Q-Tips/pasta. Compare this to putting together a puzzle. Have girls refer to the Skeleton Puzzle Key as a guide to help make her model more accurate. Arrange the skeleton on the black construction paper.
- Gently lift each straw/Q-Tip/pasta piece and place a line of glue underneath to hold.
- Add a "skull" by drawing one in with white chalk.
- Set aside to dry.



Healthy Habits

Objective: Girls recognize healthy habits and begin to make good choices on their own.

Time: 90 minutes

Materials Provided	Materials <i>YOU</i> Provide
Healthy and Unhealthy Signs – 2	Poster Paper
Exercise Dice – 2	Marker
Jump Ropes – 12	Pencils
Dolls – 3	Notebook Paper (optional)
Soap Molds – 10	Kabob Skewers
	Variety of different colored fruits and vegetables
	Plates/Napkins
	Glitter
	DIY Soap Materials: large bowl, soap flakes, food coloring, vegetable oil, essential oils (optional)
	Bathing Materials: sinks or plastic tubs, wash clothes, towels, shampoo or body wash, small comb

Prep Work – You will need to do the following to prepare for this session:

1. Locate and remove from the kit the Healthy and Unhealthy Signs, the exercise dice, jump ropes, dolls, and soap molds.
2. Plan to conduct this session of the program near a source of water.
3. Collect and bring the following items: materials to make the soap, materials for bathing the dolls, fruits and vegetables for making the rainbow kabobs.

Part 1

1. **SAY:** Today, we are going to explore different healthy habits and how to recognize the good from the bad. A habit is a behavior that you do often. For example, each time you put on your tennis shoes you tie the laces. You don't think about it because you know you have to do it so your shoes will stay on.

Can you name some healthy habits?

DO: Write their answers on poster paper (have two columns ready – Healthy and Unhealthy and place answers in the correct column). Answers you are looking for can include eating healthy food, getting regular exercise, getting enough sleep, washing our hands regularly, taking care of our teeth, getting regular checkups with the doctor and dentist, using sunscreen.

SAY: Can you name some unhealthy habits?

DO: Write their answers under the Unhealthy column. Answers can include smoking, using drugs, eating lots of junk food, staying up late at night, not washing your hands regularly, getting sunburns, being mean when you are angry.

2. **DO:** Play a game to help girls differentiate between healthy and unhealthy habits. Place two signs (Healthy Habits and Unhealthy Habits) in the room apart from each other. Call out the habits listed below (one at a time) and have girls stand under the sign they think the habit represents. Discuss any incorrect answers so girls will recognize healthy versus unhealthy habits.

Get plenty of rest	Play outside	Tell someone when you are sad
Eat fresh fruits and veggies	Get check-ups from your doctor	Stay up all night watching TV
Hang out with people you like	Eat sugary foods every night	Be friends with a troublemaker
Play computer games all day	Brush your teeth after you eat	yell at friends and family

3. **SAY:** You will have the opportunity to do some activities to help reinforce healthy habits.

DO: Set the activities up as stations and girls can rotate through. Or you can do each one together at the same time.

Part 2

Station 1: Healthy Habit 1—Stay Fit

At this station, girls discuss healthy habits that keep them fit: good night's sleep, exercise, limited technology use.

SAY: Why is it important to get a good night's sleep? [Possible answers: so you won't be tired in school, so you will have energy, so you can think better, etc.]

DO: Discuss things to do so you get a good night's sleep such as lay your clothes out for the next day, read a story to help calm you down, etc.

SAY: Why is exercise important? [Possible answers: makes you stronger, gives you more energy, etc.]

DO: Discuss some of the activities girls can do to be active such as running, walking, playing a sport, etc.

SAY: Some habits are not good at keeping us fit. Sitting in front of the TV or computer for a long time and playing video games for too long is not good. Our bodies are not active and we can get weak from lack of exercise.

DO: Choose any, or all, of the activities below so girls can explore different activities that will get them active.

1. Use the dice in the kit. Roll each dice and follow the directions. For example, if one dice says 4 and the other says jumping jacks, girls will need to do 4 jumping jacks.
2. Jump rope. Girls can try jumping on one foot, count to a certain number, or sing a song while jumping.
3. Play tag. Two different versions of tag are explained but feel free to play your own favorite versions.

Elbow Tag

Everyone gets a partner and links arms. Two people are chosen to split up. One will be it and the other will be chased. Whenever the person links with a pair of players, the person on the opposite end must break off. They will now become chased. If the person gets tagged, they become it.

