How are you Feeling?

Between the Earth and Sky Session One

Opening Ceremony
Time Allotment: 10 minutes

In Your Daisy Circle, welcome the girls to your meeting. Explain that the troop is going to go on a journey together. Do any of the girls know what the word journey means? It means a trip. Have any of the girls ever been on a trip before? Where did they go? Who did they go with? Let the girls know that your troop is going to take their trip by reading the Between the Earth and Sky book. Show the girls the cover of the book and then open it up to page five and read it for the girls.

For the opening ceremony, ask each girl to think of a place to which she would like to travel. It could be anywhere. The zoo, another state, to see their grandparents, even to the moon! Give each girl a few seconds to think then say to the girl sitting next to you in the circle, “Hi, my name is ______ and I am taking a trip to______.” Instruct the girl to repeat back to you what you have just said by saying, “Hello____, have a nice trip to the______.” That girl then needs to turn to the girl next to her and say her name and where she is taking a trip. This is where things will start to get hard because the next girl has to say hello to both you and the girl who went after you, remembering both your names and the places to which you are taking your trips. By the time you get all the way around the circle, you might have to help the girls remember.
Discussion: Feelings
Time Allotment: 5-10 minutes

Still in your Daisy Circle, tell the girls that one of things you will be talking and learning about through your Between the Earth and Sky journey is feelings. Can the girls name some common feelings? Tell the girls that you feel excited about their first meeting and then go around the circle and allow them each a chance to express how they are feeling about the first meeting as well.

Feeling Game #1: Feeling Beans
Time Allotment: 5 minutes

Materials: None

Instructions:
1. Explain to the girls that everyone is going to pretend to be a bean. Do the girls like to eat beans? Do they think that beans have feelings? Well, we are going to pretend like they do!
2. Tell the girls that you are going to call out a kind of emotion and all of the girls are going to have to mimic that behavior. For instance, ask them how a mad bean might look. Stomp around the room looking mad and ask them to do it with you.
3. What about a silly bean? Or a happy bean? Girls should help you come up with actions for each type of bean listed below. Maybe the group can come up with a few of their own as well!
4. When the group is ready, call out a type of bean. Switch after ten seconds or so. As you go, switch the type of bean faster and faster.

Beans

- Happy
- Sad
- Tired
- Mopey
- Mad
- Scared
- Silly
- Hungry
- Hurt
Feeling Game #2: Sad Elephant
Time Allotment 5-10 minutes

Materials: Two wooden blocks (found at a craft store)

Instructions:
1. Prior to the meeting, take one of the two blocks and write a type of animal on each side of the block. On the other block, write a type of emotion on each side.
2. At the meeting, sitting in your circle, ask the first girl to roll both blocks. She will get one animal and one emotion. Then, ask her to mime that type of animal feeling that emotion. For instance, if one block is a monkey, ask her to do some monkey actions. Scratch under her arms, make monkey sounds...If her other block is happy, ask her to do those same things but with a smile on her face.

Please note that you can also make paper blocks that will work also if you can’t find/buy wooden blocks.

Feelings Scenerios Game
Time Allotment 10 minutes

Materials: Four containers per team and something to throw into the containers (balls, bean bags, cotton balls)

Sitting in your Daisy Circle, talk with the girls about different feelings. Happy, sad, mad...Can the girls name a time that they felt one of these feelings. Give the girls a few examples of different scenarios and then ask them how each one would have made them feel. Now that the girls have had some practice identifying feelings, we are going to play another game and see if the girls can guess right.

Instructions:
1. Prior to the meeting, print off the feeling faces (one of each kind per team) and tape to the front of your containers.
2. Line the girls up in two teams. Give each girl something to throw in the containers.
3. Explain that you will read a scenario and the first girl in each line will need to run down to her set of containers and place her ball in the right feeling box.
4. Wait till both girls have run back and then read the next scenario. The team with the most right at the end wins.
Feelings Catapult
Time Allotment: 15 minutes

Materials:
• Five large Popsicle sticks per girl
• Two rubber bands per girl
• One plastic spoon per girl
• Markers
• Pom poms or cotton balls

Instructions:
1. Give girls five Popsicle sticks and a spoon. Instruct the girls to color their spoon and one Popsicle stick.
2. When the girls are finished coloring, assist them in assembling their catapult. Stack the five sticks on top of each other (colored stick on top). Then, attach the spoon to the stack by wrapping the rubber bands diagonally around the stack and the spoon, about halfway up the spoon’s handle. You will most likely have to do this part for each girl.
3. Show the girls how to use their catapult. Place the catapult on the edge of the table so the spoon head hangs off the edge. Gently press down on the handle of the spoon to hold it against the table. Place a pom pom in the spoon and then push the spoon head down and let go!

