



**Girl Scout Daisy
Take Action Sample Activities**

October 2010

TAKE ACTION SAMPLE ACTIVITIES OVERVIEW

The following five projects were designed using the seven components of a successful take action Project.

- Each project is divided into Sessions and each session is divided into Activities. Sessions are generally designed to be completed during a one-hour meeting.
- Some sessions require more than one meeting to complete. DO NOT assume that a meeting can be filled solely with a Session. The length of each Session and each Activity will be determined by the interests of the girls.
- Sessions and Activity plans are meant to be flexible. Please alter them to the needs of the community and girls, particularly when selecting reflection activities. Use the objectives as a guide for tailoring activities.

WATER, WATER, WATER

OVERVIEW

75% of the water used in our homes is used in our bathrooms. What better place to practice water conservation than where it is used the most. Girls can learn about water saving practices and teach their families how to do the same.

SESSION ONE

Water in the Home *think about the use of water in everyday life*

How Much Water . . .? *think about use of water in the home*

Water Savers *decide how to conserve water in the home*

SESSION TWO

Water Savers Play *write a play about water conservation*

Puppet Making *make puppets for the play*

SESSION THREE

Performance *teach family and friends about water conservation*

Water Savers Pledge *family and friends pledge to conserve water*

SESSION FOUR

Water Thought-lets *share what was learned during the project*

Session One: Activity One

Water in the Home

OBJECTIVE

Examine how water is used in everyday life.

MATERIALS

Paper, paint, crayons, markers, etc.

TIME

15 minutes

DRAWING AND DISCUSSION

1. Pass out sheets of paper.
2. Ask girls to think about where they use water in their homes. Ask girls to draw pictures of all the different ways and places they use water around their home.
3. Have girls share their pictures. Chances are most answers will come from the kitchen and the bathroom.

Alternative: draw a home on a large sheet of paper and ask girls to fill in the places and ways they use water in the home.

Session One: Activity Two

How Much Water . . . ?

OBJECTIVE

Increase awareness of water use in the home.

MATERIALS

Gallon container such as ice cream pail or milk carton

TIME

15 minutes

DISCUSSION

1. Show girls a gallon container (either ice cream or milk).
2. Ask how many girls take baths? Tell girls every bath uses 40 containers or *gallons* worth of water.
3. Ask how many girls take showers? Tell girls every short or two-minute shower uses about 24 containers or *gallons* worth of water. Every long or 10-minute shower uses more than 100 *gallons* of water.
4. Ask girls which uses more water? A short shower, a bath or a long shower?
5. If they wanted to use less water, would they take a short shower, a bath or a long shower?
6. Which do they usually do? Which one do their family members do?
7. Ask girls if they know that fixing one leaky faucet could save enough water to fill 65 glasses a day for an entire year? Or that turning off the faucet while brushing your teeth could save enough water to fill 13 pop cans?
8. What are some other ways the girls and their families use water?

Supplemental: Girls may want to experiment to find out how much water certain activities use, like leaving the faucet on while brushing your teeth.

Session One: Activity Three

Water Savers

OBJECTIVE

Girls will decide on ways they can save water in their homes.

MATERIALS

Paper and markers

TIME

15 minutes

DISCUSSION

1. Ask the girls, "How many of you would like to become Water Savers and try to save water?"
2. "What are some ways you could save water?" Brainstorm a list. Some ideas are:
 - Turn off the water while brushing teeth instead of letting it run
 - Fix leaky faucets quickly
 - Take shorter showers
 - Put a weighted plastic jug, like laundry soap, milk or juice, in the tank of the toilet-this saves 1-2 gallons every time you flush
 - Keep a jug of water in the refrigerator instead of letting water run until it gets cold
 - Install water saving controls in your shower and toilet
 - Fill up the sink when you wash your face instead of letting the water run
 - Fill up the sink when you wash dishes instead of letting the water run
 - Make sure the dishwasher is full; try not to do half loads
 - Do full loads of laundry instead of one or two items

Keep a list of the girls' ideas for the next session.

Session Two: Activity One

Water Savers Play

OBJECTIVE

Write a play to teach others how to save water.

MATERIALS

Puppets (see Session Two: Activity Two)

TIME

20 minutes

GROUP WORK

Girls can work in groups of two or three to role play situations in which water is being used and show how to use less. Girls may want to make puppets first and use the puppets to develop their play.

