

COLOUR ME HEALTHY CHALLENGE: GUIDES

A HEALTHY LIFESTYLES CHALLENGE
FROM THE BC PROGRAM COMMITTEE





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Introduction

Welcome to the Colour Me Healthy Challenge for Guides. This challenge was created to replace the now discontinued Active Living Challenge. This challenge encompasses the same principles: to explore healthy lifestyles through fitness, healthy eating and a positive self-esteem. The primary difference with this challenge is that we now have four separate branch-level challenges and crests. This is to encourage units to complete this challenge at every branch level, as healthy lifestyle activities are important at all ages.

If you wish to complete the challenge to earn a younger branch level crest, complete the challenge in one year to earn your branch appropriate crest, then complete the challenge again in subsequent years to earn the younger branch crests. For example, the first year you earn the challenge, give the girls the Blueberries crest. The second year you complete the challenge, you can give the 2nd year girls (who already have the Blueberries crest) the Pineapple or Strawberry crest (but give the 1st years the Blueberries crest). Please do not distribute crests for a higher level branch, so that the girls can earn it when they move up to Pathfinders or Rangers.

We hope you enjoy the activities included within this challenge.

Sincerely,

The BC Program Committee

Objectives

- To try various forms of physical activity and promote lifelong physical activity.
- To introduce nutritious and healthy eating ideas.
- To promote a positive body image and good self-esteem, encouraging girls to explore their personal strengths and abilities.

Challenge Requirements

To earn the Colour Me Healthy Challenge, Guides need to earn five “challenge credits,” and complete at least one activity from each of the three sections: Fitness Fun, Healthy Eating and Positive Self-Esteem. You can complete this in just one meeting, or go into more depth and complete it over a series of meetings.

When you have completed the activities, complete the [BC Challenge Crest, Pin, and Camp To Go Order Form](#) which can also be found on the [BC Girl Guides](#) website (click on Girl Engagement > Program > Program Challenges). Before filling out the Order form, please read the [BC Challenge Crest, Pin, and Camp To Go Information](#) document in order to understand the pricing and payment for the various crests, pins and merchandise.



COLOUR ME HEALTHY CHALLENGE: TRACKING SHEET

Complete at least one activity from each section, for a minimum total of **five credits**. Remember, you can always substitute your own activities that meet the objectives.

Except where indicated, activities in this challenge are worth one credit each.

Fitness Fun

Objective: To try various forms of physical activity and promote lifelong physical activity. Try one or more of the following activities.

- | | |
|---|---|
| <input type="checkbox"/> Clothespin Tag | <input type="checkbox"/> Running Pictionary |
| <input type="checkbox"/> Triangle Tag | <input type="checkbox"/> Giants, Wizards, Elves |
| <input type="checkbox"/> Active ABCs Relay | <input type="checkbox"/> Cups and Downs |
| <input type="checkbox"/> Chuck the Chicken | <input type="checkbox"/> Many Ways to Move |
| <input type="checkbox"/> Everybody's It Tag | <input type="checkbox"/> Active in My Community (2 credits) |
| <input type="checkbox"/> Foot Tag | <input type="checkbox"/> Other fitness activity:
_____ |
| <input type="checkbox"/> Finger Sword Tag | |
| <input type="checkbox"/> Bird's Nest | |

Healthy Eating

Objective: To introduce nutritious and healthy eating ideas. Try one or more of the following activities.

- | | |
|---|--|
| <input type="checkbox"/> New Food Taste Test | <input type="checkbox"/> Healthy Foods Catch Phrase |
| <input type="checkbox"/> Food Groups Posters | <input type="checkbox"/> Grow Green from Bottom to Top |
| <input type="checkbox"/> Healthy Meal Plan | <input type="checkbox"/> Healthy Snack |
| <input type="checkbox"/> Serving Size Measure | <input type="checkbox"/> Other healthy eating activity:
_____ |
| <input type="checkbox"/> Health Star | |

Positive Self-Esteem

Objective: To promote a positive body image and good self-esteem, encouraging girls to explore their personal strengths and abilities. Try one or more of the following activities.

