



Program Patch Manual

Girl Scouts of Rhode Island, Inc.

Revised 8/08

Program Patch Manual

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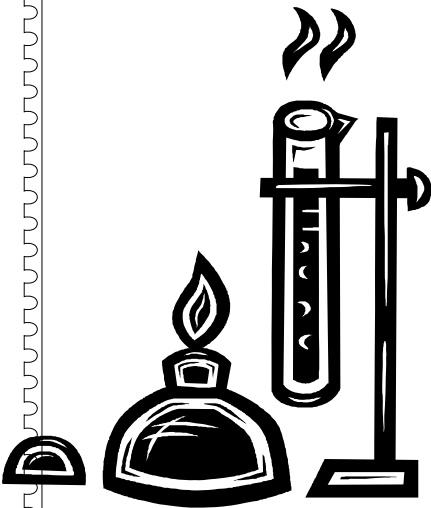
Science Is Everywhere

Section A

SCIENCE IS EVERYWHERE

A Girl Scouts of Rhode Island Patch for Juniors

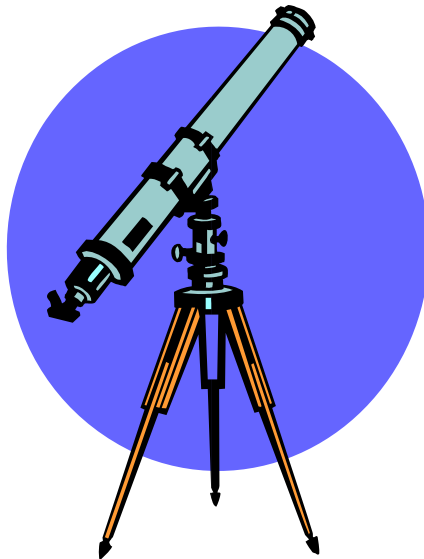
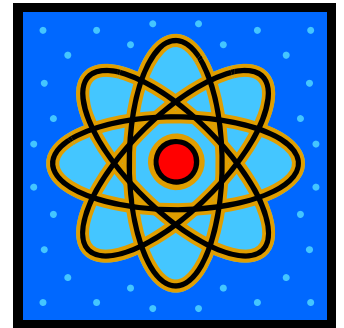
The activities for the SCIENCE IS EVERYWHERE Girl Scout Patch were developed at the SCIENCENTER in Ithaca, New York, and written by Judi Israel. Funding was provided by the Association of Science-Technology Centers through a Community Partnership Grant.



These activities will give girls the opportunity to think of themselves as explorers, innovators, and perhaps most importantly, as intellectual risk-takers. The activities have been designed to demonstrate the benefits of both individual and collective creative thinking. The challenges are also intended to be enjoyable and satisfying.

The Science is Everywhere patch was written for Juniors, but may be adapted for Girl Scouts 11-17s and for Brownies.

The Science is Everywhere patch activities are divided into four sections. To complete this patch, girls do at least one activity from each section.



Part I – Communication

ACTIVITY 1

Communicating Without Words – An Experiment In Cooperation

This activity presents a puzzle that can be solved only through cooperation among the girls.

Materials:

A set of 15 pieces of heavy cardboard material for each group of five girls. Patterns are provided.

Rules:

Each girl will receive three pieces. These three pieces may or may not fit together to make a square. Each girl, however, must complete a square. Each girl, however, must complete a square in order for the team to succeed. The girls may *only give away* pieces of their squares. They *may not* ask for pieces. They cannot point, ask or give any indication about a piece they want. Each person is expected to complete a square (when finished, all five squares will be the same size).

Note to leader. One girl *must* receive the exact three pieces shown in Figure #1. *However make no reference of this to the group.* Pass out remaining pieces - 3 each - at random. This enables at least one girl to complete a square easily (Figure #2), but some or all of the other girls will not be able to make a square. Some squares may be put together so that it prevents others from completing their squares. Team members will have to break squares so others will have the right ones. ***DO NOT TELL THEM THIS.*** When several teams are working at the same time, some may finish before others. They may silently observe the teams that are still working, but must not interfere.



Follow-up Discussion:

- Why was it difficult to communicate without words? Was it difficult to focus on other people's needs?
- Did some people become so involved in their own construction that they forgot about others?
- Have you ever noticed anything like this in real life?

AN EXPERIMENT IN COOPERATION - Instruction Sheet

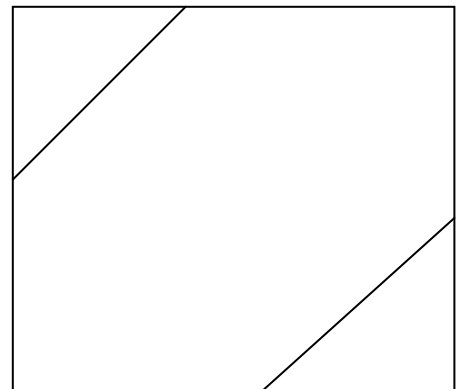
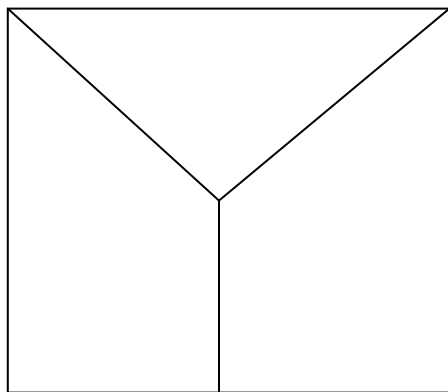
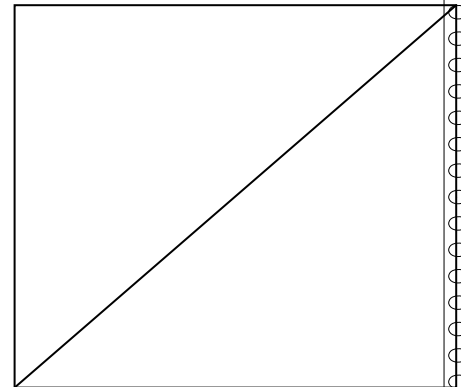
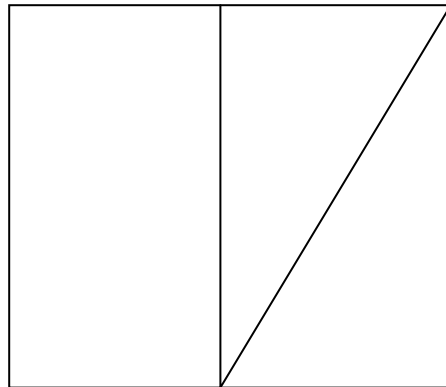
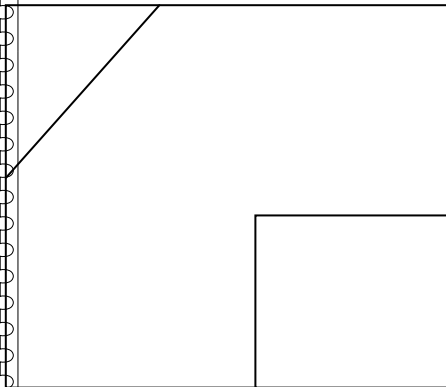
Each person should have an envelope containing pieces for forming squares. At a signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before her a perfect square and all the squares are of the same size.

These are the rules:

- No member may speak.
- No member may ask for a piece or in any way signal that she wants one.
- Members may give pieces to others.

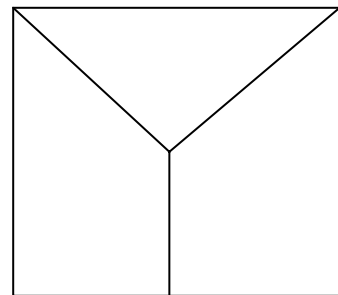
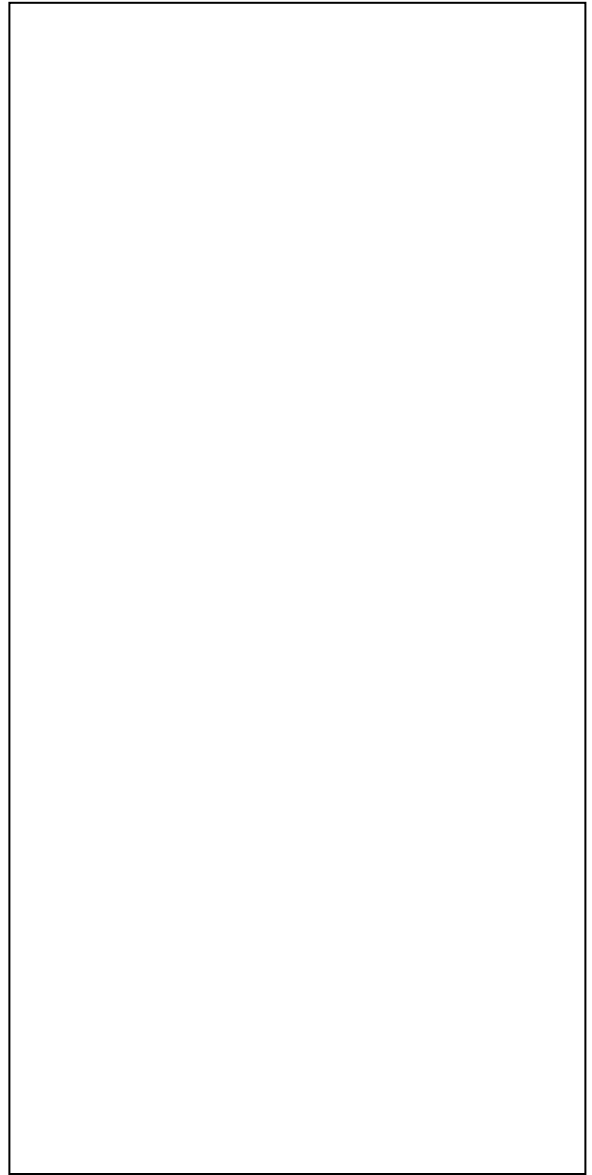
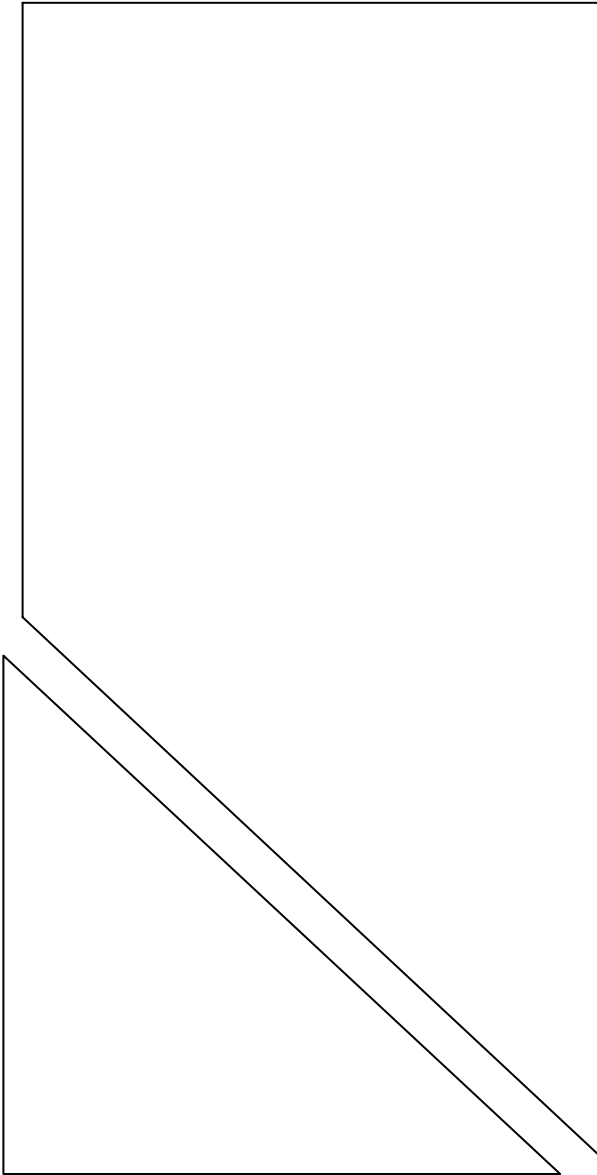
The five diagrams below constitute the only solution possible if all five squares are to be of equal size. Do not permit participants to see this solution before they participate in the exercise.