Session Two: Activity Two

Puppet Making

OBJECTIVE

Make puppets for the Water Savers Play.

MATERIALS

Paper, crayons, markers, old socks, craft sticks (anything needed to make a paper or sock puppet)

TIME

25 minutes

STRUCTURED CREATIVE TIME

Depending upon the materials that are available, work with girls to make puppets for the play. Girls may also want to create water saver tip sheets to hand out to audience members.

Session Three: Activity One

Performance

OBJECTIVE

Girls teach family members about water conservation.

MATERIALS

Puppets and a stage

TIME

30 minutes

PREPARATION

1. Ask girls to invite family members.
2. Be sure girls are practiced and ready.
3. Create a stage. *optional*

PERFORMANCE

1. Girls perform their play for family members.
2. Girls pass out water saver tip sheets. *Optional*

Session Three: Activity Two

Water Savers Pledge

OBJECTIVE

Girls and their family members commit to working together to save water.

TIME

15 minutes

SHARING CIRCLE

Performers and audience members take turns pledging to do one thing that they learned from the play to do their part to save water.

Session Four: Activity One

Water Thought-lets

OBJECTIVE

Girls reflect on what they learned during the project.

MATERIALS

Paper, crayons, markers, paint, etc.
Water Savers "bucket"

TIME

15 minutes

PREPARATION

1. Cut out a water droplet shaped piece of paper for each girl. This is their water thought-let.
2. Find a real bucket or pail and decorate or draw a bucket on a sheet of paper, label it "Water Savers".

SHARING CIRCLE

Girls draw pictures on their Water Thought-let of what they learned while doing the project. Girls take turns describing their Water Thought-let and placing it in the Water Savers bucket. Celebrate!!

Love Bugs

OVERVIEW

Learning to give to others for the simple act of giving, not for a holiday or a birthday, but just to show someone they are thought of, is a kind and generous service for others. Girls can make love bugs and give them to people they love as a kind gesture.

SESSION One

People Collage *identify important people in our lives*

SESSION Two

Love Bugs *make "Love Bugs"*

Delivery *give the "Love Bugs" to important people*

SESSION Three

Spider Web *think about the experience of giving*

Session One: Activity One

People Collage

OBJECTIVE

Girls identify people they care about.

MATERIALS

Photographs, magazines or old calendars
Thick paper or tag board
Glue sticks
Scissors
Crayons, markers, etc.

TIME

45 minutes

PREPARATION

Gather plenty of photos, magazines, calendars, etc. for girls to choose from. Or provide drawing materials instead of pictures. Prepare an example if desired.

ACTIVITY & SHARING CIRCLE

1. Ask girls to think about the people they care about. Discuss what “caring” means.
2. Pass out a piece of thick paper or tag board to each girl.
3. Explain that a collage is a bunch of pictures pasted onto a piece of paper. Explain that everyone will be making collages of people they care about (pets may be included!).
4. Using photographs, pictures from magazines, girls make collages of the people they care about.
5. Allow time for girls to share their collages with the group.
6. Keep the collages for the next session.

Session Two: Activity One

Love Bugs

OBJECTIVE

Make Love Bugs for people girls care about.

MATERIALS

Plastic spoons
Plaster of Paris
Plastic wiggly eyes
Non toxic paint in assorted colors
Jewelry pin backings or magnets
Cotton swabs or paint brushes
Clear acrylic spray
Newspaper
Butter knife
Silk flowers or small potted plant optional

PREPARATION

1. Gather necessary materials.
2. Read through instructions carefully.
3. Prepare samples of "Love Bugs." *optional*

TIME

35 minutes

CREATIVE ACTIVITY

1. Ask girls to lay out plastic spoons on newspaper while you and a girl helper mix the Plaster of Paris.
2. Fill the wells of the spoons with plaster and level with butter knife to create a flat surface.
3. Let filled spoons stand a minute or two and then press on pin backings (for pins to wear) or magnets (for the fridge).
4. Allow to dry completely.
5. Pop out plaster from spoons by pressing the outer edges of the spoon. With butter knife smooth edges of bug easily.
6. Place on the newspaper for painting. Paint bugs using cotton swabs or brushes.
7. While the finished love bugs are still wet from paint, press two wiggly eyes on and set aside. Or this can be done later using glue.
8. When completed, spray with acrylic and let dry.
9. When all dry, pins can be put on silk flowers, floral paper of a real flower, or wrapped as a gift. Magnetic love bugs can be put in a potted plant or put on the fridge as a surprise gift.