- | | |
|---|--|
| <input type="checkbox"/> I am Unique | <input type="checkbox"/> What You Bring to the Party |
| <input type="checkbox"/> Origami Star Jars | <input type="checkbox"/> Compliment Tellers |
| <input type="checkbox"/> Social Support Network | <input type="checkbox"/> Other positive self-esteem activity:
_____ |
| <input type="checkbox"/> All About Me Brochure | |



FITNESS FUN ACTIVITIES

Stretch It Out

Do this before any physical activity.

Why is stretching an important part of our physical fitness? When should we stretch our muscles? As a unit, do some stretching together. You may want to play some relaxing music as you stretch. Here are some ideas of muscles to stretch: your calves, your quadriceps, your back muscles, and your arm muscles.

Clothespin Tag

1. Hand out an equal number of clothespins per girl.
2. Instruct the girls to pins the clothespins to their clothing in different places. The clothespins must be visible and not attached to any jewelry, shoes, or hair.
3. When the music starts (or when someone says go), each girl will try to take clothespins from other girls. Girls can only take one clothespin at a time.
4. When you succeed at taking someone else's clothespin, you must immediately attach it to your clothes and cannot take another clothespin until you have done so.
5. After one minute, stop the music (or say 'stop') and see who has the most clothespins attached to their clothing.

Supplies

- at least 3-4 clothespins per girl
- music (optional)

Triangle Tag

1. Divide girls into groups of four.
2. Have three of the four girls hold hands in a circle, with a cone placed in the middle.
3. Choose one of the three girls holding hands to be the runner.
4. The fourth girl is the tagger who will try to tag the runner.
5. On 'go' the girls in the circle will rotate around the cone so that the tagger does not tag the runner.
6. If the runner is tagged, she then becomes the tagger and a new girl becomes the runner.
7. Time the game for a certain amount of time, then switch up the groups.

Supplies

- cones or other ground markers



Active ABCs Relay

1. Divide the group into two or more teams.
2. For each team, prepare a piece of flipchart paper with the letters A through Z written vertically down the left side.
3. Tape the papers to the wall at one end of the room. There should be a piece of flipchart paper for each team.
4. At the other end of the room, have each team line up and give the first girl in each team a marker.
5. Explain to the girls that this is a relay race to see which team can finish naming a way to be active that begins with each letter of the alphabet (e.g. Aerobics, Baseball, Cross-country skiing, etc.). They may have to be creative for some of the trickier letters. Let them know that spelling doesn't matter for this game.
6. One girl from each team runs up and can start with any letter of the alphabet, then passes off the marker to the next girl on her team.
7. When finished, go over some of the more interesting ideas and have the girls name some of their favourites and something new that they might like to try.

Supplies

- flipchart paper
- markers
- tape

Chuck the Chicken

1. Start by forming two equal teams - team A and team B.
2. Team A starts by throwing the rubber chicken across the playing area, away from team B. Directions 3 and 4 should happen in unison.
3. Team B runs toward the rubber chicken. One team member from team B grabs the chicken while the rest of the team lines up behind that team member. The rubber chicken is then passed over the head of the first person, then through the legs of the second person, then over the head, etc. until it reaches the last team member in the line. This person will then yell 'chuck the chicken' and throw it away from team A.
4. While team B is passing the chicken, team A huddles together as one team member runs laps around them. Each time the team member completes one lap around team A, team A receives a point. The runner for team A will stop when team B yells 'chuck the chicken' and the whole team will run after the chicken and the team roles are reversed to complete the round.
5. In each round, the person running around scoring points must be a different team member.
6. After a predetermined number of rounds, the team with the most amount of points wins (it's usually pretty close).

Supplies

- rubber chicken or other silly thing to throw



Everybody's It Tag

1. Before beginning, determine the play boundaries.
2. Tell the girls that in this game, everybody is 'it' and in order to tag another girl, they must tap the other girl below the knees.
3. If a girl is tagged, instead of being out, the girl must do three jumping jacks in order to return to the game.
4. Time the game for about 1 minute, then try a variation:

Moving variations:

hopping

skipping

crabwalk

walking backward

Return to game variations:

burpees

squats

lunges

lap around play boundaries

Foot Tag

1. Girls divide into pairs and have them face their partner.
2. Everyone lifts one foot off of the ground, with the knee of the lifted leg bent.
3. The goal is to have one girl tap the top of her partner's raised foot with the bottom of her raised foot, while staying balanced on the other leg. If the girls get tired, they can switch the standing leg.