Variation: When the person on the opposite end breaks away, they become it and must chase the person who was originally the chaser.

Hug Tag

This is your classic tag game with one exception, people are only safe if they are hugging someone else. You can only remain in a hugged position for 5 seconds.

Station 2: Healthy Habit 2–Stay Energized

At this station, girls make healthy rainbow snacks.

SAY: Eating nutritious foods gives us important vitamins and minerals our bodies need to stay energized. Too much sugar can make us feel tired and lazy. It is important that we eat the right amounts of different foods so that we have a well-balanced meal.

DO: Set out a variety of fruits and vegetables in different colors. Give each girl a kabob stick and let her make a rainbow dessert. Encourage girls to try a piece of fruit and vegetable from each color of the rainbow.

Station 3: Healthy Habit 3– Stay Healthy

At this station, girls explore ways to stay healthy by practicing good hygiene techniques.

SAY: Washing our hands, taking baths every night, brushing our teeth two times a day, and visiting the doctor and dentist for check-ups are things we can do to stay healthy.

DO: Choose among the activities listed below to help girls practice ways to stay healthy.

Activity 1: A Glittery Experiment

Girls observe how germs spread from person to person through touch. You might want to do this outside. Pour some brightly colored glitter into a basin or large pan. Ask one girl to place her right hand into the glitter. Point out how much of the glitter sticks to her hand. Then ask that girl to shake hands with 2 other girls. Have those girls shake 2 other girls' hands until everyone has shaken hands. Have everyone look at their hands. They will notice glitter on their hands that spread from the first girl's hands. Explain that the glitter is a lot like germs. Germs spread when we touch others, and sometimes that is how we catch colds and other illnesses. Let them know that the good news is that we can keep germs from spreading like the glitter did, simply by washing our hands. Now, wash hands to get rid of the glitter.

Discuss the importance of hand washing and how it helps to prevent people from spreading germs and becoming sick. The most important times to wash hands is after using the bathroom, when you are sick, before eating, after handling animals, after playing outside, and when you will be spending time with a newborn baby. Instruct the girls to sing "Happy Birthday" which is how long you should take to wash your hands. Have each girl take turns washing her hands properly.

Activity 2: DIY Soap

1. Mix 3 cups soap flakes (buy or make your own from a bar of Ivory soap and a cheese grater) with 1 to 1 ½ cups of water in a large bowl. Add the water slowly so that the mixture is the consistency of play dough.
2. Add a few drops of food coloring. Mix well.
3. Add a few drops of an essential oil (optional). Mix well.
4. Coat each girl's hands with a small amount of vegetable oil and allow them to manipulate the mixture with their hands into fun shapes or into the provided molds.
5. Allow the soap shapes to dry overnight.

Activity 3: Bathing

1. Discuss the importance of bathing and why everyone should take a bath or shower every day. Talk about washing your hair and the importance of cleaning all "nooks and crannies." Tell girls they are going to practice good bathing techniques using dolls.
2. Help the girls fill the plastic tubs or sink with lukewarm water so that they become "bathtubs." Have them place their dolls in the tubs/sink.
3. Using a doll, demonstrate how to wet the hair and lather with the shampoo. Show the girls how to lather up the washcloth with the body soap and demonstrate how to wash the body.
4. Once the doll's body and hair is completely lathered, show the girls how to thoroughly rinse all soap and shampoo.
5. Using a dry towel, show the girls how to thoroughly dry off the doll after taking a bath and instruct them to do this as well when they take a bath. Put the clothes back on the doll and comb out the hair.
6. Allow the girls to practice on their own using the dolls in the kit. Monitor their work.

Optional: Writing Activity

What would your body say about your habits if it could talk to you? Would it be proud of you because you have only or mostly healthy habits, or would your body wish you would change an unhealthy habit?

Write a letter to yourself as if your body were talking. Your body might say something like, "I am proud of the way you are taking care of me to keep me healthy." Or it might say something like, "I wish you would get more sleep or eat less junk food so I would have more energy to do the things we like."

Write your letter and then put it someplace at home where you will be reminded to do only healthy habits to take care of your body.

Stress Less

Objective: Girls identify things/events in their lives that cause stress and explore different methods for alleviating the stress.

Time: 90 minutes

Materials Provided	Materials YOU Provide
Parachute – 1 in a bag	Poster Paper
Yoga Poses Chart – 4	Marker
Journal Making Directions – 1	Pencils
	Materials for making Journals (optional)

Prep Work – You will need to do the following to prepare for this session:

1. Locate and remove from the kit the parachute, Yoga Poses chart, and Journal Making directions.
2. If making journals, read through the directions and then collect the supplies you will need.