Session Two: Activity Two

Delivery

OBJECTIVE

Girls decide who to deliver their love bugs to and then do so.

TIME

10 minutes

DISCUSSION

During this time, girls should choose who they want to give their Love Bugs to. They can use their people collages to choose.

Session Three: Activity Two

Spider Web

OBJECTIVE

Girls share who they gave their love bugs to and why.

MATERIALS

Ball of yarn or string

TIME

30 minutes

GAME

1. Have the group form a circle.
2. The girl with the ball of yarn starts by calling out the name of the person she gave her Love Bug to and tossing the yarn to another girl being sure to keep hold of the end of the string.
3. The girl who catches the ball must call out the name of the person she gave her Love Bug to and toss the ball to another girl while holding onto a piece of the string.
4. The object is to include everyone and create a spiderweb with the string.
5. When the spiderweb is complete, ask a girl to tug on the string.
6. Ask how many girls felt the tug and talk about how many people felt good about giving their love bug and how many people who received the love bug felt good. Talk about all those people are now connected and are "caught" in the Girl Scout Love Bug Web.
7. A fun way to untangle the web is to try and go backwards. Girls must try to remember who threw the ball to them and throw it back.

Extra Challenge: Can girls remember who the other girls gave their love bugs to?

Rock 'n Roll Recycling

OVERVIEW

We are all learning to recycle more and more. States, cities and towns are making commitments to recycling through laws and programs. But nothing will be accomplished unless individuals take responsibility for their own trash. Girls need to learn how to practice good trash management. This means using less and reusing and recycling more. After learning these practices, girls can make instruments from recycled materials and compose recycling songs.

Session One

It's Your Trash *look closely at where garbage comes from*
Trash Tag *practice vocabulary while playing a game*

Session Two

Recycled Instruments *practice reusing and recycling*
Song Writing *compose a catchy tune about recycling*

Session Three

Performance *teach others about recycling*

Session Four

Photo Album *record progress of the project*

Supplemental Activities

Read The Lorax by Dr. Suess
Visit a recycling site or plant in the area

Session One: Activity One

It's Your Trash

OBJECTIVE

Increase awareness of everyone's contribution to the necessity of recycling and introduce the practices of reducing, reusing and recycling.

MATERIALS

Small magnet

Four boxes or paper bags labeled Reduce, Reuse, Recycle, Trash

Newspapers or a plastic bag to lay on the floor

TIME

30 minutes

PREPARATION

1. Ask girls to help make a meal at home and save all the containers the food came in. Girls should bring these containers to the meeting.
2. Gather extra containers to use as examples or substitutes.
3. Find out what are the recycling requirements in your area.
4. Label the four boxes or paper bags Reduce, Reuse, Recycle, Trash.
5. Lay the newspapers or plastic bag in the center of the floor.

DEMONSTRATION

1. Ask girls to bring their food containers and make a circle around the newspapers or plastic bag.
2. Ask girls, one at a time, to explain what they made and how the food was packaged. As they are explaining, they can place their food containers on the newspapers or plastic bag.
3. Ask girls what they do with all the packaging. They will probably say "throw it away" and some may say "recycle the cans".
4. Ask girls what they might call this pile of stuff. After they answer, say, "Trash or garbage are things we throw away because we don't want them anymore."
5. Ask girls what this pile of stuff would be called if it was scattered all over a park, playground or street. After they answer, say, "Litter is trash that has been thrown on the floor or on the ground."
6. Ask two or three girls to sort the trash into several piles of similar items. Ask these questions:
 - What are these things made of? (glass, paper, plastic, metal, etc.)
 - Are all of the cans the same? Using the magnet, give girls the opportunity to sort the magnetic metal (steel) from the aluminum.
 - Were these items trash when you first bought them?
 - Why did you buy them?
 - What makes them trash now?
 - What are some words to describe trash?
7. Then ask them:
 - Whose trash is this?
 - What should we do with it? Put it in your backpack? Put it in your home? Keep it here in this room? Why not?
 - Where should we put it?
 - Whose job is it to take care of trash?
 - Do we make too much trash?