Finger Sword Tag

1. Girls divide into pairs and face their partner, toe to toe with one foot each (i.e. both right feet or both left feet).
2. The feet that are toe to toe must remain in place, touching, at all times.
3. Girls lock right or left hands together, grasping their partner's thumb. They then extend their index finger, pointing it towards their partner.
4. On "go", girls attempt to tag their partner with their extended finger. They cannot bend the finger backwards and touch their partner's arm, and they cannot use their other hand or kick/trip with their moveable leg.



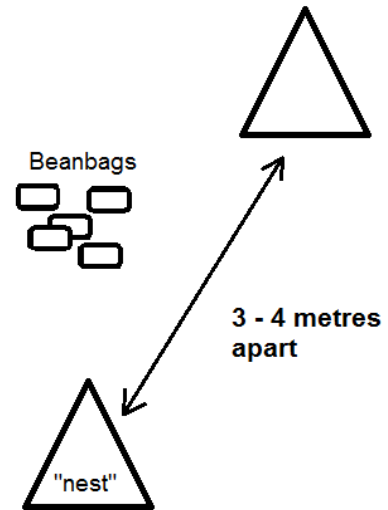
Bird's Nest

1. With tape, section off three triangle 'nests' about 3-4 meters away from each other. Alternately, use the hula-hoops as nests.
2. Divide the girls into three teams and have them stand behind their nest.
3. Place beanbags in the middle, equidistant from each team's nest.
4. Have one girl from each team start, with one foot in their own nest.
5. When the leader says 'go', the girls will run and grab a beanbag to put in their nest.
6. Girls can only carry one beanbag at a time and must place it in their nest before going to get another one.
7. Once all the beanbags in the middle have been taken, girls may then steal beanbags from their opponents' nests.
8. The first team with three beanbags in its nests wins a point.
9. Have the girls switch off runners and play until all girls have had a turn.



Supplies

- masking tape or 3 hula-hoops
- 5 beanbags



Running Pictionary

1. Divide the girls into teams of 4-5.
2. Give each team a piece of flipchart paper and a marker.
3. Instruct teams to find their own spot in the room and spread out from the other teams.
4. At the call of 'go' one girl from each team will run up to you and look at the first word on your list. She will then run back to her team and try to draw pictures in order for her teammates to guess the correct word. She is not allowed to use words or gestures.
5. Once a girl guesses the correct word, another girl on the team will run up to the leader and whisper the word. If it is correct, the leader will show her the next word in the list.
6. While this game is happening, the leader will be moving around the room so that the girls have to find you and run to where you are.
7. Play until one team has correctly guessed all the words on the list.

Supplies

- flipchart paper
- markers
- Pictionary lists



Pictionary List A	Pictionary List B
1. Baseball	1. Weight lifting
2. Gymnastics	2. Horseback riding
3. Karate	3. Skating
4. Volleyball	4. Skiing
5. Cycling	5. Snowshoeing
6. Sailing	6. Rock Climbing
7. Football	7. Dancing
8. Surfing	8. Ballet
9. Jogging	9. Hockey
10. Soccer	10. Yoga

Giants, Wizards, Elves

1. Explain that giants defeat wizards, wizards defeat elves, and elves defeat giants.
2. Explain that giants raise their arms above their heads, wizards make a triangle with their fingers to make a wizard hat, and elves use their index fingers to make pointy ears.
3. Split the girls into two teams, with each team on opposite ends of the room.
4. Each team quietly decides whether they will be giants, wizards, or elves.
5. When both teams are ready, they will line up face to face with a girl on the opposite team, with about 2 metres between them (in the middle of the space).
6. Count down “3..2..1..” then both teams will say and act out the character they have chosen.
7. The team that chose the winning character then tries to tag girls from the other team before they reach a safe zone.
8. Any girls who are tagged are now on the other team.
9. Continue playing until all girls are on one team, or for a set time.

Cups and Downs

1. Divide girls into two teams: ‘cups’ and ‘downs’.
2. Place cups around the playing area, with half of them right-side up and the other half upside-down.
3. Explain to the girls that the ‘cups’ want to put as many cups right-side up as possible and the ‘downs’ want to flip them all over.
4. Time the girls for one minute, then count how many cups each team has their way.

Supplies

- plastic cups (one for each girl)
- stopwatch or timer



Many Ways to Move

1. In a large space, girls will move from one side of the room to the other in many different ways.
2. Use some of the ways listed below or ask the girls for different ideas.