Part 1

1. **SAY:** Today, we are going to talk about stress: what it is, the things that cause you stress, and different ways to deal with it in a positive, healthy way.

Choosing to be happy is sometimes hard. Sometimes we feel sad or angry and we don't know what to do to be happy. Do you ever feel sad or angry? What makes you sad or angry?

Sometimes we feel this way because we are stressed. Stress is when you are worried about something, or afraid of something. Too much stress can make us sick and weak.

What are some things that cause you stress?

DO: Write their answers on the poster paper.

2. **SAY:** Think of some things you can do so that you are not feeling a lot of stress about the things listed on the poster paper.

DO: Record their answers next to the stressor on the poster paper. Provide an example if girls are having a hard time coming up with one on their own. An example would be, you are worried about what you are going to eat for lunch because you forgot to bring your food to the field trip. You could tell an adult what happened and ask them to help you so you are not feeling stressed. Or you can tell a friend what happened and maybe they will share their lunch with you. But, if you don't do anything and don't say anything, no one will know you need help.

3. **SAY:** Let's talk about some other things we can do when we are feeling stressed.

DO: Write these on the poster paper. Add any ideas the girls suggest.

*read a book by yourself, with a friend, with a parent, or with a pet

*take deep breathes so you can think clearly and make a good choice

*do something active such as gardening, basketball, soccer, go for a walk or run

*start an art project to show how you are feeling

*give yourself a big squeeze (hug)

*do some yoga poses

*write in a stress journal

4. **DO:** From the list below, have girls practice the different stress-relieving techniques. Encourage them to find one or two they can use at home or school.
1. Practice taking deep breathes and relaxing so you can think clearly.
 2. Give yourself a big squeeze.
 3. Practice some yoga poses from the chart provided.
 4. Set out some art supplies and have girls begin an art project or make a stress journal. Directions for making a journal are included in the kit. Girls can also draw the techniques they have learned and hang the sheet in her room as a reminder of what she can do when feeling stressed.

Part 2

1. **SAY:** Having healthy relationships with others can also help us stress less. It can also help us manage our stress in a positive manner. Let's try some activities to help build your relationship with each other and practice working as a team to overcome a potentially stressful situation.

DO: After each activity, discuss how the girls relied on each other to accomplish the task. Talk about what would happen if you could not rely on someone to help you accomplish the task? How much more difficult would it make the situation?

Activity 1: Lap Sit

1. Girls form a circle and move close together so shoulders are touching.
2. Have girls raise their right hand and turn sideways so their right hand is inside the circle.
3. Girls place both of their hands on the shoulders (or waist) of the girl in front of them.
4. On the count of three, everyone slowly sits down on the knees of the girl behind them.
5. Try to hold the position for at least several seconds.

Activity 2: Human Knot

1. Girls stand in a group. Instruct them to reach out one hand and take hold of the hand of another girl.
2. Girls stick their other hand out and take hold of the hand of **another** girl. (Girls must make sure they are not holding both hands of the same girl.)
3. Unscramble without letting go.

Activity 3: Parachute Games

1. Have girls circle around a parachute and each hold onto the edge.

Say: Sometimes, when you're worried about school or you have a fight with a friend or your family members aren't getting along you might feel angry, upset or stressed. What does a stressed parachute look like?

DO: Have girls wiggle and wave the parachute in a frantic motion or pull it tight.

SAY: What does a parachute look like after it takes a deep, calming breath?

DO: Have girls breathe in and lift the parachute up; breathe out and bring the parachute down.

SAY: What does a parachute look like when it has calmed down and is having fun?

DO: Play some parachute games.

Cat and Mouse: Everyone holds the parachute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down. If the cat catches the mouse then choose another cat and mouse and continue playing.

Mushroom: On the count of three girls raise their arms lifting the parachute over their heads then pulling the parachute behind them sitting down with their bottoms on the edge of the parachute. Sing a Girl Scout song before the parachute falls back to the ground.

All Change: Leader calls out birthday months, numbers, and colors. Girls swap places under the parachute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.

Sharks: Everyone sits on the ground with their legs stretched out under the parachute and the parachute held at chest height. One or two girls crawl around under the parachute and are 'sharks.' They quietly grab the legs of anyone around the perimeter (with many blood-curdling screams) and pull them under the parachute. The shark now swaps places.