Give the girls a chance to practice. They will really enjoy flinging their pom poms and then running after them again. After everyone has a chance to practice, bring the feeling containers from early in the day over to the catapults and see if any of the girls can get their pom poms in the feeling buckets. If they do, then they need to tell about a scenario that would make a person feel that way.
Snack Chat
Time Allotment: 10 minutes

Materials:
• Snack of your choosing
• Drink
• Between the Earth and Sky book

Instructions:
1. Distribute snacks and after girls are settled with their food, read page 7-8 of the book.
2. In the next session, the girls will need to remember a few key things so go over these facts now.
   • Show the girls a picture of Lupe on page 10. Ask if anyone knows what kind of flower she is? Point out that she is a Lupine.
   • Go over the parts of the car on page 10 and 11. Make sure the girls see the fire flies as the headlights.
   • Remind the girls that there are four things the flower friends need to help them. One was the fireflies. Can they think of the other three? The sun, wind, and rain. Can they think of any ways that the sun, wind, and rain help?
Closing Ceremony
Time Allotment: 5 minutes

In your circle, ask the girls how they are feeling now that the meeting is over? Are they sad? Are they excited for the next time?

Let the girls know that you are about to start teaching them the goodbye saying which they will learn a line to at the end of every meeting. The first few lines are:

See you later alligator
After awhile crocodile
In an hour sunflower
Maybe two kangaroo!

Invite the girls to practice the words with you a few times. After everyone has it down, add motions.

See you later alligator (wave)
After a while crocodile (slap hands together like jaws closing)
In an hour sunflower (raise 1 finger to show 1 hour)
Maybe two kangaroo (hands in front of chest like little paws and jump up and down)
Opening: Honesty
Time allotment: 5 minutes

In your Circle, ask the girls if they remember what was the main thing you talked about at your last meeting? Feelings! You are going to talk more about feelings today but from a different point of view. Next, ask the girls if they remember what kind of flower Lupe was. Lupe was a Lupine. Show them the picture of Lupe again. Explain to the girls that each one of the flower friends they will meet on this journey go along with a part of the Girl Scout Law and Lupe’s part is that she is always honest and fair.

What does it mean to be dishonest? Can the girls give any examples? How does it feel when someone is dishonest with them? Does it hurt their feelings? How does it feel when they are dishonest with someone else? Does it make them feel badly?

Ask the girls if they have ever heard the phrase, “weaving a web of lies.” Do they know what it means? Can the girls think of any animals that make webs?
Web of Lies
Time Allotment: 10 minutes

Materials: Ball of Yarn

Instructions:
1. Explain to the girls that we are going to make our own “web of lies.” Ask the girls to stand up (they should already be in a circle). Select one girl to be our spider and have her stand in the center of the circle. Give one girl (not the spider) a ball of yarn.
2. Start the lie off by telling the group that our spider had promised a friend she would come over but then decided she wanted to do something else. Instead of telling her friend the truth, our spider said she couldn’t come over because she forgot she had already promised to go her grandma’s that day. The girl with the yarn should hold onto one end and toss the yarn ball to another girl across the circle.
3. Instruct miss spider to walk under or over the line of yarn in her web.
4. Probably that wasn’t too hard. But uh oh, the next day at school the friend tells our spider that she saw her grandma at the grocery store last night and wants to know miss spider wasn’t with her. “I meant my other grandma,” miss spider replies. The girl holding the yarn ball throws it to another girl, while still holding on to her end. Can miss spider remember both lies she has told while walking over or under both yarn lines?
5. “Where does your other grandma live?” The friend wants to know. “Kentucky, Miss Spider lies again as the friend tosses the yarn ball to the next friend. Once again, miss spider has to try to remember all of her lies and walk through the web.
6. With each lie it should get harder and harder for the spider to get through the yarn and to remember the lies. Especially with all of the laughing!
7. When the activity is over, explain that in real life, lying is not funny. It is mean to the person to whom you are lying and it is also very stressful because you have to remember all of those lies you told.

The lie in this guide is just an example. If the girls want to come up with their own, that is just fine. Make sure the girls understand that while telling the truth might seem harder right now, in the long run, it is much easier and better.
Settling Conflict
Time Allotment: 5 minutes

We have talked a lot about the girls’ feelings, but what about other people’s feelings? It is important that we always consider the feelings of others, just like Lupe does when she is being honest and fair. What does that word mean, fair? What are some examples of something that is fair or unfair? How does it make you feel when something is unfair?

Give the girls the example scenario at the bottom of page 45 in the leader’s guide. What would be a fair solution? After the girls have brainstormed a bit, explain that when two people have different ideas or want different things, this is called a conflict. We have a few good solutions we can use when conflicts happen, we can share, apologize, or take turns. Ask the girls to give an example of a conflict that could be settled by one of those three things.

Rock, Paper, Scissors
Time Allotment 10 minutes

Materials: None.

Sometimes when we are in a conflict it is hard to decide how best to settle it. For instance, maybe you and your sister both want to watch a different movie at the same time. One way to decide who gets to watch their movie first is to play the game rock, paper, scissors. Has anyone played this game before? Teach the girls the game and allow them to play with each other for a few minutes.
Snack: Never Lie to your Ice Cream!