Basics ways to move: walk, run, skip, walk backwards, hop, jog

More interesting ways to move: side step, gallop, leap, tip-toe, march, crab walk

Exceptionally interesting ways to move: puppy run (all fours), creep (walk while squatting), gorilla (knuckles on the ground), scoot (sit down, pull the body forward with legs), inchworm (bend, hands on ground, walk feet to hands, repeat)

Active in My Community

Hold a meeting outside of your regular meeting place and do something active. Visit a gymnastics gym, go to a dance studio, go swimming, try skating, visit a martial arts centre, go for a hike in a nearby park, or play at a nearby playground. Whatever you decide as a unit, get out and get active while having fun!



HEALTHY EATING ACTIVITIES

As always, please be careful with food allergies and refer to the girls' Health Forms. Read every label and avoid anything that may contain a potential allergen.

New Food Taste Test

1. Set up food on plates at different stations around the room along with a sheet of paper with the name of the food and space for stickers.
2. Hand out stickers, a toothpick, and a napkin to each girl.
3. Number the girls off according to how many stations there are and have the girls go to their first station.
4. Instruct the girls to taste the food and use their stickers to rate the food:
Green = good; Yellow = ok; Red = bad
5. The girls at each station can discuss among themselves how the food tastes, smells, looks, etc. and if they have ever tried the food before.
6. After a given amount of time, have the girls rotate to a new station.
7. Once all stations are complete, look at the rating sheets to see which foods were liked the most and which were not liked at all.
8. Have a discussion as a group and ask the girls if they tried something new that they did like.
9. Food ideas: Kimchi, dragon fruit, quinoa, guacamole, guava, prune, lychee, tofu. If you are using international foods, also label what country they are from.

Supplies

- food in bite-sized portions
- papers with name of food and space for stickers
- stickers in three colours (green, yellow, red)
- toothpicks/spoons
- napkins
- water available

Food Groups Posters

1. Discuss with girls what the four food groups are. Show a picture of Canada's Food Guide (visit Health Canada's website at <http://hc-sc.gc.ca/> and click on Food and Nutrition>Canada's Food Guide to get a copy). Ask them to name a few foods in each group.
2. Split girls up into groups of three or four.
3. Hand out supplies and instruct girls to make a poster that shows examples of each of the four food groups.
4. Once girls are done, groups can present their posters.

Supplies

- poster paper
- markers
- grocery store flyers
- scissors
- glue sticks
- a copy of Canada's Food Guide (you can order enough for your whole group)



Healthy Meal Plan

1. Discuss with girls what the four food groups are. Show a picture of Canada's Food Guide (visit Health Canada's website at <http://hc-sc.gc.ca/> and click on Food and Nutrition>Canada's Food Guide to get a copy). Ask them to name a few foods in each group.
2. Divide the girls up into groups of two or three and explain that they are to come up with a healthy meal plan for one day. The meals should include breakfast, lunch, dinner and snacks.
3. Ask the girls to try to have all four food groups represented in each meal and to come up with some healthy snack ideas.
4. Give a time limit. Once the girls are done, share with the group.

Supplies

- healthy meal plan worksheet
- markers/pencil crayons
- a copy of Canada's Food Guide (you can order enough for your whole group)

Serving Size Measure

1. Using sample common foods, have the girls put what they think is one serving size of each food onto a plate.
2. Next, have the girls check in Canada's Food Guide to see if they were correct. Use the measuring cups for accuracy.
3. Some examples:
Vegetables & Fruit: ½ cup fruit or vegetables or 100% juice; 1 cup salad; 1 piece of fruit
Grain: 1 slice bread; ½ bagel; ½ pita; ½ tortilla; ½ cup cooked rice or pasta; ¾ cup hot cereal; 1 pancake
Milk & alternatives: 1 cup milk; ¾ cup yogurt; 50 g cheese
Meat & alternatives: ½ cup cooked fish, shellfish, poultry or lean meat; ¾ cup cooked beans; 2 eggs; 2 tbsp peanut butter
4. For more serving sizes, see <http://www.hc-sc.gc.ca/> select Food & Nutrition > Canada's Food Guide > Food Guide Basics > (Quick Link) What is a Food Guide Serving?

