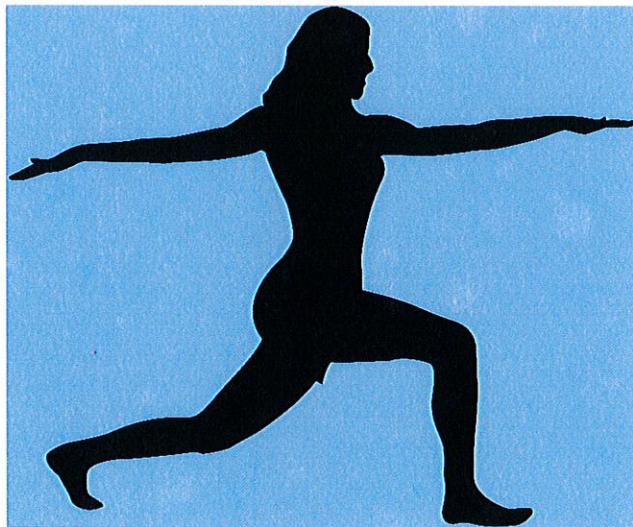


Grow Strong

A Healthy Living Program Kit Daisies



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 describe healthy meal choices that include all 5 food groups.

Time: 40 minutes

The Bare Bones

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

Time: 40 minutes

Healthy Habits

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

Time: 40 minutes

Table of Contents

Overview of Program	2
Note to Troop Leaders	4
Kit Contents	5
Nutrition 101	6
The Bare Bones	9
Healthy Habits	11
Facilitator Evaluation	13

A Note to Troop Leaders

Program Level

The activities in this guide are most appropriate for Daisies. There are separate kits designed for Brownies/Juniors 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.

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
Container of Play Food – 1	Marker
MyPlate Poster – 1	Tape
MyPlate Coloring Sheet Reproducible	Black Construction Paper
MyPlate Parachute – 1	Straws, Q-Tips, or Pasta Noodles
Foam Food – 2 bags	Scissors
Food Groups Signs – 5	Glue
<i>The Skeleton Inside You</i> – 1	White Chalk
Skeleton Diagram – 4	Grocery Store Circulators or magazines
Healthy and Unhealthy Habits Signs – 2	Glitter
Exercise Dice – 2	Fresh Fruits and Vegetables
<i>Gregory, The Terrible Eater</i> – 1	Kabob Skewers

Nutrition 101

Objective: Girls describe healthy meal choices that include all 5 food groups.

Time: 40 minutes

Materials Provided	Materials YOU Provide
White Baskets – 5	Poster Paper
Container of Play Food – 1	Marker
MyPlate Poster – 1	Tape
MyPlate Coloring Sheet Reproducible	
MyPlate Parachute – 1	
Foam Food – 2 bags	
Food Groups Signs – 5	

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

1. Make a copy for each girl of the MyPlate Coloring Sheet.
2. Tape up the 5 Food Groups signs around the room for the parachute game.
3. Remove from the kit and have handy the following items: 5 white baskets, play food, MyPlate poster, parachute, and foam foods (2 bags).

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. 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.
4. **SAY:** Each food provides our body with different nutrients and vitamins and minerals, so it is important to eat a variety of foods. Eating a variety of healthy foods gives us energy which we need for all sorts of activities.

5. **DO:** Invite girls to name a food they like to eat. Encourage them to think of foods they have eaten at home or in the school cafeteria, or seen their parents purchase in the grocery store. Prompt the girls by asking them to think of foods they have seen that grow in the ground or on trees or plants, are found in the sea, or come from an animal. Record their answers on the poster paper.

As a group, using the list on the board, determine to which food group each item belongs. If girls suggest a combination food or dish, help them to break the meal down by asking them to think about its specific main food ingredients. For example: tacos

Main ingredients: meat (beef from cattle), cheese (dairy), lettuce and tomatoes (vegetables)

Part 2

1. **DO:** Display the MyPlate poster.

SAY: What do you notice about the image on the poster? [Possible comments: there are 4 parts on the plate; I see the words fruits, vegetables, grains, proteins, dairy; there is a circle on the side of the plate; I see different colors.]

SAY: MyPlate shows us the five food groups we should eat each day to be healthy. Each section on the plate represents how much of that group we should eat.

2. **DO:** Pass out a copy of the MyPlate coloring sheet to each girl. Demonstrate how to choose healthy foods and how to determine the correct portion. Use the play food to create a meal by placing the items in the correct section on the MyPlate coloring sheet. Be sure not to place more than the allotted portion in each section. Allow girls to look at your plate and remind them about the different groups and the correct portions for each section.
3. **SAY:** 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.
4. **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.