SOLUTION: (Can be used as pattern for puzzle pieces. Squares are 15 cm x 15 cm (6 in x 6 in).



THE SQUARES - Figure #1

At the beginning of THE SQUARES Experience, one person in each team must receive these three pieces:



THE MASTER SQUARE - Figure # 2

One person at each table must use these three pieces to assemble her square exactly like this one before the other members will be able to complete their squares.

ACTIVITY 2

Communicating With Words Alone

This activity will demonstrate how difficult it is to explain how to do something when there are no visual or other sensory clues.

Materials:

- ✓ A large piece of very heavy cardboard, at least 60 cm x 60 cm (2 ft x 2 ft). Something to support the cardboard in a vertical position (books, bookends, or some similar device).
- ✓ Assorted wooden blocks -- at least five, with different colors.
- ✓ A timing device (watch or clock).

Rules:

Two girls will be involved at a time. The two partners will sit facing each other at a table with the cardboard placed vertically between them so that their view of each other is obstructed. ***The partners must not be able to see each other.***

Give each partner an identical set of five blocks. The blocks in a set should be different, but each partner will have the same set. Ask "A" to build a structure, using all five blocks in her set.

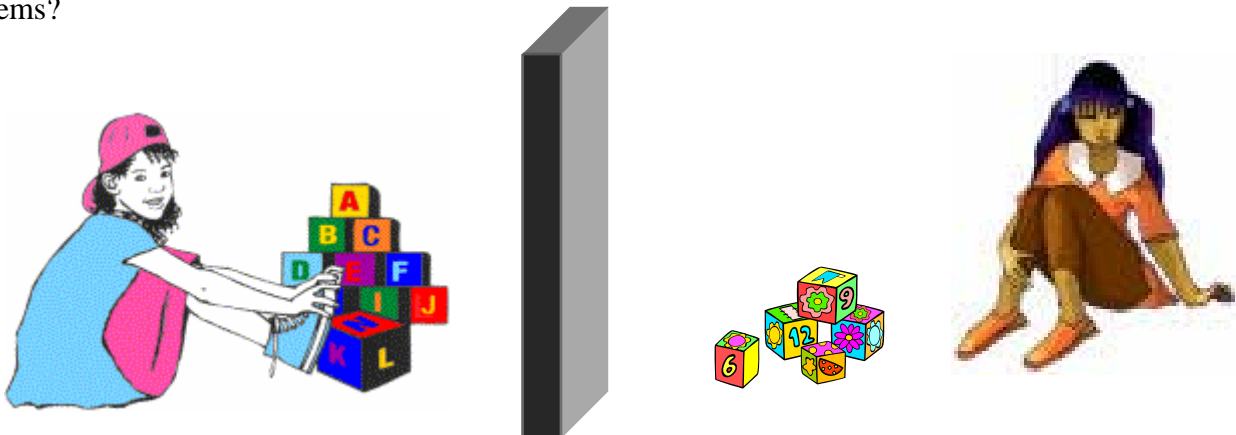
Then "A" describes the structure she has built to "B", and "B" tries to duplicate it. Language alone must be used -- neither partner can see what the other is doing. The audience must not provide direction or interfere in any way. A time limit must be set -- the leader will be a good judge of this. At the end of the time limit, the barrier is removed and the partners can evaluate their work. Then the barrier is replaced and "B" builds a structure that "A" tries to duplicate.

The structures can be made easier or more difficult, depending on the age and of participants. This can be done by changing the number of blocks or using objects that differ in shape but not color or material.

Follow-up Discussion:

- What kinds of problems arise when we try to give directions to others? When we receive directions from others?
- Could you explain, using words alone, how to tie a shoelace? (This, or a similar challenge, is a good follow-up activity.)
- Can you think of some tasks that are especially difficult to explain without the opportunity to see what is going on? Have you ever seen a videotape that shows how to do something?

If you could watch a procedure but could not receive any verbal instructions, do you think there might be problems?



Part II - The Living World

ACTIVITY 1

What's Underfoot?

Materials:

- ✓ Wire coat hanger
- ✓ Trowel or spoon
- ✓ Newspaper divided into 4 sections
- ✓ Paper cups for collecting insects
- ✓ Rulers
- ✓ Hand lenses



Procedure:

Pull the wire hanger open until it makes a circle. Toss the ring, and study the area it encloses when it lands. With a trowel, gently remove the top layer of the circle and place it on the newspaper in one section. Carefully place any insects or live creatures in a paper cup. Next, dig down 2 inches and place the soil on section 2. Continue digging down in this manner until 4 sections have been completed. Follow this procedure in at least three different places, to get samples of three different types of soil. At each location, note the plant growth (amount and variety).

- What was found in each sample of soil?
- Are different things found in the different layers?
- Prepare a chart for each type of soil to show what you found.

Example: Soil found at

Layer 1	Layer 2	Layer 3	Layer 4
Litter leaves sticks insects plants roots stones etc.			

When you are finished with the soil, replace it in the hole as close to the way you found it as possible! Also return the creatures you found.

Follow-up Discussion:

- Which layers of soil would be best for plant growth? Why?
- Try to explain some of the differences in different samples of soil (soil taken from different places).
- Can you suggest some ways of making a particular soil better for plant growth?

ACTIVITY 2



Create a Miniature World in a Jar

A good way to learn about different non-flowering plants that grow in your area is to use mosses, ferns, lichens, and liverworts to create a terrarium (see attached sheet for definitions). Identify and collect samples of 3 different non-flowering plants and the materials in which they are growing. Then set up a micro-system in a glass jar.

Materials:

- ✓ Large, wide mouthed glass jars
- ✓ Small trowels

Rules:

- Take only enough of what you're collecting so it is recognizable in your terrarium. Be careful to cause a little damage as possible to the environment.
- Do not put anything in your mouth, especially hands that have held mushrooms.
- Remember that lichens and mosses need growing media. Do not peel them off surfaces. One inch of soil is needed for them to grow.

Procedure:

Making a Terrarium – A terrarium is a clear sided, covered container for living things – plants and/or animals that live on land. It allows them to be kept successfully for a period of time so that they may be observed, studied and enjoyed.

Containers – Wide mouthed jars (pickle or mayonnaise jars are good). A jar can be used in an upright position or on its side in a “cradle”.

Contents – A terrarium should be made to represent one particular type of environment and contain plants that would normally be found together. Woodland terrarium mosses, ferns and small plants are typically found in temperate zone woods. Soil should be slightly acid and well drained.

Assembling the terrarium – Place a layer of drainage material at the bottom of the terrarium. Pebbles found at the place where you collect the plants are good. Cover this with an inch or two of damp, not wet woodland soil. Then look at your plant materials and think about how they will look best. Arrange the taller plants at one end or at the back. If there are roots, set them carefully and firmly in the soil. Try to make the terrarium look like a small piece of the woods. Set moss to cover bare spots and use wood pieces or stones as accents and to help anchor plants. (Another method is to carpet the soil with moss and then cut holes in the moss layer for the plants.) Clean the sides of the terrarium; add water only if the soil feels dry. Place a tight cover (plastic wrap will do) on the terrarium.

Maintaining a terrarium - Stabilizing the moisture is important. There should never be standing water in the bottom of the container. If there is, wick it up with paper toweling and leave the cover off until the soil feels just damp. Ideally, the terrarium should be slightly misty on the inside when the room is cold (early in the morning) but not misty when the room is warm. If the balance is correct, there should be little need to add water as long as the cover is on.

Never place the terrarium in direct sunlight, and do not shine a lamp directly on it except for short periods to facilitate observation. Overheating will result, and the plants will not thrive. Bright, indirect natural or artificial light is best. Too little light is better than too much light. Do not place the terrarium near a radiator or near a window in the cold weather. Protect it from sudden changes in temperature. A temperature range between 50° F and 75° F is ideal; cool temperatures are tolerated better than hot.

ACTIVITY 3

A Place For Everyone

The activity is done by making paper plate or bag masks, or simple bag puppets to represent a small group of characters, and then acting out a brief skit that illustrates some of the relationships among the characters. The follow-up is a group discussion.

Here is a simple example that uses only 3 characters: barred owl, Farmer, and Field Mouse.

Farmer - Something has to be done about these mice! I'm tired of having them eat my chicken feed and chew the bark on my apple trees. If I use poison, that will be dangerous for my dogs and cats, and those little mice are too smart to be trapped - besides, there are too many of them!

Owl - I'm the one who can help you! I just love to eat tender little mice. If you will save that wood lot and not cut down the trees, I'll live there and hunt your mice.

Farmer - Well, that sounds like a good plan. Maybe my troubles are over.

Mouse - (shaking) Your troubles? How about my troubles? It's hard enough to find food for myself and my growing family (I've lost count of all my children, to say nothing about my grandchildren). Now I have a real trouble, with a hungry owl hunting us down (Mouse approaches Farmer).

Sir, may I have a word with you? Didn't I hear you complain about some missing



chickens? Do you realize that the owl took them? He eats chickens as easily as mice. Not exactly a good neighbor!

Farmer - Now what do I do? I wish things weren't so complicated!

Discussion should follow:

A different scenario might start with the farmer wanting to shoot the owl for killing his chickens, and the owl explaining that he eats more mice than chickens and asking the farmer to think about the damaged chicken feed and girdled apple trees. If the owl is killed, what will happen to the mouse population?

Here are some words and definitions that will be useful:

Predator - An animal that gets its food by killing and eating other animals.

Prey - The animal that is used as food by a predator.

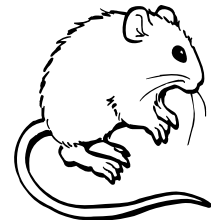
Food chain - The relationships among a group of plants and animals that are dependent on each other for food.

Carnivore - An animal that mainly eats other animals.

Herbivore - An animal that mainly eats plants.

Omnivore - An animal that eats both plants and animals.

Scavenger - An animal that eats other animals after they are dead.



Part III - Art and Science

ACTIVITY 1

Making Pentominoes

The challenge is to find as many pentomino shapes as possible.

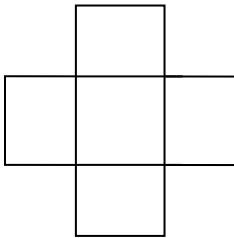
Materials:

- ✓ Cardboard squares, (2 in x 2 in) -- enough so that each girl has five squares
- ✓ Construction paper scissors
- ✓ Pencils

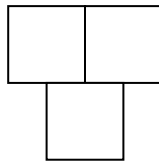
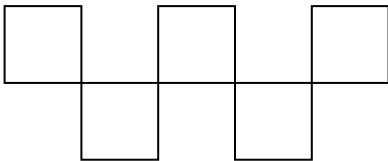
Rules

Pentominoes are shapes that are made out of 5 squares. For a shape to be a pentomino, the entire side of each square must touch an entire side of another square.

This kind of arrangement is correct:



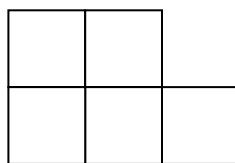
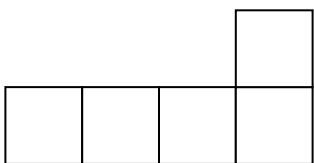
These kinds of arrangements are incorrect.