Washing Machine: On the count of three girls raise their arms lifting the parachute over their heads then pulling the parachute behind them sitting down with their bottoms on the edge of the parachute. The girls should now be inside the parachute. Start rocking from left to forward to right to create the washing machine motion.

Facilitator Evaluation

Thank you for taking the time to share your thoughts about the Grow Strong Kit. Your evaluation will help the Girl Scouts Nation's Capital Program Services department to better meet the needs of girls and leaders. Please mail this form to: Program Services, Girl Scouts Nation's Capital, 4301 Connecticut Avenue NW, Suite M-2, Washington, DC 20008.

How did you learn about the program? Website Rallyhood Word-of-Mouth Other					
Number of girls who used the program?				Program Level: D B J C S A	
Were materials available when requested? Yes No (If no, provide details below.) Details:					
How did you use this program? As an individual At a troop meeting At a service unit event Other: _____					
Please rate each category	excellent	very good	good	fair	poor
Ease of request					
Clarity of Activity Instructions					
Knowledge gained about health					
Condition/completeness of kit					
Appropriateness for level/age of girls					
Program met expectations/needs					
Overall satisfaction with program					
Which Grow Strong activities did you complete?					
What went well with the Grow Strong activities?					
What could be improved about the Grow Strong activities?					
Additional Comments:					
OPTIONAL: Name			Phone/Email		

The following pages contain the reproducibles for the program and the directions for how to make a journal.

Who Am I?

Clue Card

Directions: Write down 10 questions you want to ask so you can figure out which food you are. Your questions should be answered with a yes or no. Keep track of your clues. Can you figure out who you are?

Questions

1. _____ yes no
2. _____ yes no
3. _____ yes no
4. _____ yes no
5. _____ yes no
6. _____ yes no
7. _____ yes no
8. _____ yes no
9. _____ yes no
10. _____ yes no

Who am I? _____

What food group do I belong to? _____

What other foods can I be eaten with? _____



Added Sugars Experiment

1. Question: Which beverage has the most added sugars? _____

2. My Hypothesis: _____

3. Use the chart below to record how much added sugars in grams are in each beverage.

Beverage 1 _____	Beverage 2 _____	Beverage 3 _____	Beverage 4 _____
_____ grams	_____ grams	_____ grams	_____ grams
_____ tsp	_____ tsp	_____ tsp	_____ tsp

4. Use the following formula to calculate how many teaspoons of added sugars are in each beverage. Record your answers in the chart above next to the tsp (teaspoon) abbreviation.

1 teaspoon equals 4 grams of sugar. Divide the total grams of added sugar by 4.

Example: If there are 8 grams of sugar in a beverage then that equals 2 teaspoons of added sugar

$$8 \div 4 = 2 \quad \text{grams} \div 4 = \# \text{ of teaspoons}$$

5. My Observations: _____

6. Analysis and Conclusion: (Think about what your observations mean and the answer the original question again.)

7. My Reflection: (What did you discover? What was surprising? What do you still want to know?)

Portion Control In The Palm Of Your Hand

FIST - 1 Cup

- Best for:
- Beverages
 - Cereal
 - Casseroles
 - Soups
 - Fresh fruit
 - Raw vegetables
 - Salads



CUPPED HAND - 1/2 Cup

- Best for:
- Pasta
 - Rice
 - Beans
 - Potatoes
 - Cooked vegetables
 - Pudding
 - Ice Cream



2 CUPPED HANDS 1 ounce

- Best for:
- Chips
 - Crackers
 - Pretzels



PALM - 3-4 ounces

- Best for:
- Beef
 - Pork
 - Poultry
 - Fish



THUMB - 1-2 Tablespoons

- Best for:
- Salad dressing
 - Sour cream
 - Cream cheese
 - Peanut butter
 - Hard Cheeses



THUMB TIP - 1 Teaspoon

- Best for:
- Butter
 - Margarine
 - Mayonnaise
 - Oil



OneGoodThingBy/All.com

* indicates approximate size of serving

Portion Control In The Palm Of Your Hand

FIST - 1 Cup

- Best for:
- Beverages
 - Cereal
 - Casseroles
 - Soups
 - Fresh fruit
 - Raw vegetables
 - Salads



CUPPED HAND - 1/2 Cup

- Best for:
- Pasta
 - Rice
 - Beans
 - Potatoes
 - Cooked vegetables
 - Pudding
 - Ice Cream