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 3

1. **DO:** Finish up with a parachute game called **Grab the Food Relay**. Spread out the parachute and place all the foam fruits and veggies underneath the parachute. Tape up signs for each of the food groups around the room but equal distance from the parachute. Split the girls into two equal teams.

To start the game, girls begin shaking the parachute. On the leader's signal, the first person must go underneath the parachute, pick up an object, run out and over to the food group sign to which the food belongs. The girl must place the object at the correct spot, return to the

parachute and tag the next person on their team. Continue until all the objects are gone. Go over with the girls to see if they are correct.

The Bare Bones

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

Time: 40 minutes

Materials Provided	Materials <i>YOU</i> Provide
<i>The Skeleton Inside You</i> – 1	Black Construction Paper
Skeleton Diagram – 4	Drinking straws, pasta noodles, and/or Q-Tips
	Scissors
	Glue
	White Chalk
	Optional: grocery store circulators

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

1. Read *The Skeleton Inside You* to prepare for the session. The book is included in the kit.
2. Collect and bring the following items to the session: black construction paper, drinking straws, pasta noodles, or Q-Tips, scissors, glue, and white chalk.

Part 1

1. **SAY:** You are going to learn about bones today.

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.

2. **DO:** Read the story *The Skeleton Inside You* by Philip Balestrino.
3. **SAY:** There are things you can do right now to protect your bones. Can anyone guess what they are? [Listen to all answers.]
 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.

Part 2

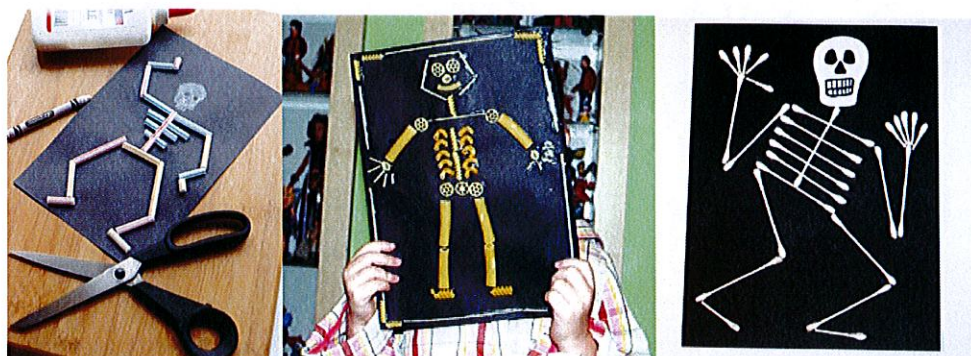
1. **DO:** The following two activities can be set up as stations or you can do as a whole group at the same time.

Activity 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. Weight-bearing moves to try: hop on one foot, do 2 push-ups, run in place, jumping jacks, etc.]

Activity 2 – Make a Skeleton

1. Pass out a black piece of construction paper to each girl.
2. Cut the straws or Q-Tips 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.
3. 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 Diagram of the body to make her model more accurate. Arrange the skeleton on the black construction paper.
4. Gently lift each straw/Q-Tip/pasta piece and place a line of glue underneath to hold.
5. Add a "skull" by drawing one in with white chalk.
6. Time permitting, girls can find pictures of healthy foods and foods high in calcium and glue them around the skeleton.
7. Set aside to dry.



Healthy Habits

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

Time: 40 minutes

Materials Provided	Materials <i>YOU</i> Provide
Healthy and Unhealthy Habits signs – 2	Poster Paper
Exercise Dice – 2	Marker
<i>Gregory, the Terrible Eater</i> – 1	Tape
	Glitter
	Fresh Fruits and Vegetables
	Kabob Skewers

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

1. Read *Gregory, the Terrible Eater* to prepare for the session. The book is included in the kit.
2. Tape up the Healthy and Unhealthy signs in the room you are using. Be sure to space apart.
3. Collect and bring the following items to the session: tape, glitter, a variety of fruits and vegetables in different colors, and kabob skewers.

Part 1

1. **SAY:** Today, you 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 the 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. Call out the habits listed below (one at a time) and have girls stand under the sign they think the habit represents. Discuss any wrong 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
-----------------------------	--------------------------------	----------------------------

Part 2

1. **DO:** The following activities can be done as a whole group or set up as stations for the girls to rotate through.
 1. **SAY:** Staying fit is a healthy habit. [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, you will need to do 4 jumping jacks.
 2. **SAY:** Staying happy is a healthy habit. Practice taking deep breathes that will help you think clearly and make a good choices.
 3. **SAY:** Staying healthy is a healthy habit. Let’s conduct an experiment about germs.

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. 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.

4. **SAY:** Staying energized is a healthy habit.

DO: Read the story, *Gregory, the Terrible Eater*, by Mitchell Sharmat. Remind girls that too much junk food can make you feel sick and tired. 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.

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 page contains the reproducible for the program.