8. Place the four labeled boxes or brown bags next to the trash.
 - Discuss with the girls what each of the terms mean.
 - Ask girls to help you sort the items that can be recycled and reused.
 - Discuss how each can be recycled and reused as you place it in the appropriate container.
9. Ask the girls how the amount of trash that is left can be reduced. For instance, can the food be bought in bulk? Can the food be bought in containers that can be reused or recycled? Put items that could be reduced into the appropriate container.
10. Put what is left in the Trash container. Ask the girls:
 - Is it better for the environment to reduce, reuse or recycle? Why?
 - What can you do to reduce, reuse and recycle at home?
11. Finish the activity by appropriately taking care of the recyclables and the “trash.”

Session One: Activity Two

Trash Tag

OBJECTIVE

Practice new vocabulary and new knowledge of recycling.

TIME

15 minutes

GAME

1. Go to an open space with the group.
2. Choose a person to be "it". That person tries to tag the other players. Other players save themselves by crouching down before being tagged and naming something that can be recycled or reused.
3. If a player is tagged before she can think of something that can be recycled or reused, she becomes "it".
4. Some things the girls can recycle are: cans, paper, boxes, cartons, milk bottles, soda bottles, newspapers, bottles tops, soup cans.

Session Two: Activity One

Recycled Instruments

OBJECTIVE

Practice reusing and recycling.

MATERIALS

Pie tins
Bottle caps
String or yarn in 3" pieces
Glass bottles *best to have sets of 8 for a full scale*
Water
Wooden or metal spoons
Gallon plastic milk cartons with tops
Dried beans or sand
Crayons
Coffee Cans

TIME

20 minutes

PREPARATION

1. Ask girls to bring recycled items such as pie tins, bottle caps, bottles, gallon milk cartons, etc.
2. Gather several extra recycled items as back-ups.

CREATIVE ACTIVITY

The following are directions to make three different recycled instruments. Make these or create your own.

Tambourine

Materials

Pie tin

Bottle caps

String or yarn in 3" pieces

Hammer and nail or hole puncher

Procedure

1. Punch holes around a pie tin with hammer and nail or hole puncher.
2. Punch one hole in each bottle cap.
3. Put a string through one hole in the pie tin and one bottle cap and tie a knot in each end of the string.
4. Continue stringing each hole with a bottle cap.

Bottle Xylophone

Materials

8 used glass bottles of uniform size

Water

Wooden or metal spoons

Procedure

1. Put bottles in a line without touching each other.
2. Leave the first bottle empty. Put a small amount of water in the second.
3. Put more water in each bottle until the last one is full.
4. Hit each bottle with a wooden spoon and listen to the tones. Try using a metal spoon and hear the difference.

Milk Carton Shaker

Materials

Gallon plastic milk carton with top

Dried beans or sand

Crayons

Procedure

1. Decorate the outside of the container with crayons.
2. Put dried beans or sand in bottom of the container (only a small amount is needed).
3. Put on the lid.

Session Two: Activity Two

Song Writing

OBJECTIVE

Compose catchy tunes about recycling.

SINGING

1. Choose a familiar tune such as “Twinkle Twinkle Little Star” or “Row, Row, Row Your Boat” and make up words about recycling OR
2. Practice the following songs.
3. Play along with recycled instruments.

“Dr. Recycle”

Sing to the tune of the “Dr. Pepper Song”

I’m a successful recycler and I’m proud-
I used to be alone in a crowd-
But if you look around these days,
There seems to be a “Recycling Craze”!

Chorus

Oh- You can reuse, she can reuse,
he can reuse, I can reuse-
Recycling is really up to you!

Repeat chorus

Be a cycler- be a recycler! Repeat this line six times getting softer each time.

Five Little Bottles

sing with hand movements

5 little bottles sitting in a row,
1 was recycled and then there were 4.
4 little bottles sitting in a row,
1 was recycled and then there were 3.
3 little bottles . . .
2 little bottles . . .
1 little bottle sitting in a row,
it was recycled and then there were none to be thrown away.

Recycling All the Trash

Materials

1 recycling bag per girl

4 similar pieces of recyclable material per girl (ie. an aluminum can, a newspaper, a plastic bottle, a piece of cardboard)

Procedure

1. Ask the girls to form a circle.
2. Place 4 pieces of recyclable material at each girl’s feet and hand out recycling bags.
3. Sing the Recycle All the Trash song and perform the appropriate actions starting with the empty recycling bag and finishing with a full one.