Supplies

- sample common foods
- plates
- measuring cups
- a copy of Canada's Food Guide (you can order enough for your whole group)

One Day Healthy Meal Plan

Breakfast	
Recess snack	
Lunch	
Afternoon snack	
Dinner	
Evening snack	



Health Star

1. Draw a girl on a piece of flip chart paper and let the girls know she is a health-star.
2. Ask the girls to name some benefits of eating healthy and label the parts of the body with the benefit.
3. Examples:
 - clear skin
 - healthy heart
 - strong nails
 - strong bones
 - concentration/improved learning
 - improved immune system
 - healthy teeth
 - healthy hair
4. Split the girls up into small groups and ask them to come up with an advertisement for a healthy food that lists some of these benefits.
5. Have the girls perform the advertisement for the entire unit.

Supplies

- flip chart paper
- markers

Healthy Foods Catch Phrase

1. Split the group into two teams – team A and team B. Choose one girl from team A to begin the game.
2. Set the timer to 30 seconds. As you start the timer, the chosen girl from team A draws a word then tries to get her team to guess what the word is without actually saying the word or anything that rhymes with it. For example, if she selects “orange” she can say “This is a citrus fruit that grows in sections and is often made into a juice that people drink with breakfast.” She cannot say “the colour of this fruit is orange” because she cannot say the word itself.
3. For every word that her team correctly guesses within the time limit, the team gets a point. The goal is to guess as many words as possible.
4. When the timer finishes, the other team gets a chance to play.
5. Play until all the cards are gone.

Supplies

- timer
- catch phrase words



apple	apricot	bagel
banana	beef	bread
broccoli	brussel sprouts	carrot
cauliflower	celery	cereal
cheese	cherries	chicken
chocolate milk	clams	coconut
cooked beans	corn	crab
crackers	cucumber	egg
English muffin	fish	garlic
grapefruit	grapes	green pepper
ham	ice cream	kiwi
lemon	lettuce	lime
lobster	muffin	mushroom
nuts	oatmeal	onion
orange	pancake	pasta
peach	peanut butter	pear
peas	pineapple	popcorn
pork	potato	pudding
pumpkin	radish	rice
salmon	seeds	shrimp
spinach	strawberry	tomato
tortilla	tuna	turkey
waffle	water	watermelon
white milk	yogurt	zucchini








Grow Green from Bottom to Top

1. Have a discussion with the girls about all the kinds of vegetables they eat – ask them to try and think of ones that others have not named - see if the girls can pick out the suggested vegetable from among the pictures so that eventually all the girls are holding at least one or two pictures.
2. Play a naming game with the pictures. This will allow the girls to recognize all the vegetables.
3. Next, discuss how plants grow. Explain that sometimes people eat the roots or the stems, etc. See if the girls can guess which part of the plant they are eating by looking at the pictures.
4. Get the girls moving by placing them into teams with a group of photos placed face down on the ground. The girls take turns flipping over a photo, running over to the grid and placing it in the right square – as soon as the leader says correct, the girl runs back so another team member can take her turn.
5. Have a selection of some of the vegetables available to try, especially those not as common in most households.

Supplies

- create list of vegetables according to part that is eaten (or use the chart here)
- print out as many of the pictures of vegetables that will be part of the activity (find pictures online)
- print names of the plant to be taped down
- create a grid of two by 3 squares on the floor using masking tape
- tape the names of the parts in each of the six squares

My Vegetable comes from:					
Leaves	Stems	Fruits	Flowers	Roots	Seeds
Lettuce – Red leaf Iceberg Green leaf Butter Romaine Chicory Boston Radicchio Cabbage – Red Green Savoy Napa Brussel Sprouts Bok Choy Spinach Kale Arugula Collards Swiss Chard Mustard Greens Beet Greens Turnip Greens Watercress Endive	Rhubarb Celery Leeks Scallions Asparagus Bamboo shoots Broccoli kohlrabi 	Tomatoes Eggplants Okra Peppers Squashes Pea Pods Cucumbers Pumpkins Zucchini Snow peas 	Broccoli Cauliflower Artichokes 	Radish Turnips Beets Yams Parsnips Rutabagas Carrots Potatoes Onions Leeks Garlic Shallots Sweet potatoes 	Corn Peas Beans – Lima Pinto Kidney Butter Black Garbanzo 



Healthy Snacks

This activity is intended for the girls to make and enjoy a healthy snack. We have given some ideas here, but you could substitute any healthy snack recipe.