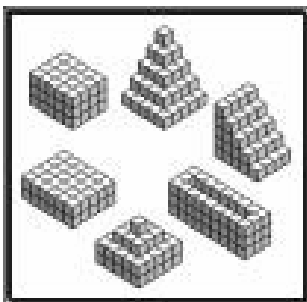
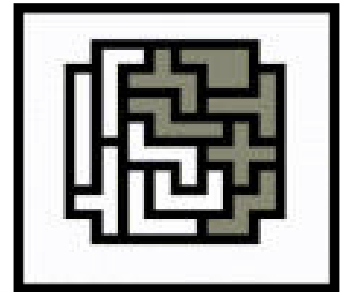
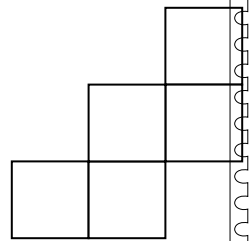
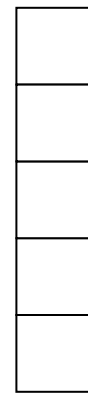
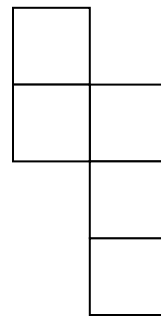
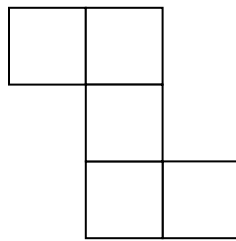
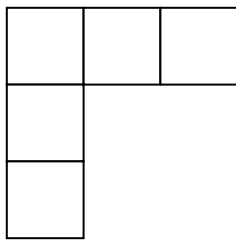
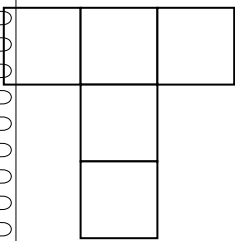
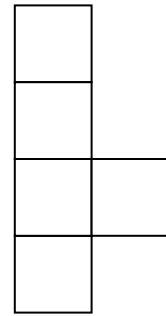
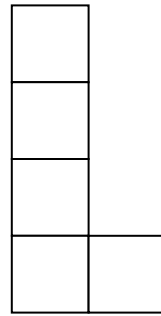
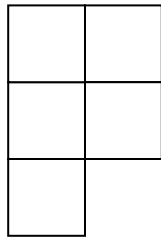
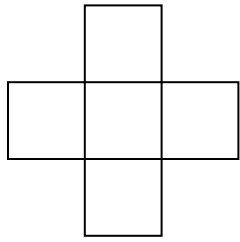
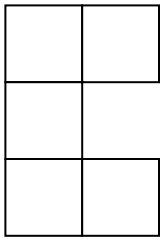
Each girl should have five squares and arrange her squares into a pentomino shape. She should then trace around each square on construction paper so that the lines of each square as well as the entire pentomino shape are drawn. Each girl should be challenged to draw as many different pentominoes as she can. Then the pentomino shapes should be cut out.

The leader should point out that each pentomino has the same area. Even though the shapes are different, each pentomino is made up of the same five squares.

Both of these have the same area – an area of 5 square units.



Here are the pentominoes that can be formed there are 12 different shapes possible.



ACTIVITY 2

Fish-In-A-Bowl

When we see two pictures in rapid sequence, our brains combine the pictures into one image.

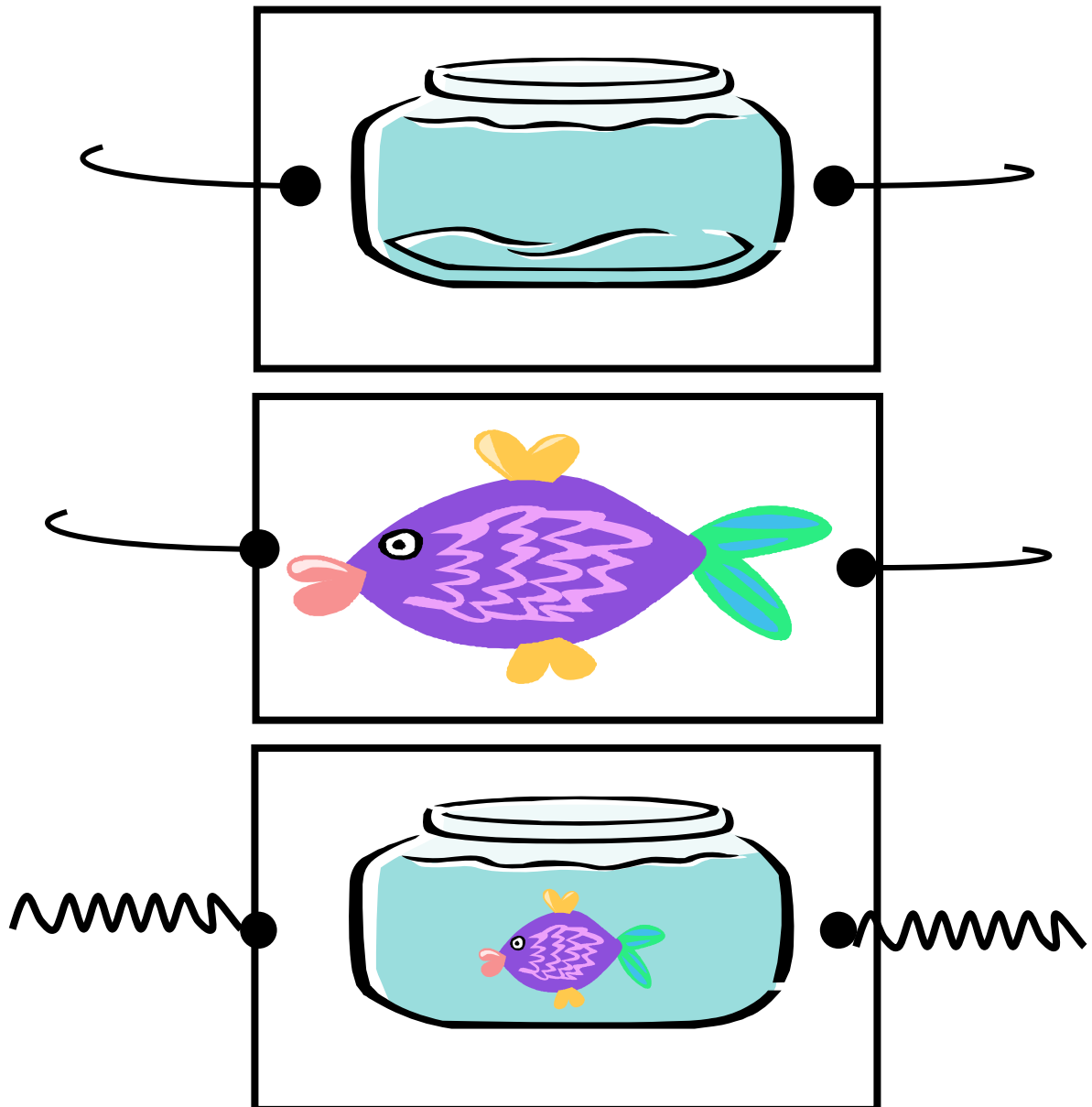
Materials:

- ✓ Small unlined file cards
- ✓ Colored markers
- ✓ Rubber bands
- ✓ Hole punch

Procedure:

On one side of a file card, draw a fish. On the other side, draw a fishbowl. Carefully punch a hole at each side of the card and thread a rubber band through each hole. Wind up the rubber bands and spin the card. What do you see? (Do the drawings have to be upside down with respect to each other?)

This can be done with a bird in a cage, a flower in a pot, and lots of other things. Create your own!



ACTIVITY 3**Spider-In-A-Web**

When we move two separate pictures up very close to our eyes, they converge, or come together into one picture.

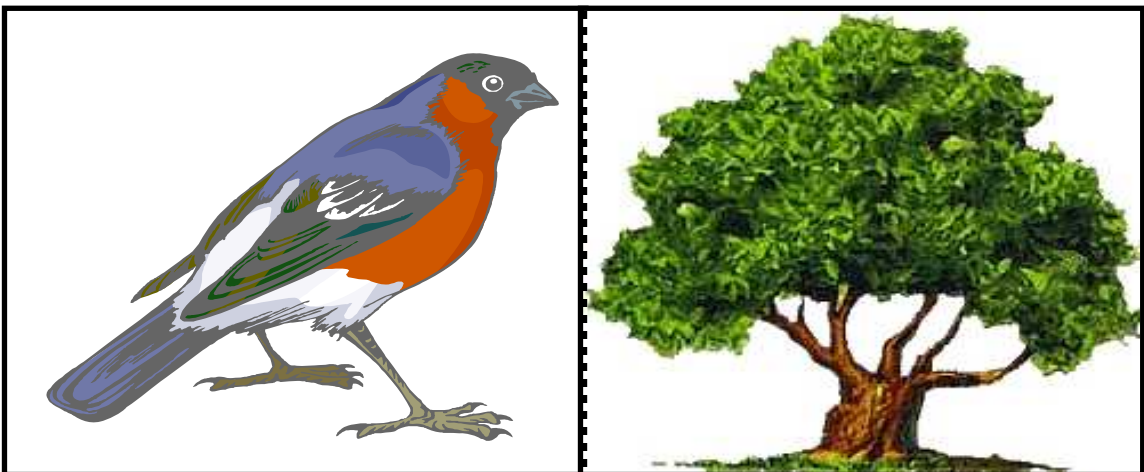
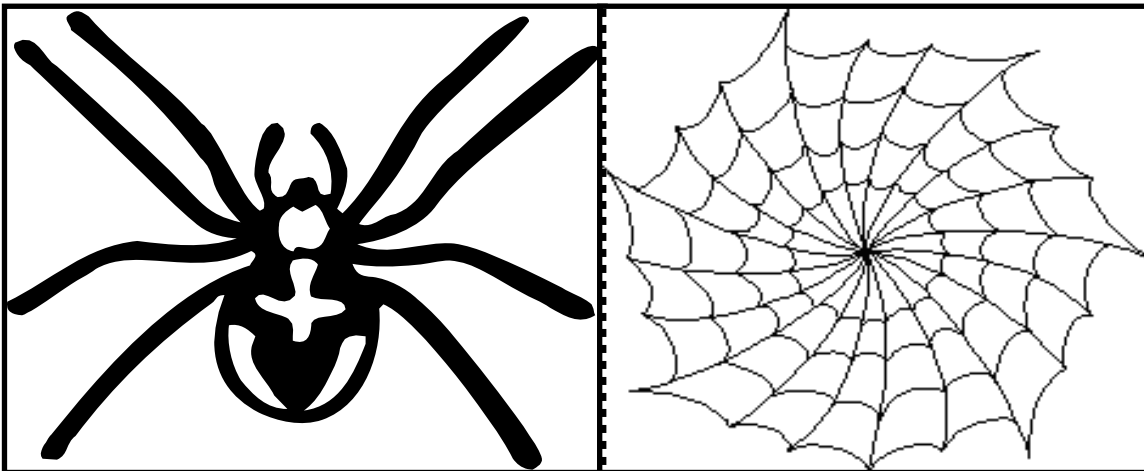
Materials:

- ✓ Sheets of plain paper
- ✓ Pencils
- ✓ Markers
- ✓ Rulers

Procedure:

Fold a sheet of paper in half crosswise. Open the paper flat and draw a dark line along the fold. Turn the paper so that the line is vertical. On the left side, 1 inch from the dark line, draw a spider. On the right side of the paper, draw a spider web. The web should fill most of the right half of the page. Bring your head slowly down toward the dark line and watch the spider move into the web!

Other possibilities are a bird in a tree, a dog in a wagon, a fish on a fish line, etc. Be creative!



Part IV - Innovation & Invention

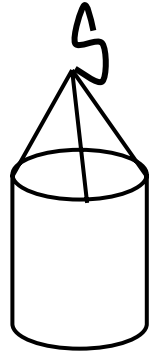
ACTIVITY 1

Structures

Materials:

(These materials are for all of the parts of the STRUCTURES activity. Not all will be needed by all the girls.)

- ✓ Peas (1 bag dry peas, soaked overnight in 4 cups of water.)
- ✓ Toothpicks (1 box for each small group of 3-4 girls)
- ✓ Glue (can substitute for soaked peas to connect toothpicks)
- ✓ Toy car (matchbox size) - 1 for the whole group
- ✓ Tables - two tables that can be placed to provide a span for bridges. Boxes or two piles of books will also work.
- ✓ Ruler
- ✓ Plain sheets of paper
- ✓ Pencils
- ✓ Washers or paper clips as weights (washers are preferable; they should be uniform in size)
- ✓ Weight holders, prepared in advance, using a paper cup, string and a paper clip



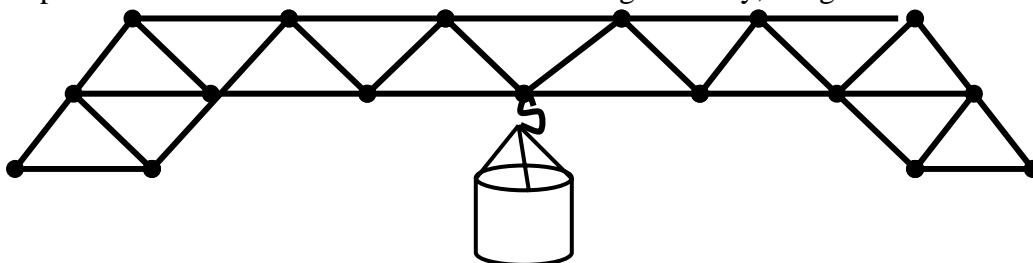
Challenges:

- 1) Warm-up activity. Do this as an individual activity to get started. Using a single piece of paper, with nothing else (no tape, string, pins, etc.), build a bridge across a span. Then see which bridge can support the greatest number of paper clips.
- 2) Build a tower of toothpicks and peas. (Another good individual activity.) Design a structure that can support weight. Have a contest in your troop to see who can build the tallest or strongest or widest tower using the least amount of toothpicks.
- 3) BRIDGE PROBLEM (best done in groups of 3-4 girls)

The "City", as part of a plan to make traffic travel through a busy intersection faster has decided to construct a bridge. The "City" wants different construction companies to propose bridge designs. The two major considerations are cost and strength. Each company is asked to prepare a model of a bridge with an estimate of its cost. The materials to use are peas which each represent the cost of labor and materials for making a joint and toothpicks which represent the cost of a beam. Each structure is tested using a weight hung from the middle to test its strength. The bridge that supports the most weight for its cost (a ratio) will be awarded the job. The toy car represents the size of vehicles passing over two lanes of traffic. The gap to be spanned by the bridge is 30 cm.