Recycling All the Trash

sing to the tune of "Hokey Pokey"

Put your recycling bag in. Take your recycling bag out.
Put your recycling bag in and then you shake it all about.
You recycle all the trash and you turn yourself around,
That's what it's all about!

Put your newspaper in. Take your newspaper out.
Put your newspaper in and then you shake it all about.
You recycle all the trash and you turn yourself around.
That's what it's all about!

Session Three: Activity One

Performance

OBJECTIVE

Girls share their recycling knowledge with friends and family using their recycled instruments and singing their recycling songs.

MATERIALS

Recycled instruments

TIME

45 minutes

PREPARATION

1. Ensure girls are well practiced in the use of the instruments and songs.
2. Ask girls to invite family and friends.

PERFORMANCE

1. Girls can show how they made their recycled instruments and the importance of recycling.
2. Girls can perform their new songs and lead the audience in learning them.

Session Four: Activity One

Photo Album

OBJECTIVE

Girls record their progress through the project.

MATERIALS

Camera
Photo album or scrapbook
Index cards
Pen

TIME

30 minutes

PREPARATION

1. Secure a camera at the beginning of the project.
2. Take candid snapshots and ask girls to take photos throughout the project.
3. Develop pictures to make photo album with the girls.

SHARING CIRCLE

1. Ask girls to sit in a circle.
2. Pass out the photos so each girl has at least one.
3. Girls take turns talking about what is happening in the photo.
4. Girls select which photos should be put in the photo album or scrapbook.
5. Record the girls' statements or comments on index cards and include them in the album or scrapbook.

Book Worms

OVERVIEW

The issue of literacy affects people of all ages. Americans have made a commitment to literacy through their support of reading and tutoring programs in community centers, libraries, schools and the workplace. For girls who are beginning to read themselves, sharing the joy of books is a tremendous service.

Session One

Favorite Books *explore the joy of reading*

Session Two

Bookmarks *create bookmarks to donate*

Session Three

Delivery *meet people and visit the library*

Session Four

Book Worms *share enthusiasm for books and reading*

Session One: Activity One

Favorite Books

OBJECTIVE

Introduce the importance of books and reading in everyday lives.

MATERIALS

Age appropriate books

TIME

45 minutes

PREPARATION

1. Ask girls to bring their favorite books to share.
2. Check some out of the library and have a pile of books for the girls to choose from.

DISCUSSION & SHARING CIRCLE

1. Ask girls to describe books. What is a book? What is in a book? Why are books important? What are their favorite books? Why?
2. Spend some time reading books to the group or having girls read to each other in pairs. They can make up stories from the pictures or talk about why they chose that particular book.

Session Two: Activity One

Bookmarks

OBJECTIVE

Create bookmarks to donate to people who read.

MATERIALS

Varies depending on bookmark project.

TIME

45 minutes

PREPARATION

Choose one of the following projects for making bookmarks and prepare materials.

DISCUSSION & ACTIVITY

1. Ask girls what is a bookmark? *something to mark your place in a book*
2. Where do people read that they may like to use bookmarks? *library*
3. Where is the local library? Where is the school library?
4. Would people like to have new bookmarks?
5. Explain how you will make bookmarks for people and visit the library to give the bookmarks to them.
6. Use one or more of the following ideas for making bookmarks or your own craft ideas.

Bubble Print Paper adapted from a project by Virginia T. Peterson

Materials

Tempera or acrylic paint (darker colors work best)

Bubble blowing liquid

Straws

Flat pans large enough to hold your paper size (such as clear plastic containers that donuts or baked goods come in from the supermarket)

Paper to print on, white or pastel in color, the thicker the better-half or quarter sheets work the best

Newspapers to cover your work surface and to put the finished prints on for drying

Contact paper

Directions

1. Lay out the newspapers to cover your work area.
2. Pour bubble liquid into the pan to a depth of approximately 1/4" (1 cm).
3. Stir in thoroughly 1-3 teaspoons (5-15 ml) of paint, depending on the size of your pan.
4. Insert the end of the straw into the liquid and blow very gently to make bubbles covering the surface of the liquid. Or you can stir the liquid with the straw to make smaller bubbles. It seems to work better to blow fresh bubbles before each print is made.
5. Holding a piece of paper by the edges, lay it down on the surface of the bubbles, pressing down slightly to pop some of the bubbles. Don't let go of the paper or let it touch the liquid.
6. Lay the paper face up to dry. If you don't like how it turned out, you can print the paper over again one or more times, or even use a different color of paint.
7. The paper may curl as it dries, so you might want to flatten it under some heavy books before using it.
8. After drying, cut into strips and cover in contact paper for sturdier bookmarks.