Healthy Trail Mix

1. Let each girl take $\frac{1}{2}$ cup of cereal and put it in her bag.
2. They can then add spoonfuls of any ingredients that they would like to add.
3. Finish with 1 spoonful of chocolate chips.

Supplies

- Ziploc Bags & spoons
- $\frac{1}{2}$ cup measure
- low sugar cereal such as Cheerios
- nuts (watch for allergies)
- sunflower / pumpkin seeds
- dried fruits
- chocolate chips

Fruit Smoothie

1. Peel a banana and cut it up into 4 pieces. Add the banana to a blender.
2. Peel an orange and cut it up into slices. Add the orange slices to a blender.
3. Add some fresh frozen strawberries and blueberries to the blender.
4. Finally add $\frac{1}{2}$ cup to 1 cup of water or orange juice to the blender depending on how thick you want the smoothie to be.

Supplies

- blender
- knife and cutting board
- measuring cups
- bananas
- oranges
- berries or fruit of choice

Dehydrated Fruits

1. Learn to use a food dehydrator and make dehydrated fruits snacks like banana chips, apple slices, mango slices, dried blueberries, dried cranberries, and dried peaches.
2. Or make fruit rollups or fruit leather by spreading a thick layer of fruit yogurt in a dehydrator.

Supplies

- dehydrator
- knife and cutting board
- apples
- bananas
- mangoes
- fruit of choice



SELF-ESTEEM ACTIVITIES

I am Unique

1. Have the girls stand in a circle
 2. The leader can start in the middle and says “I am unique because...” and something that makes them unique (ex: “I am unique because I have five brothers/I have visited Peru/etc.).
 3. If this statement is true for anyone else, then they will step into the circle and high five each other and switch places. If more than one person steps into the circle, after high fiving, the leader will choose the next person to stay in the circle and make a statement.
 4. If this statement is not true for anyone else, then the rest of the girls will give her a round of applause. The girl can then say another statement, but if it is not true for anyone else, then the leader will pick the next girl to go in the middle after the round of applause.
 5. Play until all the girls have had a chance in the middle.
-

Origami Star Jars

1. Hand out enough star origami paper for the girls to make 3-5 origami stars each.
2. Each paper has a coloured side and a plain side. Direct the girls to write something that they have accomplished or something that they are proud of on the plain side of the paper. Let the girls know that it doesn't have to be something big, it can just be something that might have been difficult for them to do, or something that required a lot of effort. It could be something like helping a family member with chores without being asked, earning a badge, trying out for the soccer team, or just trying something new.
3. The girls can share if they want to, but it is not mandatory.
4. Once something has been written, the girls can then fold their papers into stars and put them in their jar.
<https://www.google.ca/search?q=origami+lucky+star+instructions>
5. Give the girls some extra origami paper to take home and let them know they can add a star when they are proud of something they have done.

Supplies

- star origami paper (about 11” long x ½” wide)
- folding instructions (found online or with the star origami paper)
- pens/pencils
- transparent jars or other containers



Social Support Network

1. Brainstorm as a group. On a large sheet of paper, write down what kinds of support people have. Some examples are listed below.
 - Family: parents, siblings, grandparents, other relatives
 - Friends: from school, around the neighbourhood, at clubs, in sports, extra- curricular activities
 - School: teachers, counsellors, principal, vice-principal
 - Clubs/teams: Girl Guide leader, coaches, after-school leader, tutor
 - Community: police, Kids Help Phone (online resource and chat)
2. Distribute the support network handout and ask the girls to fill in their own examples for each category of support.
3. Ask if any of the girls would like to share.