Follow Up Discussion:

Evaluation at the end of the activity is an essential part. This should focus on why some designs worked better than others, and not be used to rate the efforts. Sometimes an unsuccessful attempt is more creative and has more potential merit than a more conventional design. Ideally, the girls will want to try again!



ACTIVITY 2

Domino Rally

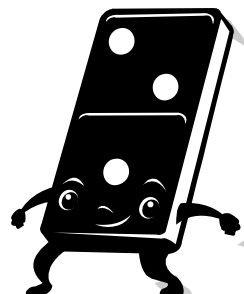
Good group activity.

Dominoes standing in a row have *potential energy*. Give one a push and the potential energy becomes *kinetic energy* (energy of mass in motion).

Materials:

- ✓ Dominoes
- ✓ Assorted "junk" materials

The challenge is to create a giant domino run. Use ramps and anything else you can find.



ACTIVITY 3**Marble Run**

Excellent group activity.

This activity will involve the girls in designing a series of ramps to keep a marble in motion for as long as possible. Use bent cardboard strips glued to a large piece of cardboard.

Assorted junk such as bottle caps, rubber bands, nails, etc. can be used to create *friction* to slow the marble down.

Encourage creativity. It is possible to include a variety of devices -- spirals, pinwheels, jumps, etc. in the marble run.

Materials:

- ✓ Marbles
- ✓ Plain sheets of paper
- ✓ Large piece of heavy cardboard
- ✓ Cardboard strips
- ✓ Glue
- ✓ Masking tape (must be good quality)
- ✓ Scissors
- ✓ Assorted junk (egg cartons, bottle caps, rubber bands)
- ✓ Timing device (watch or clock with a second hand)

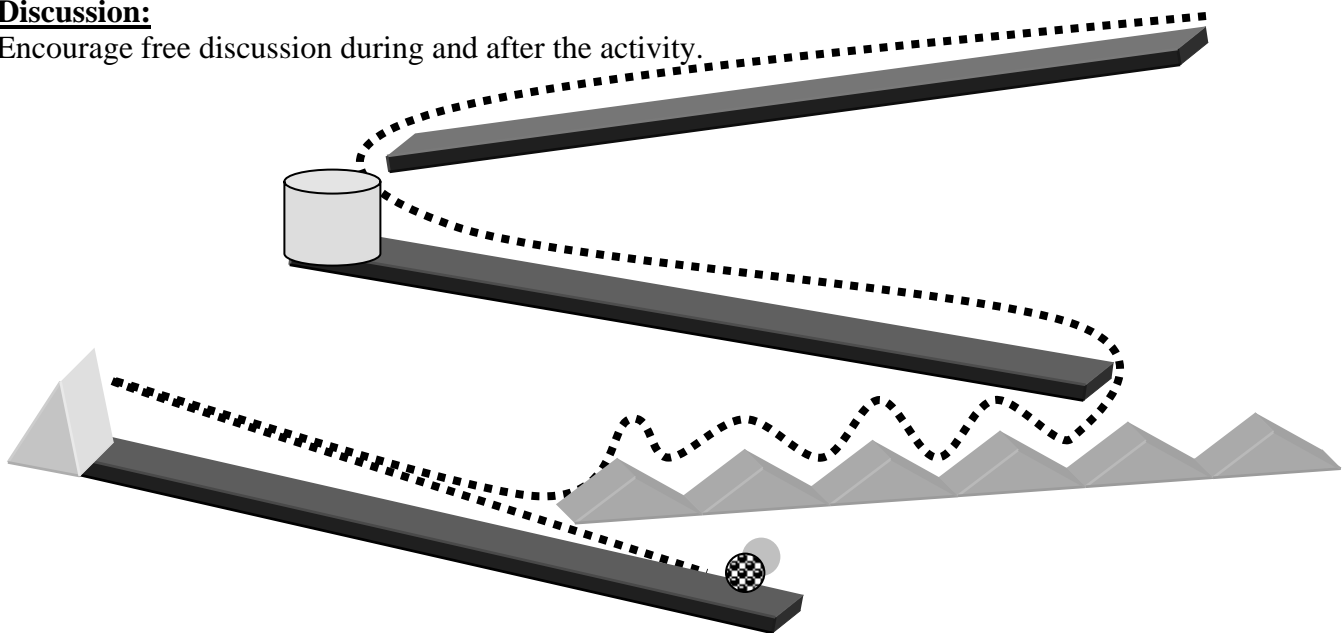
**Challenges:**

The first challenge might be to make a marble go directly from one end of the large piece of cardboard to the other without being pushed (and without falling off).

Then issue a challenge to make a marble take as long as possible to travel from one end of the cardboard to the other.

Discussion:

Encourage free discussion during and after the activity.



Animal Patches

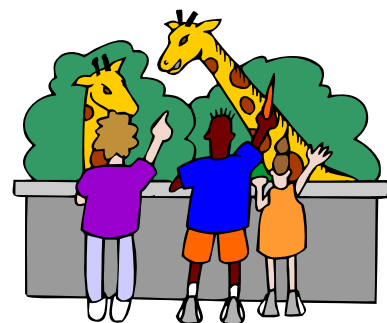
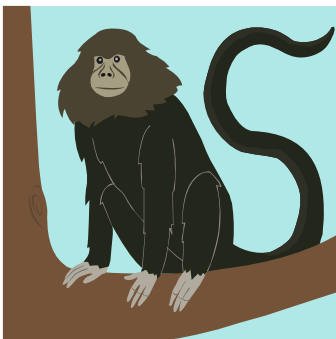
Section B

Brownies At The Zoo

GSRI Brownie Zoo Patch

1. Visit a zoo. Arrange to take a tour of a zoo of your choice and/or attend a program about the zoo with someone trained to guide you. Afterwards, have the troop discuss what they saw and learned.
2. Meet a person who works at the zoo and find out what this person does to help the zoo. Find out about what training/experience this person needs to do that job.
3. Choose and learn about two animals. Find out as much as you can about these animals including:
 - To what class of animal life they belong?
 - In which country and what part of the world do they live and in what type of home?
 - What is their diet?
 - What other animals prey on them?
 - Do they normally have a large or small family?
 - Is man a threat to their well being?
 - What useful purpose do they perform in their natural habitat?
 - Are these animals normally a part of every zoo's family or are they a rarity to zoos?
 - Do they have a particular health problem?
 - Make up a program that will tell others about these two animals and invite another troop, family or friends to see and hear your program.
4. Make a display of pictures, drawings, posters, photographs and related materials to show others about your experience at the zoo.
5. Share a story about a zoo. It can be fictional, real-life, or hand written by the girls!

Patches may be purchased at the Girl Scout shop.

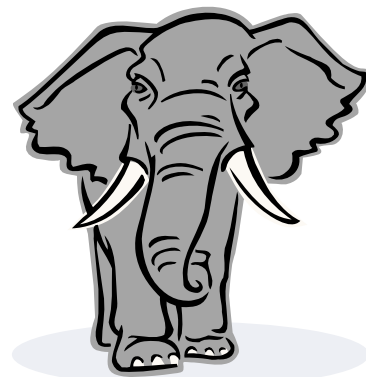
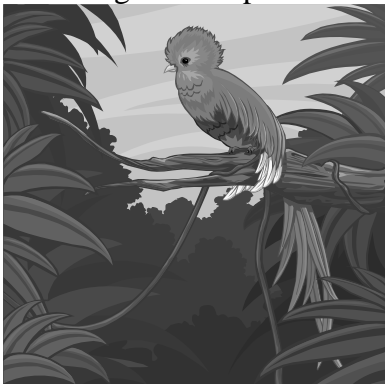


Junior Zoo Safari Badge

VISIT A ZOO OF YOUR CHOICE AND... CHOOSE SIX ACTIVITIES INCLUDING THE ONE THAT IS STARRED

1. Zoos are for animals AND people! Find out why we have Zoos. Why are they important for the happiness and well-being of all living things?
2. Meet a docent and find out what this person does to help the Zoo.
3. Meet a keeper, a curator or a Zoo Director. Learn what each person does at the Zoo.
- *4. Take a tour of a zoo. Make a list of ten animals who live at the Zoo. Tell whether these are mammals, reptiles, birds, amphibians, fish or invertebrates. What do they eat?
5. Choose one of the zoo animals and write a poem about it. Choose a different one and draw a picture.
6. Learn the term "Chain of Life". What is it? Choose two animals at the Zoo, and tell what link in this chain that they serve. What jobs do these do in the wild?
7. Make up a food web game of animals in your own neighborhood and teach it to another group.
8. Learn the difference between an endangered animal and an extinct animal. Why do animals become endangered or extinct? List five endangered animals and two extinct animals. How do zoos help endangered creatures? Make a poster to help people understand the zoo.
9. Learn two songs about animals who would be found in zoos.
10. Learn three stories about animals that would be found in zoos. Be able to tell them to your troop.

This badge can be purchased at the Girl Scout Shop.



Cultural Patches

Section C

African or Black American Cultural Patch

Purpose:

To develop an understanding and appreciation of the culture of Black or African Americans through exploration and experience.

Requirements:

Daisies complete three of the activities below. Brownies complete five of the activities below. Juniors complete six of the requirements below. Cadettes, Seniors, & Ambassadors complete seven of the activities below.

1. Learn to cook a dish of African American origin for your troop or family. Examples: Hot biscuits with jam & butter, Okra gumbo, Fried grits with butter or syrup, beans and rice, sweet potato pie.
2. Visit an exhibit of African American artists or view a film or television show on African art.
3. Learn a game, dance, or make a musical instrument that originated with African Americans.
3. Read a book, see a film or view a television show about a famous African American.
4. Learn about the special contributions of African Americans to popular music, dance or theatre. Visit, listen to or watch an African American musical, dance or stage actor.
6. Find out where the first African or Black people came to North America.
7. Name three languages spoken in Africa.
8. What famous African American's birthday is celebrated on January 15th? Why is he important?
9. The artistic skills of Africans were expressed through weaving, iron working, potter and jewelry making. Using one of these skills, make something with your troop or show something you made to your troop.
10. When is Black History Week? Who originated it, in what year, and what is its purpose?
11. Explore the lives of at least two African or Black American heroines or heroes. Examples: Katherine Johnson—Aerospace technologist for NASA, Gloria Scott—Former President of Girl Scouts of the USA, Wilma Randolph—Gold medal winner in the 1960 Olympics, Oprah Winfrey—television talk host and Maya Angelou—Author/Poet.



American Indian Cultural Patch

Purpose:

To develop an understanding and appreciation of the culture of American Indians through exploration and experience.

Requirements:

Daisies complete three of the activities; Brownies complete five of the activities; Juniors complete six of the activities; Cadettes, Seniors & Ambassadors complete seven of the activities listed below.