Button Bookmarks

Materials

Dental floss, heavy thread or thin ribbon

Buttons (with a minimum of two holes)

Directions

1. Select buttons for the bookmark.
2. Lace floss, thread or ribbon through two holes in each button causing the buttons to lay flat.
3. Tie off the ends.

Artwork Bookmarks adapted from a project by Janet LaFara

Materials

Artwork finger paintings, magazines pictures, old calendars, etc.

Clear contact paper

Scissors

Ruler

Pencil

Bookmark templates made from a sturdy material such as cardboard or styrofoam trays.

Preparation

1. Collect artwork to be cut or arrange for a finger painting session before hand (allow enough time for finger paintings to dry).
2. Create templates based on the following dimensions: bookmark template 1/2 inch by 5 inches (4 cm by 12 cm) contact paper template 2 inches by 5 1/2 inches (5cm by 13 cm)
3. Spread out the artwork on a table for girls to choose from.

Directions

1. Choose the artwork to make the bookmarks.
2. Using the templates, trace the rectangle on the back of the artwork.
3. Cut out bookmark carefully.
4. Using contact paper templates, cut out Contact Paper for each bookmark that are 1/2 inch (1 cm) wider and longer.
5. Remove backing from one piece of Contact Paper and carefully center artwork rectangle on sticky side. Press down.
6. Remove backing from the other piece of Contact Paper and carefully place on other side of artwork, making a sandwich.
7. Air bubbles can be smoothed out using the edge of the ruler.
8. If the edges of the Contact Paper are not even, they can be trimmed slightly after first drawing a new straight line as a guide.

Session Three: Activity One

Delivery

OBJECTIVE

Girls will meet people and become familiar with the library while donating their bookmarks.

PREPARATION

Arrange a visit to the library.

TIME

45 minutes

SITE VISIT

Visit the library. Girls may want to talk to the librarian and pick out a place to put their bookmarks for people to take. Or they may want to hand deliver them to someone they meet in the library. Introduce the girls to the library if they haven't already been there. They may like to stay for a story hour or to look at the books.

Session Four: Activity One

Book Worms

OBJECTIVE

Girls share enthusiasm for books.

MATERIALS

Music, a bell, or clapping-any sound that may be started and stopped repeatedly

TIME

15 minutes

GAME

This is an active reflection game.

1. Choose a girl to be the "librarian."
2. All girls lay on the floor.
3. When the music starts, all the girls must wriggle around on the floor and be "book worms." The girl who is the "librarian" walks among the "book worms."
4. When the music stops, the "librarian" chooses a girl who must shout out the name of a book. That girl then becomes the "librarian", the librarian becomes a book worm and the game continues when the music starts again.

First Aid Kit Club

OVERVIEW

Safety is so important to Girl Scouts and Girl Scouting that it is a requirement for First Aid Kits to always be available and for there to always be trained First Aiders at all events and trips. The Girl Scout motto "Be Prepared" is the basis for the Girl Scout commitment to safety. Girl Scout Daisies should not use a kit nor try to perform First Aid treatment. However, they should know the location and the contents of a First Aid Kit in order to show an adult. Girls can make a first aid kit for their class, meeting place, or donate a First Aid Kit to someone in the community.

Session One

911 Safety *learn about 911*

First Aid Kit *learn about the contents of a First Aid Kit*

Session Two

What's Missing *practice knowledge of contents of a First Aid Kit*

Assembly *put together a First Aid Kit*

Session Three

Delivery *visit a site to donate First Aid Kit*

Session Four

First Aid Kit Club Celebration *celebrate knowledge of First Aid Kits*

Session One: Activity One

911 Safety

OBJECTIVE

Learn the procedure and reasons for calling 911

MATERIALS

911 Stickers (call local police station to order)

TIME

15 minutes

DISCUSSION & ROLE PLAY

1. Hand out 911 stickers.
2. Discuss what the 911 number is. Explain that it does not cost any money to call and it is for help or to report an accident.
3. Discuss where to find a phone.
Discuss what questions will be asked by the 911 operator. Name, address and what is happening.
4. Ask girls to copy what you do.
5. Pretend to pick up a phone. Say, "My name is Jane Doe. I am at 1111 Jones Street. My friend is hurt and she needs help."
6. Ask girls to practice with you.
7. Express that the number is only for use in serious situations.