Supplies

- flip chart paper
- marker
- handouts
- pencils

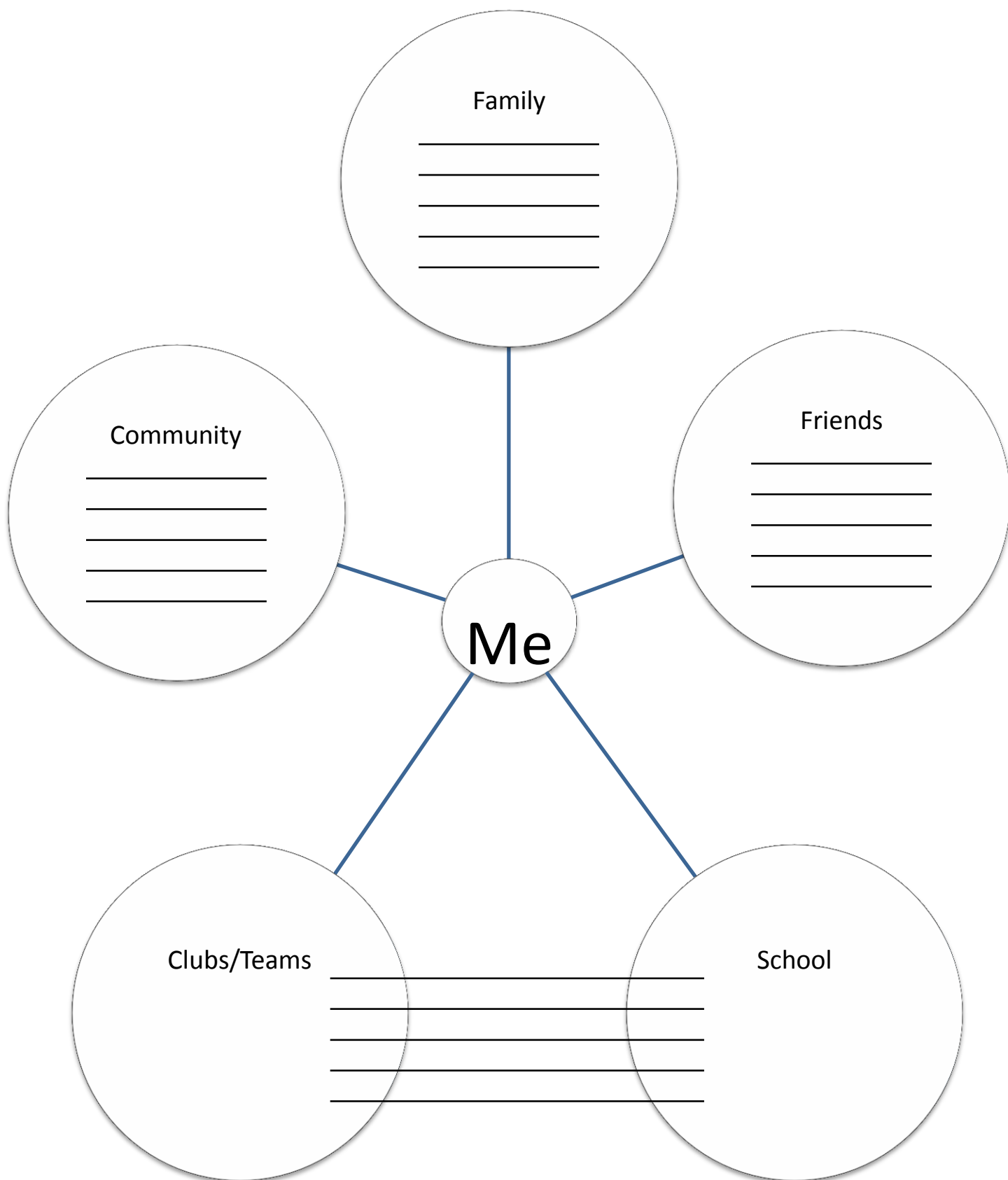
All About Me Brochure

1. Ask the girls what a brochure is.
2. Hand out construction paper and instruct the girls how to fold it into a tri-fold pamphlet.
3. Explain to the girls that they are to create a brochure all about themselves and why they are awesome.
4. On the front:
 - picture/drawing of themselves
 - name
 - age
 - decorate
5. Inside:
 - history: birth place, schools attended, sports/clubs that the girls participate in
 - list of accomplishments the girls are proud of
 - goals that the girls have this year
 - list of favourites: colour, food, movie, songs, animal, actors, etc.
 - who the girls look up to: family members, heroes, etc.
6. Have a few girls volunteer to share their brochure with the group.