1. Make and sample an authentic American Indian food using traditional methods of preparation (if possible). Examples: corn pudding, Fry bread.
2. Learn an American Indian song or dance. Share what you have learned.
3. Learn an American Indian game. Share what you have learned.
4. Try an American Indian craft. For example – beadwork, basketry, sand painting, wall hangings, or pottery. Display your crafts for others.
5. Invite someone with American Indian Heritage or knowledge to come visit your troop to talk about the Indian culture.
5. Make a diorama of an American Indian village. Be sure to identify the tribe that would live there.
7. Visit a display of American Indian culture or artifacts, or watch a documentary on American Indian culture on television. Share what you learn.
8. American Indian stories or legends were handed down to each generation and most had a moral or lesson to be learned. See if you can find one or more which has an important lesson for children. Share what you have learned.
9. Do some research on medicine bags. See if you can find out what goes into them and why.
10. Learn the different ways American Indians communicated. Example: hand signs, drums, smoke signals, picture drawings. Try to communicate a message or event to someone else by using one of these methods.
11. In your community or state, find examples of streets, towns, rivers, etc. with American Indian names. Try to find the meaning and reason for the name.
12. Name two types of American Indian housing. Find out which types were used in your area and why.



Asian Indian Cultural Patch

Purpose:

To develop an understanding and appreciation of the culture of Asian American through exploration and experience.

Requirements:

Daisies complete three of the activities; Brownies complete five of the activities; Juniors complete six of the activities; Cadettes, Seniors & Ambassadors complete seven of the activities listed below.

1. Make and sample an authentic American Indian food using traditional methods of preparation (if possible). Examples: corn pudding, fried kaway teow, adobo.
2. Visit an exhibit of Asian American artists or view a film or television show on Asian Art.
3. Learn a game, dance, or make a musical instrument that originated with Asian Americans.
4. Invite a person from an Asian country to visit your troop and talk about that country.
5. Read a book written by or about an Asian American person.
6. Name three languages spoken in the Asian countries. Learn a phrase or simple greeting in one of those languages.
7. The one man-made object on earth that can be seen by astronauts on the space shuttle flights is in an Asian Country. Can you name it? Where is it located?
8. The art of folding paper has been a well-know handicraft in Japan for more than 10 centuries. Learn to make something using this art form, origami.
9. Learn about Trung Thu (the Vietnamese Children's Festival), Asian New Year, or Loy Krathong (Thailand's festival of Lights).
10. Explore the life of two great Asian American heroines or heroes who made great lasting contributions, for instance, Tai Babilonia (ice skater), Connie Chung (newscaster), Maya Ying Lin (Vietnam War Memorial architect).
11. Rice is a very important food in the Asian countries. Why? How it is grown? How is it harvested? Try or sample an Asian rice dish.



Hispanic and Latin American Cultural Patch

Purpose:

To develop an understanding of the culture of Hispanic or Latin Americans through exploration and experience.

Requirements:

Daisies complete three of the activities; Brownies complete five of the activities; Juniors complete six of the activities; Cadettes, Seniors & Ambassadors complete seven of the activities listed below.

1. Learn to count to ten in Spanish.
2. Choose a Spanish speaking country and make a collage about the people. Some of the countries where Spanish is the native language are Columbia, Venezuela, Puerto Rico, Dominican Republic, Mexico and Spain. Find out if they belong to the World Association of Girl Guides and Girl Scouts (WAGGGS).
3. Learn the Girl Scout Promise in Spanish.
4. Find who were the first Spanish Speaking settlers to come to North America.
5. Visit the supermarket and check the International Foods section. How many labels are written in Spanish? Is there a special section just for Spanish food?
6. Invite a person from a Spanish speaking country to visit your troop and tell about that country.
7. Learn a dance of Hispanic origin and demonstrate it to others.
8. Learn how to make Hispanic jewelry, crafts, pottery or basketry.
9. Learn a Hispanic game and play or teach it to others.
10. Prepare food of Hispanic origin and share it with each other. Examples: plantains, sop de ajo (garlic soup) and tortilla de patata (potato omelet)
11. Explore the lives of two great Hispanic heroes or heroines who were active in one of the following fields: art, music, literature, exploration, sports, medicine, etc. Examples: Gabriela Mistral-Writer, Plácido Domingo-musician, Ernesto Lecuona-Composer, Rosa Bazán de Cámara-writer, Rita Moreno-actress, Manuel Ycaza- Athlete and Gertudis Gómez de Amellanda-poetess.
12. Listen to a Hispanic radio station or watch the cable Hispanic television station. What kinds of advertisements are aired? What kind of music is played? What problems are discussed? Do you understand the program?



Healthy Heart Patch

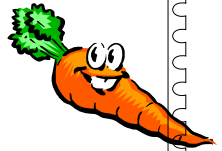
Section D



Heart Smart Daisy Girl Scout Patch

COMPLETE FOUR ACTIVITIES FROM THIS LIST

1. Your heart is a muscle that pumps blood to all parts of your body. Locate your heart. Use a stethoscope to listen to your heart. Listen to a friend's heart.
2. Raw fruits and vegetables make good, heart healthy snacks. Identify at least 8 fruits and vegetables. Serve 2 of these for a snack.
3. Trace the body of a girl on butcher paper or newsprint. Cut out pictures of healthy foods from magazines and paste on the traced body to show that healthy foods make your body grow. This can be done as a whole troop/group project.
4. Exercise is important for good health. Exercise can be fun, such as riding a bike, running, swimming, etc. Make a list of at least eight fun ways to exercise. With your troop, practice three of these physical activities.
5. Learn two songs from the back of this sheet about heart health. Sing them for your troop and family. See the American Heart Association's Treasure Chest Kit Curriculum Guide (available in the Girl Scout office) for more songs and sing along tape, or make up your own song about heart health.
6. Pretend you are the Tin Man and tell your troop and friends about the heart healthy rules for good nutrition, exercise, and no smoking. You can make a Tin Man costume from a cardboard box or paper bag. Cut out holes for your head and arms, paint it silver or cover it with tin foil.
6. Draw a picture of the Tin Man following one of the heart healthy rules – eating healthy foods, exercising or saying “no” to smoking.



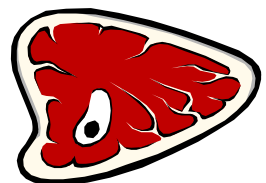
NOTE:

Contact the Council office to borrow the American Heart Association leader's guide "Treasure Chest" to assist you with Daisy age level program. This program resource kit was donated to GSRI by the Woonsocket Girl Scout Service Unit.

Patches are available at the GSRI shop for \$1.00 each. This is a Council recognized patch and is worn on the back of the uniform or vest.



Turn over for songs



HEART SONGS

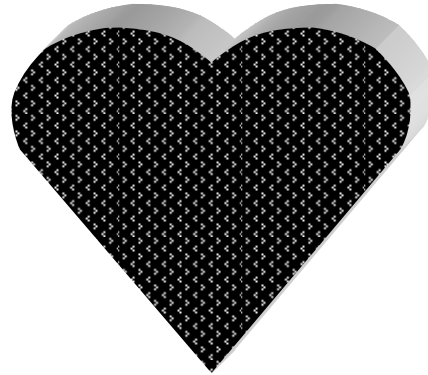
The following two songs are sung to the tune of “Mulberry Bush”. Make up actions to go along with the verse.

1. We Hear Our Hearts

This is the way we hear our hearts,
Hear our hearts, hear our hearts.
This is the way we hear our hearts,
Morning, noon and nighttime.

This is the way we feel our hearts,
Feel our hearts, feel our hearts.
This is the way we feel our hearts,
Morning, noon and nighttime.

This is the way we rest our hearts,
Rest our hearts, rest our hearts.
This is the way we rest our hearts,
Morning, noon and nighttime.



2. Heart Exercise Song

This is the way we climb a tree,
Climb a tree, climb a tree.
This is the way we climb a tree,
To help our hearts grow stronger.

Other verses:

- 2) This is the way we ride our bikes
- 3) This is the way swim the pool
- 4) This is the way jump up and down

Make up your own verses.

3. My Pump (Tune – The Wheels on the Bus)

I have a heart and my heart pumps blood, heart pumps blood, heart pumps blood.
I have a heart and my heart pumps blood.
Lub-dub - lub-dub - lub-dub – (*regular rhythm*)

I hurry up and my heart pumps faster,
Heart pumps faster, heart pumps faster.
I hurry up and my heart pumps faster,
Lub-dub - lub-dub - lub-dub – (*fast rhythm*)

I slow down and my heart pumps slower,
Heart pumps slower, heart pumps slower.
I slow down and my heart pumps slower,
Lub-dub - lub-dub - lub-dub – (*slow rhythm*)

Happy Heart Brownie Girl Scout Patch

COMPLETE FOUR ACTIVITIES FROM THIS LIST

1. Make a poster or collage to show either heart healthy foods **OR** exercises good for your heart (you might include biking, swimming jump rope, running, etc).

2. Make your own stethoscope from a paper towel tube and listen to your friend's heart.

OR

Find two different places where you can take your pulse. How fast does your heart beat when you are resting? How fast does it beat after two minutes of jumping jacks or running in place? Is there a difference? Why?

3. The Tin Man is the spokesperson for the American Heart Association's School Site Program. Make a poster showing the Tin Man and some "Do's and Don'ts for a healthy heart.

OR

Write a letter from the Tin Man to a friend and convince her/him that smoking is bad for her/his heart.

4. Make up a list of ten healthy, low fat snacks. Serve two of these snacks to friends.

5. Complete the word search puzzle about heart healthy rules on the back of this sheet.

OR

Make up your own word search or crossword puzzle. Share with a friend.

6. Pretend you are the Tin Man and tell your troop and friends about the heart healthy rules for good nutrition, exercise, and no smoking. You can make a Tin Man costume from a cardboard box or paper bag. Cut out holes for your head and arms, paint it silver or cover it with tin foil.

7. Draw a picture of the Tin Man following one of the heart healthy rules – eating healthy foods, exercising or saying "no" to smoking.



NOTE: Contact the Council office to borrow the American Heart Association leader's guide "Getting to Know Your Heart" (lower elementary) to assist you with the Brownie age level program. This program resource kit was donated to GSRI by the Woonsocket Girl Scout Service Unit.

Patches are available at the GSRI shop for \$1.00 each. This is a Council recognized patch and is worn on the back of the uniform or vest.

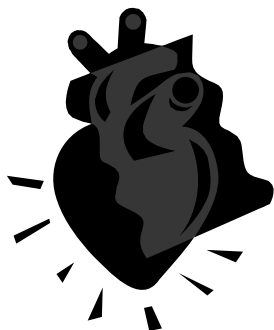
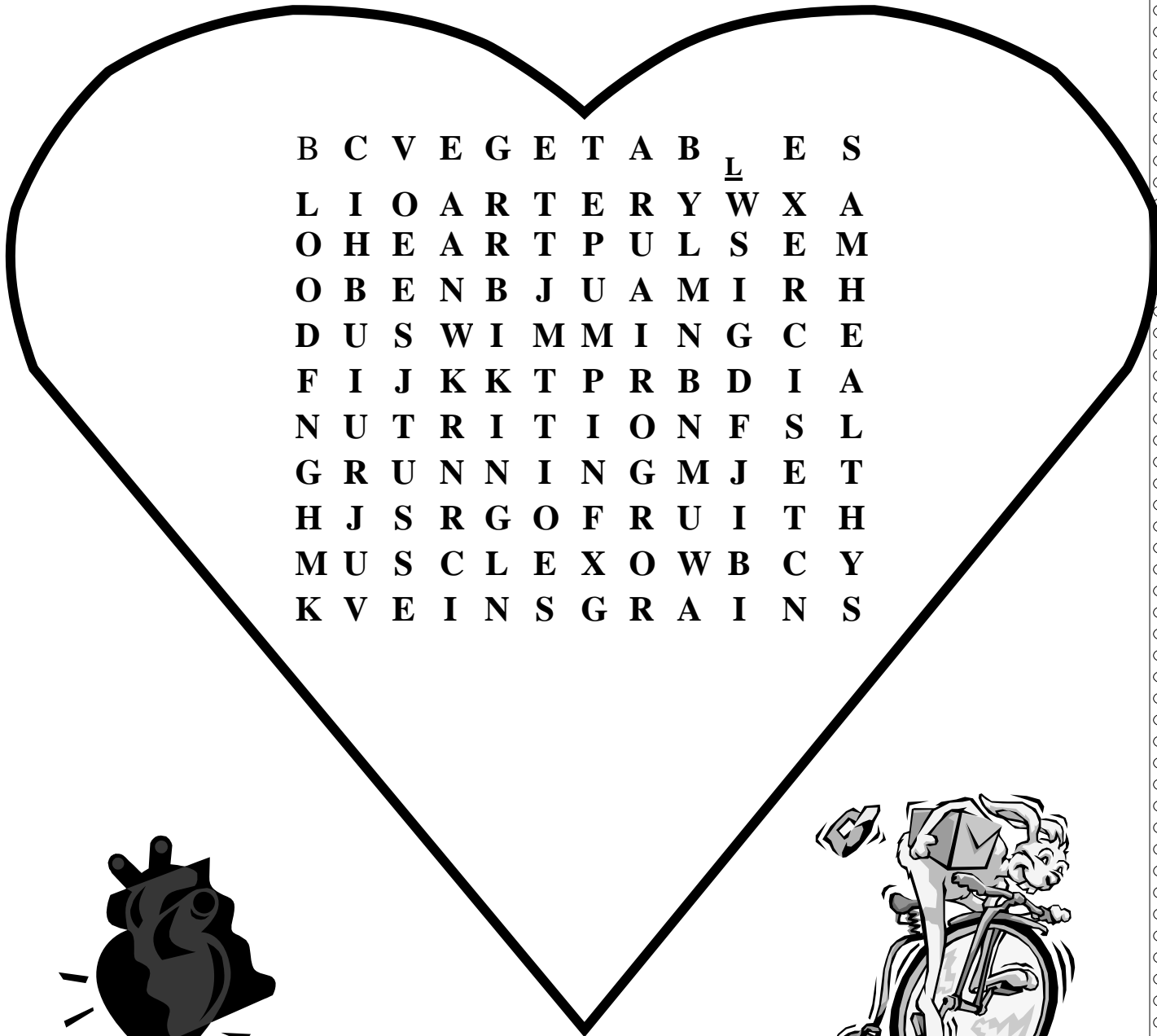