2 CUPPED HANDS 1 ounce

- Best for:
- Chips
 - Crackers
 - Pretzels



PALM - 3-4 ounces

- Best for:
- Beef
 - Pork
 - Poultry
 - Fish



THUMB - 1-2 Tablespoons

- Best for:
- Salad dressing
 - Sour cream
 - Cream cheese
 - Peanut butter
 - Hard Cheeses



THUMB TIP - 1 Teaspoon

- Best for:
- Butter
 - Margarine
 - Mayonnaise
 - Oil



OneGoodThingBy/All.com

* indicates approximate size of serving

Food Ad Detective

We are bombarded daily with media messages about how we should feel and look. Advertisers often appeal to our desires and feelings to sell things. You will see and hear messages on TV, radio, computers and billboards. You will also see them in magazines and newspapers. Becoming a food ad detective means knowing how messages are used to help sell a product.

Directions: Use a print ad for a food or beverage product. Write complete sentences to answer the questions below. Refer to the Techniques on the back to help answer the questions.

1. Describe the ad you saw. Cut the ad from the newspaper or magazine and attach it to the back of this sheet.

2. What are some "grabbers" in the ad you're looking at? _____

3. What emotion or feeling was used to help sell the product? There may be more than one. (Examples: happiness, sadness, love, excitement)

4. What does the ad say the product will do for you? (Remember, this may be said with or without spoken words.)

4. Do you believe the product will do this? Why or why not? _____

5. Is the amount of the food or drink shown in the ad too big, too small or just right to eat or drink at one time? How does it compare to the amount you usually eat?

6. Does the ad show people doing active things like getting some exercise? Does the ad make you feel like exercising, too?

Techniques to Selling

- **Attention grabbers:** Ads sometimes use cool animation, popular music or bright colors to catch your attention.
- **Celebrities:** Seeing your favorite actor, musician or sports figure in an ad gives you a good impression about the product. Also, you might think you can be more like that person if you eat or drink the product. Do you believe this? Why or why not?
- **The "Cool" Factor:** Some ads show kids who use the product being good at sports, having lots of fun, being popular with other kids or looking really great. You might think you'll be like this too if you eat or drink the product. Do you believe this? Why or why not?

Attach your ad in the space below.



Foods on Television

Time of day: _____

Length of time spent watching TV: _____

Programs watched: _____

Write down **ALL** the foods you see while watching TV. This includes foods in commercials and programs.

Type of Food	Name of Food	Number of times you saw foods in this group.
Fruit		
Vegetable		
Cereal		
Beverage		
Other		
Total number of times you saw food		

Recycled Handmade Journals

Project Length: 30 minutes

Materials

For the book:

- Scrap paper
- Exacto/Straight edge *OR* Paper cutter *OR* scissors

For the binding:

- Stapler
- Duct tape
- 3 hole punch
- Brads
- Book rings
- Binder clips
- Sticks
- Rubber bands