Session One: Activity Two

First Aid Kit

OBJECTIVE

Familiarize girls with First Aid Kit contents and uses.

TIME

30 minutes

PREPARATION

Gather materials and become familiar with their uses.

MATERIALS

First Aid Kit (contents taken from *Safety Wise*)

Adhesive tape and bandages

Alcohol wipes

Band-Aids, assorted

Bottle of distilled water (for use as an eye rinse or to clean wounds or other items)

Coins for phone calls

Flashlight

Gauze pads

Instant chemical icepack

Non-latex gloves (disposable for use in situations involving blood or other body fluids)

List of emergency phone numbers

Matches (for starting a fire)

Needle (for removal of splinters or to make small holes at the base of a blister)

Oral thermometer

Paper drinking cups

Plastic bags (for disposal of used materials and for collecting vomitus for analysis in suspected oral poisonings)

Pocket face mask or face shield (used in CPR for protection when performing mouth-to-mouth resuscitation)

Recognized first-aid book

Roller gauze bandages

Safety pins

Scissors

Soap (antibacterial liquid)

Splints

Triangular bandages

Tweezers

White index card, transparent tape, and self-closing plastic bag (for use when removing objects such as ticks. The item removed can be taped to the index card, enclosed in the plastic bag, and given to a medical professional)

DISCUSSION

1. Gather girls in a circle around the First Aid Kit so all can see.
2. Ask girls to examine the contents of the kit.
3. Ask what things do they recognize? What are they used for?
4. Ask what things do they not recognize? What could they be used for? Explain the use for unfamiliar items.
5. Ask what happens when an item is gone? What else could you use in its place?
6. Discuss any other items that may be included. Ask girls to select an item they would like to bring to help make a First Aid Kit to give someone.

Session Two: Activity One

What's Missing?

OBJECTIVE

Remind girls of the contents of a First Aid Kit.

MATERIALS

Complete First Aid Kit (see Session One: Activity Two: First Aid Kit)

Tray

Cloth to cover the tray

TIME

30 minutes

GAME

1. Select five items from the First Aid Kit one by one and ask girls to tell you what they are used for. Explain or clarify when necessary.
2. Place the selected items on the tray and cover them with the cloth. Turn around with the tray and remove an item from it. Turn back around and remove the cloth. Ask girls to tell you what is missing. Ask girls to tell you what it is used for.
3. Add five more items to the tray again asking the use for each item. Repeat step #2 with 10 items on the tray.
4. Continue to do so until you have all the items on the tray and have discussed the uses of all.

Session Two: Activity Two

Assembly

OBJECTIVE

Assemble a First Aid Kit to donate.

MATERIALS

Container to act as a First Aid Kit

Contents of a First Aid Kit (see Session One: Activity Two: First Aid Kit)

TIME

15 minutes

PREPARATION

Ask girls and inform parents or guardians to choose an item to place in the First Aid Kit.

DISCUSSION

1. Ask girls to sit in a circle.
2. Ask girls to share what they brought.
3. Girls can then place items in the First Aid Kit container.
4. Decide as a group where the Kit should go.

Session Three: Activity One

Delivery

OBJECTIVE

Visit the site for delivery of the First Aid Kit.

MATERIALS

Completed First Aid Kit

TIME

45minutes

PREPARATION

Make arrangements for site visit and presentation of the First Aid Kit.

SITE VISIT

Girls should have the opportunity to share their knowledge at the site. Girls can present the First Aid Kit and explain its importance and the use of its contents.

Session Four: Activity One

First Aid Kit Club Celebration

OBJECTIVE

Celebrate knowing about 911 and First Aid Kits.

MATERIALS

Paper

TIME

20 minutes

Preparation

Create certificates on paper for each girl. Certificate can say: This Certificate honors (girl's name) for being a member of the First Aid Kit Club. Date and sign them.

SHARING CIRCLE

1. Ask girls to sit in a circle.
2. Ask girls to share with each other one thing they learned about 911 or First Aid Kits.
3. After each girl shares, give them a First Aid Kit Club certificates.
4. After everyone has received a certificate, give a big cheer!