Turn over



BROWNIE HAPPY HEARTS WORD SEARCH PUZZLE

HEART	ARTERY	EXERCISE	NUTRITION
BLOOD	VEINS	RUNNING	FRUIT
PUMP	PULSE	SWIMMING	VEGETABLES
MUSCLE	HEALTHY	BIKING	GRAINS



Junior Girl Scout Patch Tin Man

DO SIX ACTIVITIES FROM THE FOLLOWING INCLUDING THE FIRST ONE - #1:

1. The Tin Man is the spokesperson for the American Heart Association School Site Programs. Incorporate the Tin Man theme into one of your activities - a game, song, story, puppet show, etc.
2. Make up posters or cartoon comic strips about good heart health habits (good nutrition, exercise, no-smoking). Display them in your troop, local library or school, etc.
3. Write your own poem, story or song about good heart health habits. Share them with your troop or younger children.
4. Interview a doctor or nurse. Ask about heart health--taking blood pressure, the warning signs of heart attack, what happens when someone has a heart attack, other heart diseases and how to prevent them, what effect do nutrition, exercise, smoking, drugs and alcohol have on the heart. Make up your own questions.
5. Create a short skit or puppet show about good heart health habits (good nutrition, exercise, no smoking). Present it to your troop or to younger children.
6. Plan and prepare a healthy heart party. Plan healthy snacks and some fun exercise such as swimming, biking, skating, dancing, volleyball or aerobic exercise, etc.
7. Make up your own activity booklet to teach and remind others of good heart health. Perhaps you could include a chart of the heart or body and label the parts, crossword or word search puzzles, mazes, secret codes, etc.
8. Make up a game to teach heart health. It could be a board game, bingo style, quiz bowl or game involving physical activity.
9. Learn to take your pulse. Find out what the average is for a girl your age, an adult and an infant. Take your pulse while at rest. Compare it to your pulse after ten minutes of exercise.
10. Plan and prepare a heart healthy menu for dinner. Don't forget to prepare something from the six major food groups (meat, milk, breads and cereals, fruit, vegetables, fats and oils).
11. Make up a list of at least ten healthy snacks. Eat only those as snacks for a week.
12. Make up a recipe booklet of healthy snacks. Share it with your troop, family and friends.
13. Learn to read nutrition labels. What are other names for salt and sugar? Select ten similar items--compare them for salt, sugar, calories and fat.
14. Plan a service project that will help promote what you have learned about the Healthy Heart.

NOTE: Contact the Council office to borrow the American Heart Association leader's guide "Getting to Know Your Heart" (lower elementary) to assist you with the Junior age level program. This program resource kit was donated to GSRI by the Woonsocket Girl Scout Service Unit.

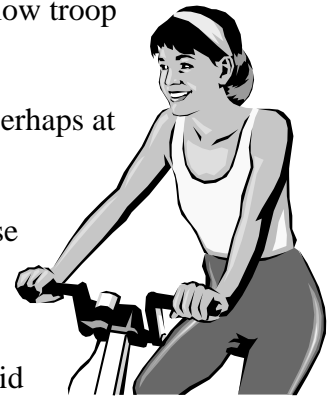
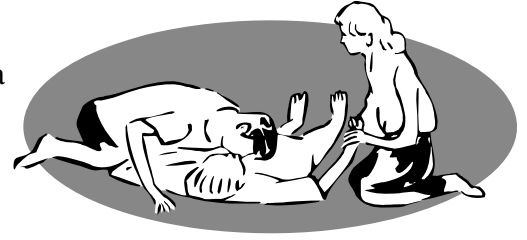


Patches available at the GSRI shop for \$1.00 each. This is a Council recognized patch and is worn on the back of the uniform or vest.

HEART HEALTHY GIRL SCOUTS CADETTES, SENIORS & AMBASSADORS

CHOOSE EIGHT ACTIVITIES INCLUDING THE ONE THAT IS STARRED (#1)

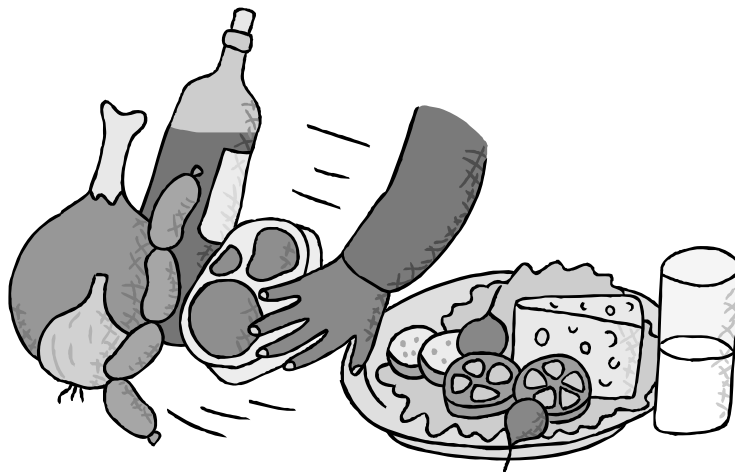
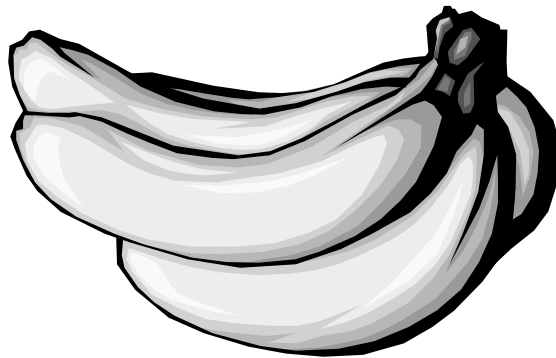
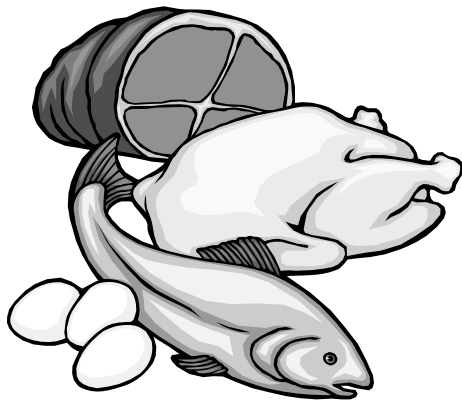
1. * The Tin Man is the spokesperson for the American Heart Association School Site Program Plan and present a Tin Man program to a younger troop, school or early childhood group.
2. Visit and interview a doctor, physical therapist, exercise instructor, cardiovascular nurse or nutritionist and find out about heart health. Why is their job important? Find out about career training and opportunities in that field.
3. Learn CPR, first aid and the warning signs of a heart attack from a certified program. You could contact your local Red Cross or American Heart Association.
4. Plan and prepare heart healthy meals for a week.
Keep a daily diary of foods eaten for two weeks. Analyze for eating habits. Are they heart healthy habits? How could you improve your diet?
5. Make up a game, song, puppet show, video, poem, crossword or word search puzzle and share with younger children.
6. Study the parts of the heart and make a diagram labeling all the parts.
Make a model of heart. Show it to others in your troop.
7. Plan a personal exercise program. Carry it out 30 to 60 minutes a day at least three times a week for two weeks. Keep a journal. Document or chart your pulse before and after exercise. You could choose exercises such as bike riding, swimming laps, dance, aerobics, jogging, paced walking, tennis, volleyball, basketball, etc.
8. Learn how to take blood pressure and pulse. Practice on family, friends and fellow troop members.
9. Plan your own or participate in a local health fair or blood pressure screening (perhaps at your church, scouting event or local pharmacy).
10. Research 5 types of heart disease and five tests that would help a doctor diagnose heart disease.
11. Research and interview a person who has had a heart attach or heart disease. Learn how surgery or heart disease has affected them. What lifestyle changes did they have to make?
12. Learn how smoking affects the heart. Write a story about the ills of smoking. Write a letter to a friend and convince her/him to quit smoking.



NOTE:

Contact the Council office to borrow the American Heart Association leader's guide "Getting to Know Your Heart" (lower elementary) to assist you with the Brownie age level program. This program resource kit was donated to GSRI by the Woonsocket Girl Scout Service Unit.

Patches available at the GSRI shop for \$1.00 each.



Safety Patch

Section D

Precious Cargo... Buckle Up!

GSRI Councilwide Safety Program

GSRI Patch For All Age-Levels

It is the law in every state that infants and children must ride buckled up in car seats or seat belts. However, more children in the United States are killed and injured in car crashes than from any other type of injury. Many of these injuries can be prevented by the correct use of car safety seats. Our mission is safe kids. Learning about car safety can be fun!

Requirements to earn this patch:

Daisy and Brownie troops can earn this patch by completing 2 to 4 requirements, Juniors 4 to 6 requirements, and Girl Scouts 11-17/Girl Scouts 11-17s 6 to 8 requirements (including *requirement #1).

1. *Learn about seat belts and air bags. Learn how to fit, proper weight limits and correct harnessing.

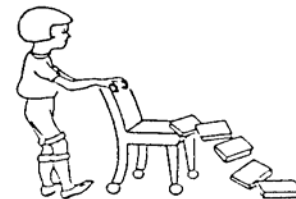
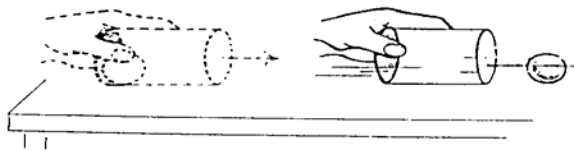
Available resources:

- ◆ Video - Precious Cargo (available through GSRI troop services)
- ◆ Web Sites- www.nhtsa.dot.gov/kids (National Highway Traffic Safety Administration) <http://www.dot.state.ri.us/gohs> (Governor's Office on Highway Safety)
- ◆ Phone for pamphlets:

National Highway Traffic Safety Administration	(617) 494-3646
Rhode Island Safe Kids coalition	(401) 277-4420
Governor's Office on Highway Safety	(401) 277-3204
- ◆ Your local library can also help you explore books, newspapers and periodicals for information about car safety.



2. Be able to explain to a friend or a family member how velocity or inertia and safety belts are related. Try the following experiment: Place a marble, golf ball or a ping-pong ball into a glass that is on its side or stack 4 or 5 books on a chair.



Move the glass or chair forward quickly, then stop it. Why do the books or ball continue when the glass is stopped? Inertia! Inertia is a resistance to any change in motion. A moving object remains in motion until some force stops it. Now try taping the ball or tying the books tightly. What happens? The tape or string simulate your car's seat belts. Buckle up, it's important.