Supplies

- construction paper
- markers, crayons, pencils
- optional: small photo of each girl

Social Support Network





What You Bring to the Party

1. Each girl picks their favourite colour and cuts out a balloon shape.
2. Girls write their name in the middle of the balloon and then write a few qualities that they possess (personality traits, characteristics).
3. Girls then pass their balloons around and each girl writes something on each other's balloons.
4. When the balloon returns to its owner, give the girls a moment to read the new items on their balloon.
5. Have the girls take turns sharing what is on their balloon and anything that surprised them.
6. After sharing, explain to the girls that everyone brings different things to the party and that's what makes the party great! Analogy: If everyone brings the same thing to the party, like if everyone brought ranch dressing, then that's a pretty boring party. If everyone brings something a little different, then the party becomes interesting and fun. Tell the girls that what is on their balloon is what they bring to the party.

Supplies

- construction paper or colourful cardstock
- scissors
- markers

Compliment Tellers

1. Ask the girls what a compliment is and if any of them can give some examples.
2. Give each girl in your unit a compliment (you may wish to prepare these ahead of time). Try to refrain from complimenting girls on any physical features (nice hair, pretty, etc.).

Examples:

___ is a very good unit helper. She always assists in clean up at the end of meetings.

___ is great at puzzles and problem solving

___ is funny and caring

3. Ask girls how they feel after being given a compliment.
4. Ask girls if they noticed anything about the type of compliments they were given - they were not about their physical features, their clothing, etc. These compliments were about behaviour and personality, which can be harder to come up with.
5. Hand out paper to make compliment-tellers (fortune-tellers that gives compliments). <https://www.google.ca/search?q=fortune+teller+folding+instructions>
6. Instruct the girls that they are to write compliments in their compliment-tellers.
7. Once girls are done, give them some time to play with their new compliment tellers.
8. Challenge the girls to give someone a compliment when they get home.

Supplies

- paper
- markers, pencil crayons, pencils



ALTERNATE ACTIVITY RESOURCES

The important part of any Girl Guide program is to be flexible while fulfilling the objectives of the program. You are welcome to use the activities listed within this resource, or find alternate activities.

Fitness Fun

- Active Living Toolboxes – 1996/1997. Available on the BC Girl Guides website: <http://bc-girlguides.org>, select Program > Program Resources > Active Living
- Fun Fitness Activities for Kids. PHE Canada. (PHE=Physical and Health Education) http://www.phecanada.ca/sites/default/files/fun_fitness_activities_for_kids.pdf
- Easy Fitness Activities for Kids: <http://lifestyle.howstuffworks.com/crafts/quick-easy-crafts/easy-fitness-activities-for-kids.htm>
- IDEA Health & Fitness Association, Children/Teens articles: <http://www.ideafit.com/fitness-articles/special-populations/children-teens>
- JumpBunch Sports and Fitness for Kids: <http://jumpbunch.com/kids-click-here/fitness-games/>
- Rubber Chicken Games: <http://bc-girlguides.org>, Program > Program Resources > Games and Activities
- Search online for more resources: <https://www.google.ca/search?q=fitness+activities+for+kids>

Healthy Eating

- Health Canada (Food Guide): <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
- Mission Nutrition (resources up to grade 8: Sparks to Pathfinders): <http://www.missionnutrition.ca/eng/educators/index.html>
- Discover Healthy Eating (Sparks to Pathfinders) – Toronto Public Health: <http://opha.on.ca/Resource-Documents/Discover-Healthy-Eating!.aspx>
- Healthy Eating Action Resource – Action Schools! BC: <http://www.actionschoolsbc.ca/key-resources-equipment>
- Search online for more resources: <https://www.google.ca/search?q=nutrition+activities+for+kids>

Self-Esteem

- NEDIC Love Yourself Challenge: <http://memberzone.girlguides.ca>, select Program Resources (at top) > Challenges and Activities (middle of page) > GGC/NEDIC Love Yourself Challenge
- Dove Self-Esteem Resources: <http://www.dove.ca/en/Social-Mission/Self-Esteem-Resources/default.aspx>
- Free Being Me (WAGGGS and Dove): <http://www.free-being-me.com/downloads>
- Looking at Me (Girlguiding UK): https://www.girlguiding.org.uk/members_area_go/activities/activity_packs/looking_at_me.aspx



Program Connections

The Girls First program is girl-driven and designed to be highly flexible and agile. We encourage you to visit the [Digital Platform](#) to best determine how this challenge fits into the Program Areas and Themes.

You may want to start exploring the following Program Areas:

- Explore Identities
- Be Well
- Experiment and Create

This is not a comprehensive list, and remember that you can apply your activities to the Girls First program as you see fit.