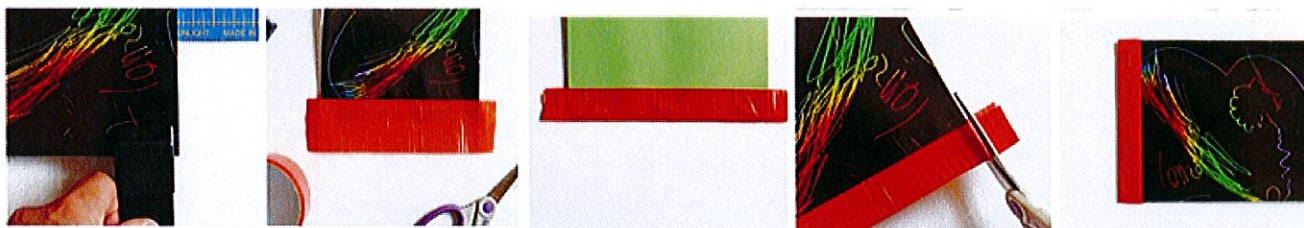
Instructions

- **Step One: Choose your cover and paper.**
Select the piece of artwork or the paper you would like to use as the cover. Assemble all the scrap paper you will be using in the book.
- **Step Two: Figure out the size of your journal.**
Think about how you will be using the book and base the size off of that. Notepads can be long and thin, diaries should be thicker and the pages should have ample writing space, etc.
- **Step Three: Cut everything down to the same size.**
The easiest way is to use a paper cutter. Please monitor girls carefully if you are allowing them to use the paper cutter on their own. If you don't have a paper cutter, an Exacto knife and a straightedge may be used, also with adult help/supervision. The safest option is scissors but this method is time consuming and the edges won't be completely straight.
- **Step Four: Assemble your book.**
Depending on how you want the final book to look you can vary the paper types by shuffling them. Alternatively if you want to create sections of your book you may want to keep the same type of papers together.
- **Step Five: Add covers.**
Place your selected and trimmed artwork on top as the front cover. Select heavyweight card stock or chipboard for the back. You can also cut out a piece of lightweight plastic from an old folder for the back cover. To make the cover open easily, lightly score the BACKSIDE of the cover about an inch from the binding edge to make it easy to bend back.
- **Step Six: Punch holes.**
If you will be using a binding method involving holes through the pages, now is the time to punch holes using a hole punch. Always test the hole locations on a piece of scrap paper before making holes in all your sheets. You want them to be in a good location. If you are using a binding method that does not involved punched holes you can skip this step.
- **Step Seven: Bind it**
There are so many simple binding options for homemade books. Here are 5 of our favorites.

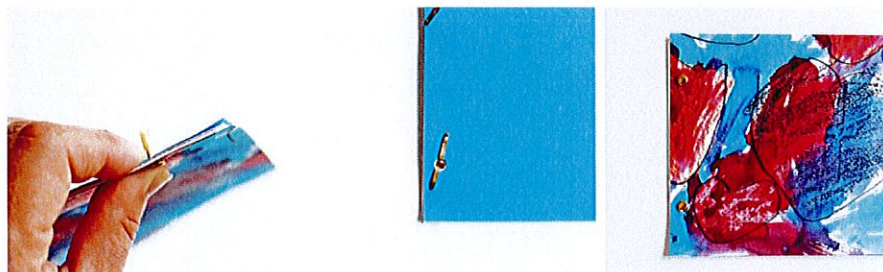
5 Simple Ways to Bind a Book



1. Staple + Duct tape: This is a great option for books that are not too thick. If you have a heavy duty stapler, though, you can use this for thicker books. Staple the pages together along the binding edge about a half inch from the edge. Now cut a piece of duct tape about an inch longer than your book. Place half the tape on the front of the book, covering the staples, wrap the tape over the edge of the book and around to the back. Burnish it with your fingertips. Now trim off the excess tape with scissors.



2. Hole Punch + Brads: If your book is a little thicker then this is the way to go. Use a 3-hole punch to make holes along the edge of your book. Using a 3-hole punch allows you to align the holes as you punch through multiple pages and sets of paper. You may need to adjust the hole spacing to your book so always punch a few test sheets first. Add brads through each hole and bend them back.



Stress Less

3. Binder Clips: These make a super simple and cool looking bound edge. Make sure to score the front cover so it can easily open. And depending on how long the binder clips are you may have to bend them back when you want to open the notebook.



4. Book rings: These can be purchased in any office supply store and are good for thicker books with sturdy pages. All you need to do is punch a hole in one corner and place a book ring through the hole. The binding is loose and removable should you need to take sheets out or reorganize



5. Rubber Band + Stick: All you need is a thick rubber band and some type of stick. You can use a stick from the garden, a wooden skewer, dowels, popsicle sticks and even pencils. Just make sure the stick you choose is the length of the edge you are binding or a little shorter. To bind a book using this method punch two holes through all the pages, one near the top of the binding edge and one near the bottom. Flip the book over, fold your rubber band, and thread one end of the rubber band through the top hole and one through the bottom hole. Flip the book to the front. Now place your stick through each end of the rubber band.



More cool ideas for your homemade notebook

- **Perforate it:** *Note: Do this before you bind the book and don't perforate the covers.* If you know someone who sews, ask him or her to run the sheets of your book through a sewing machine without thread. Leave a half-inch seam allowance and a stitch setting of 2 or 3. Run only a few sheets at a time and use a heavy-duty needle. Viola! Now your paper can be easily torn out of your notebook!
- **Sew it!** Run your finished book through a sewing machine using colorful thread. Make sure to glue the trimmed end of the thread so your book doesn't unravel. This is good for thin books and folded books, where you fold larger sheets in half to create signatures.



- **Get Creative with Paper!** Don't be confined by looking for paper, think of other materials that would make great covers for your journal. Here are some ideas: Cereal boxes or other food packaging boxes, leftover cardboard mailers, greeting cards, packing materials like corrugated chipboard, large paint chips, junk mail postcards. The possibilities are endless.