3. Arrange for someone who knows about passenger safety to come to your troop/group meeting. Contact your local police station or GSRI (331-4500 or 1-800-331-0149, Ext. 405) for names and phone numbers.



4. Make up a car safety game, song or diorama (a scenic representation in which figures and lifelike details are displayed in miniature so as to blend with a realistic painted background) for your troop or to share with another troop.
5. Share what you have learned about car safety with another troop or group of children.
6. Make a poster, press release or public address announcement. Share this with an organization or business in your community.
7. Survey your family and friends to find out if they use seat belts and do they know the importance of car safety.
8. Have a "car safety night in your community. Invite people to speak and/or have available literature, games or activities to share.
9. Make pledge cards to commit your family and friends to wear seat belts. Distribute and encourage others to wear seatbelts. Make a pledge card for yourself and keep track of how you buckle up every time you enter a car/truck..

"Precious Cargo"-Buckle Up Pledge Card

Each time you buckle up color in one of the squares. When you have completely filled in ALL of the squares, sign the card and have your parent/guardian also sign it.

Return the card to:

Barbara Rocha

51A Swamp Road Little Compton,
RI 02837

You will receive a membership card in the mail.

(Front)

ACTION CARD

Take action and make sure:

- everyone is buckled-up before the car is started
- that all seat belts and straps are snug
- babies and children are in safety seats and in the back seat

1	2	3	4	5	6	7	8	9	10

Your Name _____
 Address _____
 City/Town _____ Zip _____
 Troop # _____
 Parent/guardian signature _____

(Back)

"Precious Cargo"-Buckle Up Pledge Card

_____, promise to buckle up **every** time I ride in a moving vehicle. My seat belt or safety seat will help keep me safe each time I ride in a car or truck. I will also remind my family to wear their safety belts.

(Adult card)

Patch cost - 90¢. Leaders may purchase patches at GSRI shops.

Special Thanks to Barbara Rocha (Girl Scout volunteer, Little Compton) for her contributions to this brand new patch program.

Miscellaneous Patches

Section E

Business and Professional Women Patch

How do you meet professionals How do you find out what careers are available for women? How do you establish a link between yourself and professional women in your community? In this project, you seek out professional women who are willing to work with Girl Scouts in a formal mentorship program. You learn about leadership, self-esteem, negotiation skills, parliamentary procedure, and legislation that affect women. You gain an insight into yourself and your future while establishing lasting friendships. To earn the *Girl Scout Business & Professional Women Patch*, a Girl Scout must complete eight of the following activities including the three that are starred.

1. *Attend a leadership conference where you attend workshops on self esteem, sexual harassment, total quality "teen management" etc. this can be a leadership conference of any kind with similar workshops. For example, attend the BPW Youth Leadership Conference, the Edith Macy Youth Leadership Conference, your school, or your local Girl Scout Youth Leadership conferences.
2. *Invite local BPW members to talk with your Girl Scout troop. Discuss what each organization does and what their goals are. (If there is no local BPW group, call 1-800-469-7279 and ask for the nearest organization). A list of Rhode Island contacts is attached for your convenience.
3. Attend two meetings of organizations founded by and for women. This could be a BPW meeting and another meeting of your choice. For example, a YWCA, Women in Communication or Women in Science and Engineering meeting. Discover their histories, their services for women and the community. Upon completion of the meeting analyze in writing the following: What new things did you learn. How do you envision using this information and individuals to meet your personal goals?
4. Write a personal letter concerning an issue of importance to you and women in general to an elected official, example - Congressperson, Senator, Assembly person, etc. Write as many letters as needed until you receive a response.
5. Learn how to organize an event, meeting, or activity with mentoring from BPW members, using parliamentary procedures.
6. Actively participate in a career development training for a minimum of three hours. Discuss topics such as communications, negotiations, and networking. This training could take place at a BPW Youth Leadership Conference, a BPW individual program event, or a Rotary Group conference.
7. Conduct a regular meeting of your Girl Scout troop and invite a parliamentarian to observe. At the end of your meeting, ask the parliamentarian to critique and correct your mistakes for future meetings. You should be conducting your meetings according to Roberts' Rules of Order. Write a comparative analysis of your very first meeting that the parliamentarian observed and your next meeting. Invite the parliamentarian to a future meeting to discuss your improvements.
8. Conduct and/or participate in community events telling the Girl Scout story, and attend at least three community organizational meetings. Discuss what type of activities you or your troop participates



in. Tell about the different age levels in Girl Scouting. In what statewide, nationwide, and international events/trips can girl participate?

9. Prepare an essay, poem or pamphlet to support Women's History Month. Seek out women in the community to act as role models. After you have gathered all of your information, publicize the results. For example, use your local newspaper.
10. Become familiar with the BPW National/State Legislative Platform, which include the introduction, passage and ratification of the Equal Rights Amendment to the Constitution. Support legislation, which elevates the status of all women, and work to achieve pay equity. Debate these issues with a group of individuals including a BPW representative and members of your troop. Express your feelings on the legislative platform.
11. *Participate in the BPW's Mentoring/Choices Program of Regional Program of Excellence. Keep a log or diary in which you write your feelings and meetings with your mentor. After the program is over, give an oral presentation to a group of friends, a Girl Scout troop, etc. about your experiences in the program. Seek out a BPW member or another professional woman willing to become a mentor.



For more information or assistance call:

- ◆ Deb Smith at 1-888-648-4880 - Ext. 228
- ◆ Helen Rico at 1-315-336-1107

Patches are available for \$1.50 for each patch ordered. This covers the cost of the patch and return shipping of the patch back to the leader. Patches must be ordered by the leader, and sent to the leader's address.



Local Business & Professional Women/Rhode Island Contacts:

- ◆ Chariho BPW
President: Joan Wickland Tel: 364-6763
- ◆ East Greenwich BPW
President: Barbara Rotella Tel: 943-7217
- ◆ Greater Providence Metro BPW
President: Jann Douglass-Bell Tel: 831-9650
- ◆ Jamestown BPW
President: Jan Washburn Tel: 423-1897
- ◆ Napatree BPW
President: Phyllis Bryant Tel: 596-3651
- ◆ Woonsocket BPW
President: Michelle Tessier Tel: 658-1877



Please cut, return to, and make check payable to:

Helen Rico, 7980 River Road, Rome, New York 13440 (\$1.50 for each patch ordered)

To be completed by the Girl Scout Leader:

I verify _____ has completed all requirements for the GS/BPW Patch.

Leader's Signature & name printed

Please send patch to:
(leader)

"CAMP S'MORE" Troop Patch



To promote troop camping at GSRI sites during all seasons and in response to your overwhelming interest in troop camping and desire to receive incentives for girls, the "CAMP S'MORE" Troop Patch is offered. The main patch and first 3 segments are earned after the first troop camping trip. Additional segments can be earned as troops sample the wide variety of camping opportunities available.

Patch segments currently available include:

- 🏕️ *Seasons: Spring, Summer, Fall, Winter*
- 🏕️ *Camps: Cookie, Hoffman, Narrow River, Nokewa, Promising Acres, Rocky Farm*
- 🏕️ *Type: Lodge, Platform Tent, Primitive Camping*
- 🏕️ *Activities: Knots, Compass, Hiking, Community Service*

In addition to these segments, new ones will be designed as new opportunities become available.

NOTE: Each segment can only be earned once.

The "CAMP S'MORE" patch and corresponding segments may be purchased in the GSRI Council Shop and the Friendship Shop at Camp Hoffman.



The cost: **\$1.35 for the Patch**
65¢ for each segment

You and Your Girl Scout

Dear Parent/Guardian,

This program provides a unique opportunity for you and your Girl Scout to share the Girl Scout experience. It will give you a simple explanation of Girl Scouting and a better understanding of the many opportunities offered to both girls and adults.

Nearly ninety years ago, a woman with a dream, Juliette Low, formed a small group of girls in Savannah, Georgia into the first Girl Scout troop. Her dream was to provide girls with a program that would give them the skills to become more self-reliant, happy and resourceful citizens. The Girl Scout today is based on that dream and, thanks to millions of parents and other concerned adults, over the years, our program is stronger than ever.

The Girl Scout movement actively seeks girls and adults from every racial, ethnic, religious and socio-economic group. Our purpose and mission are to serve the unique interests and needs of girls. Girl Scout program makes it possible for girls to learn new skills, develop their potential, make new friends and have fun. Working in partnership with adults, girls develop skills in decision-making and planning. The goal we share with you is that your Girl Scout will become an accomplished and self-confident woman. Your interest and participation on the neighborhood, troop, and interest group level are essential in carrying out our purpose and goal.

We hope that you and your Girl Scout will enjoy working on this patch together.



Sources for completion: Girl Scout Handbooks, Girl Scout Leader Manual, Girl Scout Leader Magazine. www.asusa.org, www.gsri.org.



BROWNIE and JUNIOR GIRL SCOUTS AND PARENT/GUARDIAN

Complete ALL of the following:

1. The name of our Girl Scout Council is: _____
2. My Girl Scout belongs to troop # _____ or is Individually Registered (check here) _____.
3. What are the 6 age levels in Girl Scouting?
 Level: _____ Ages: _____ Grades: _____
 Level: _____ Ages: _____ Grades: _____
 Level: _____ Ages: _____ Grades: _____
 Level: _____ Ages: _____ Grades: _____
 Level: _____ Ages: _____ Grades: _____
 Level: _____ Ages: _____ Grades: _____
4. Ask your Girl Scout to recite the Girl Scout Promise

5. What is the Girl Scout Motto? _____
6. What is the Girl Scout slogan? _____
7. Read a story about Juliette Low to your Girl Scout.
 Date _____
8. When is our Girl Scout birthday? _____
9. Attend at least 1 program, workshop, ceremony or other event sponsored by GSRI, your service unit or troop.
 Event name _____ Date _____
10. What is the Family Partnership Fund? _____

JUNIOR GIRL SCOUTS AND PARENT/GUARDIAN

A. Complete the following:

1. What is WAGGGS? _____
2. Name the 4 World Centers:

3. Discuss with your Girl Scout the religious award for your faith. Name of award: _____
4. Before beginning any outdoor adventures, what are the 5 things that must be considered?
 a. _____ d. _____
 b. _____ e. _____
 c. _____
5. What is Thinking Day and when is it? _____

B. Complete the following:

1. My Girl Scout has the Junior GS Handbook _____
2. What are proficiency badges? _____
3. What is the Junior Journey? _____
4. Help your Girl Scout earn 1 proficiency badge:
 Badge _____ Date _____
5. How do you earn the Bridge to Girl Scouts 11-17?

6. Help in a GS service project with your Girl Scout.
 Project _____ Date _____
7. How do you earn the Bronze Award?



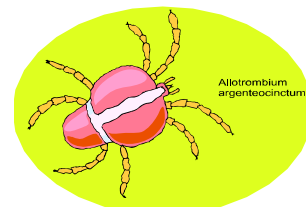
RHODE ISLAND TICK CONTROL AWARENESS PATCH

Purpose: To develop an understanding of deer ticks and tick bite prevention in order to protect the health of girls, by focusing on protecting yourself, your yard and your pets.

Daisy's complete 4 activities; Brownies complete 6 activities; Juniors complete 8 activities; Cadettes, Seniors & Ambassadors complete 10 activities.

1. Learn about tick anatomy. For younger participants put together a tick jigsaw puzzle. For older participants build a tick using newly learned technology.
2. Visit with a veterinarian or a pet store and learn the best way to protect your family pets.
3. Visit or talk to a tick expert and find out how to distinguish deer ticks from other ticks.
4. Discover which environments ticks like best. Do you find deer ticks at the beach or in the woods? Dog ticks?
5. How good are you at finding ticks. Try on a tick suit (available from URI Center for Vector-Borne Disease terc@uri.edu) and test your tick spotting ability.
6. Interview a doctor to learn signs of Lyme Disease. Report back to your troop/group.
7. Be able to explain to a friend or family member how important it is to be tick conscious.
8. Make a pledge card that says you will only wear long, light colored clothing when playing in or near the woods.
9. Identify three ways to protect your yard against ticks. Talk to an expert!
10. Talk to a tick expert or a health care professional and learn how to remove a tick properly. Make your own tick removal kit. What will you need?
11. Discover which repellent ingredients are available and which work the best.
12. PLAY! the clothing relay. Do you know which clothes are appropriate to wear in the woods?
13. Design a tick awareness poster to display at your meeting place or a community bulletin board.
14. Make a game to play with your troop/group or a younger troop/group that promotes tick awareness.
15. Visit the tick awareness website at www.tickencounter.org and do 3 of the activities found there.

The patch can be purchased at the Girl Scout shop.



THE SOCIETY OF DECORATIVE PAINTERS PATCH

Purpose: The patch program is designed to help girls learn about the Society of Decorative Painters (SDP). Girls along with a member of SDP will try their hands at being a decorative painter. This program is for all levels of Girl Scouting.

NOTE: This patch is done in conjunction with a member of the Society of Decorative Painters. Contact Maureen VanHerpe at wooditemsandmore@verizon.net for assistance in completing this program.

Complete 6 out of the 11 activities to earn this patch. The two starred activities are to be done with or guided by a member of SDP.

- *1. Learn about SDP in your community or state. (information can be found on the internet or your local library). Invite a member of SDP to your meeting.
- *2. Learn the history of SDP and how it got its start in the United States and around the world.
3. Learn about color. What is your favorite color and why?
4. Try your hand at finger painting (create animals from a thumb print).
5. Do some water color picture cards to share or use as a thank you.
6. Create your own style of painting using recycled items like a cereal box to make your own treasure box. Try stenciling or trace items to decorate with acrylic or poster paint.
7. How are colors made? Using food coloring, paint or chalks, find out what colors can be made from other colors.
8. Make a stamp or learn to use stamps to create a sign. This sign can be used for your room or given as a gift. Stamps can be made from sponges, potatoes, soap or elastics.
9. With your troop/group make a mural, each sharing their talents. This can be done with paper, recycled Sheets, or anything that can be used as a banner for display.
10. Using a pattern from a SDP member learn how they paint and/or do their decorative art work. You may want to work on a project together.
11. Make a decorative item for your home. The item should be functional yet something that will brighten your day or others around you. Some ideas might be a clock, a shelf, a shirt, a card or spoon holder, etc.

Have fun with color and enjoy decorative arts!

Patches can be purchased from an SDP member or at Wood Items & More in Smithfield, RI.



LINKING GIRLS TO THE LAND PATCH



Linking Girls to the Land (LGTTTL) is an interagency partnership between Girl Scouts of the USA's Elliott Wildlife Values Project and federal natural resource agencies. This partnership works toward giving every girl an opportunity to participate in conservation and outdoor programs. It recognizes the handbooks, earned age-level awards, participation patches, and Girl Scout program already in place with extensive outdoor and conservation education components. It builds on Girl Scouts' longstanding emphasis on volunteer service and the work of Girl Scout troops and groups serving many communities both near and distant from public lands. Brownie Girl Scouts, Junior Girl Scouts, Cadettes, Seniors & Ambassadors are eligible to wear the Get with the Land Patch and receive an official certificate of appreciation from the Girl Scouts of the USA Linking Girls to the Land Committee when they complete the following patch criteria. The patch order form and certificate are downloadable from the LGTTTL Web Site at www.epa.gov/linkinggirls.

GET WITH THE LAND PATCH

The purpose of the patch is to give girls and adults a reason to become more familiar with federal natural resource agencies, to encourage leaders and girls to go to environmental experts when they have questions while earning environmental Badges, Try-Its, Interest Project Patches, or STUDIO 2BSM charms.

To earn this patch girls will complete 4 of the following requirements:

1. Learn about the Linking Girls to the Land partnership and the federal natural resource agencies that are involved by using the LGTTTL Resource Guide, Web site, video, and other resources. At least one copy of the resource guide and video were sent to all Girl Scout councils. Girl Scouts and leaders can contact their local council for help in borrowing or printing a resource guide. The resource guide is also available on the LGTTTL Web Site, www.epa.gov/linkinggirls.
2. Work side by side with a federal* natural resource agency professional in a joint volunteer conservation service, research, or other collaborative project. The names of agencies and contacts are listed in the resource guide and on the LGTTTL Web site. Some of the volunteer service opportunities available through the federal natural resource agencies are Take Pride in America, www.takepride.gov, National Public Lands Day, www.npld.com, National Public Trails Day, www.americanhiking.org, International Migratory Bird Day, www.birdday.org, National Wildlife Week, and World Water Monitoring Day, www.worldwatermonitoringday.com. Note: It is not required to have council involvement to participate in these service opportunities.
3. Complete one Girl Scout Earned Age-Level Award (Try-It, Badge, Interest Project Award, Studio 2B Charm) related to the environment, outdoors, or science or fulfill at least two requirements from each of three age-level Awards related to the environment, outdoors, or science. For suggested awards, see the Girl Scout Program Links section on the LGTTTL Web Site.
4. Learn about Linking Girls to the Land national programs and opportunities such as the Linking Girls to the Land Council Grant Projects, Water Drop Patch Project, Aquarius Project, or a National Conservation Event. Participate in at least one.
5. Interview someone who works for a federal natural resource agency. Ask how s/he became interested in working there and how you might be able to develop a career in this field or with that agency. If possible, try to shadow this person for a few hours or even a day. Share what you have learned.
6. Improve your skills in outdoor recreation and environmental protection by demonstrating Leave No Trace ethics, or teaching others the Tread Lightly Pledge.



TO SERVE GOD PROMOTION PATCH

Purpose: To learn about and promote religious awards
Requirements: Attend or make a presentation on religious awards and make a promise To Serve God
Eligibility: *girls of all faiths*

To Serve God Promotion Patch Requirements

The Preamble to the Girl Scout Constitution states, “We, the members of Girl Scouts of the United States of America, (are) united by a belief in God.... We believe that the motivating force in Girl Scouting is a spiritual one.” Religious awards help girls fulfill their promise “To Serve God”. The purpose of this “To Serve God Promotion Patch” is to encourage girls and adults to learn about and promote the religious awards programs.

Requirements: Girls and adults must:

1. Attend or coordinate a presentation or information seminar on religious awards (sample resources and suggestions are available at www.praypub.org).
2. Make a commitment to fulfill their promise “To Serve God”.

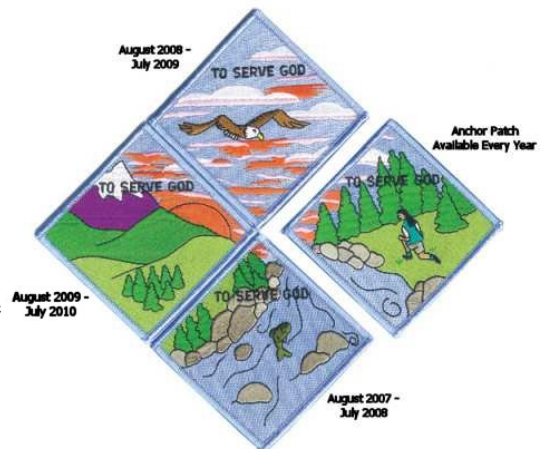
For example:

Girls can commit to earning the religious award of their faith at an appropriate time, making a presentation on religious awards to another Troop, helping younger Girl Scouts earn their religious award, helping to establish a religious awards program in their local congregation, etc.

Adults can commit to having 50% of families participate in the religious awards programs, nominating a worthy adult to be recognized with an adult religious award, serving as counselor in their local congregation, etc.

Patch

The To Serve God Promotion Patch is a four-segment puzzle patch. Only one segment will be offered in any given year. Participants are encouraged to earn all four segments over a four-year span. Patches may be pre-ordered for distribution at the presentation / information seminar. Order patches online at www.praypub.org or check with the GSRI Shop.



YOUR STATE PATCH

**note – You may use Rhode Island, Massachusetts or Connecticut for this patch. Patches are available for all three states.

Daisy's must complete 4, Brownies must complete 6, Juniors must complete 8, Cadettes, Seniors & Ambassadors must complete 10 of the following requirements:

1. Recognize your state flag and what it symbolizes. Are there special colors or symbols in your flag? What do they represent? Make a state flag of your own.
2. What year was your state admitted into the Union, or when did it become part of the United States?
3. Visit a state park or national monument in your state. Learn about it.
4. Visit your State House. If possible take a tour of the State House with a tour guide.
5. Who were the original settlers in your state? Why did they come? Find a recipe for a typical food from your state. Prepare it for your troop/group.
6. Learn more about your state. What is the state motto, the state flower, the state bird, the state drink, the state tree, the state shell, etc. You might want to decorate a poster with these items and display it in your community.
7. Take a hike in your state and make a list of things you feel make your state special.
8. What is your state's nickname?
9. Find out about a famous man in your state (past or present). Design a bookmark with your information and distribute them in your community.
10. Find out about a famous woman in your state (past or present). Design a bookmark with your information and distribute them in your community.
11. Who are your state's neighbors? Find them on a map.
12. How many cities and towns are there in your state. Chose one and find out more about it.
13. Find out about some people who came to your state from other countries and their contribution to your community. Include present day newcomers also.



Patches can be purchased at the GSRI shop.

DISCOVER FORT ADAMS TUNNEL RAT PATCH PROGRAM

Visit Fort Adams State Park in Newport, Rhode Island to complete this patch. For more information, call 401-841-0790. Email: info@fortadams.org.

Attention Tunnel Rats: To complete the Discover Fort Adams program and receive an official Tunnel Rat Patch you must do the following:

Answer the following questions.

Arrange a tour of Fort Adams, listen to the tour guide, and read the interpretive signs carefully.

The questions are divided into numbered sections and the numbers on the map that you will receive from Fort Adams will show you where to find answers to each question.

EAST GATE:

1. When was the building of the Fort started?
2. When was it completed?
3. Who was the Fort named after?
4. How many cannon at the Fort are original?

SECTION I:

1. Who is Simon Bernard?
2. What country did he come from?
3. How many soldiers could be stationed at the Fort?
4. How many guns (cannon) could the Fort hold?
5. How big is parade field?
6. Which Forts could fit in the parade field and still have room leftover?

SECTION II:

1. Three main building materials were used to construct the Fort; what were they?
2. How many bricks were used?
3. Who was in charge of the construction until 1838?
4. What country did the majority of laborers who built the Fort come from?
5. What other Newport structure did these same people build?

SECTION III:

1. When was General Burnside at Fort Adams?
2. What term do we use today that came from General Burnside's last name?
3. What other jobs did General Burnside hold in Rhode Island?

SECTION IV:

4. Give an example of Greek Revival architecture seen in the Officers Quarters.
5. Where did the officers move in the late 1880's?

SECTION V:

1. How tall is the flag pole?
2. Can the flag stay up day and night?
Why of Why Not?

SECTION VI:

1. The steps leading to the Northeast Bastion are different than most steps. How?
2. Why are they built that way?

SECTION VII:

1. How many forts or sites of former forts can you see from the Northeast Bastion?
2. What did these forts protect?

SECTION VIII:

1. What is the cannon in the restored casemates called?
Why?
2. A casemate is...
3. An embrasure is...
4. What was the range of this cannon? In other words, how far could this cannon shoot?

SECTION IX:

1. The West Wall could hold _____ cannon. There were _____ tiers of firepower in the West Wall.
2. Chain shot is what?
3. What would Chain Shot destroy?
4. Grape Shot would be fired from what tier?
5. Why would the cannon ball be heated?
6. How many enemies fired upon the fort?
7. How many enemies did the soldiers at the fort fire upon?

SECTION X:

1. Why were gun batteries built outside of the Fort walls?
2. What makes the disappearing gun “invisible”?

SECTION XI:

1. Name an activity that the soldiers could do in their free time.

SECTION XII:

1. What stretched from Jamestown (Fort Wetherill) to Fort Adams during World War II?

SECTION XIII:

1. What were the tunnels used for?
2. What is a countermine used for?
3. When did the Fort close?

FINAL ACTIVITY:

1. In the Fort Adams Cemetery do a grave rubbing of one of the following on a separate sheet of paper
 - a. Miss Maudie Allen’s gravestone
 - b. An infants gravestone
 - c. A modern gravestone
2. Complete a service project from one of the following:
 - a. Sweep North Casemates and wash windows
 - b. Weave brick walkways on tour route
 - c. Sweep gravel out of walkway in the Southwest postern
 - d. Cut weeds out from around the Southwest overlook.