Time Allotment: 15 minutes

Materials:
• Ice cream
• Toppings
• Salt
• Hershey sauce
• Spoons
• Napkins
• Drinks
• Bowls
• Scooper

When we lie, we often try to cover up our lie by telling another lie, like we did with our spider web game earlier. But does telling another lie make the first lie go away?

Dish out a bowl of ice cream. Then, take out the salt and ask the girls to pretend that the salt is your lie. Tell a silly lie and sprinkle the top of the ice cream with salt. Repeat a few more times for effect. Ask if any of the girls are brave enough to take a bit of the salty ice cream. What did it taste like?

Pull out the bottle of Hershey syrup and ask the girls to pretend that the syrup is another lie. Cover up the salt with your newest lie. Can the girls see the salt under the syrup? Can they smell the salt? Do they think it is still there? Ask for another brave participant to try the ice cream again. Make sure she uses a clean spoon and help her get a bite from the opposite side of the bowl from the last girl. Can she still taste the salt? So, when we tell lies and then tell more lies to cover up our original lies, they don’t go away. Our lies only go away when we tell the truth and start over with a clean bowl. Hand out clean bowls and give the girls ice cream.

Note that you can do this same activity with cupcakes, frosting, and salt. There are also much healthier methods of doing the same activity if healthy eating is a concern.
Lupe the Lupine Potato Art
Time Allotment: 15 minutes

Materials:
• Blue ink or paint
• Potatoes
• Green crayon, marker, or paint
• Paintbrushes (if using paint for the stem)
• Between the Earth and Sky book
• Plastic tablecloth
• Paper

Ask the girls if any of them like to eat mashed potatoes. No doubt, at least a few hands will pop up. Now ask if any of the girls have ever painted with a potato before. Explain that this is exactly what we are going to do today. We are going to make our own Lupe the Lupine to take home with us.

Instructions:
1. Prior to the meeting, cut rounds out of a potato.
2. At the meeting, put down a plastic table cloth to contain the mess then give each girl two pieces of light colored construction paper and a few potato slices.
3. Show the girls how to stamp using ink or paint and their potatoes. Allow them to practice on their spare piece of paper.
4. Next, show them the picture of Lupe again, pointing out how she is almost straight up and down. Explain that you will add the green stem later but for now, instruct them to potato stamp close together straight up one side and down the other.
5. After the paint or ink is dry, help them paint on the green stem and some leaves. They can even draw a face.
6. If you think it will be easier for the girls to visualize, pre-draw the stem on for them.

Source: http://athomewithginac.blogspot.com/2013/01/veggie-stamped-lupe-lupine-girl-scout.html
Come back together again into your Daisy Circle. Ask the girls if they remember what had happened in the story so far. Help them to recap:

We met Lupe the Lupine  
Lupe was working on her Petal-Power Car  
What color is Lupe’s car? Powder Blue  
Is there anything they remember about the car?

Remind the girls that Lupe is currently laying under her car, working on it. Then start reading on page 12. Stop reading after “then count me in,” on page 14.

Ask the girls:
• Do you remember from our last story time what the three things were that helped the flower friends grow? Sun, wind, and rain.  
• Show the girls the picture of Zinni on page 23. Ask, why did Zinni not want to go on the road trip at first? Because she was worried about the wind dropping her seeds and petals everywhere.  
• What would happen if the wind did drop Zinnia seeds everywhere? Baby Zinnia plants would grow.  
• Help the girls understand that while Zinni might be a very pretty flower, we don’t want her to grow everywhere.
Seed Viewers
Time Allotment: 10 minutes

Materials:
• Plastic cups
• Paper towels
• Water
• Seeds

Most girls will have planted a seed by now and will probably understand the connection between planting a seed and watching a plant sprout up from that spot. Few girls, however, will understand what is happening below the soil. This activity helps the girls to visualize this concept.

1. Give each girl a plastic cup and a paper towel. Instruct the girls to fold their paper towel in half and then smoosh it into their cup. It doesn’t matter how well the paper towel is in the cup as long as part of it touches the bottom and part is against the side of the cup.

2. Give each girl a seed and ask her to sandwich it between the side of the cup and the paper towel. Make sure the seed is secure and will not fall down.

3. Help the girls place enough water in the bottom of their cup that the paper towel is moistened and water starts to move up the paper towel.

4. Instruct the girls to monitor their cups over the next few days, watering once in a while (but not too much). Ask them to report back to the group on what they see happening at the next meeting.

The example using a mason jar instead of a plastic cup.

Closing
Time Allotment: 10 minutes

Ask the girls to think about Lupe throughout this week. When you come back together next time the girls should be prepared to tell you one example of how they had to be honest and fair in the weeks since your last meeting.

Do they remember the goodbye chant? Help remind them:
- See you later alligator (wave)
- After a while crocodile (slap hands together like jaws closing)
- In an hour sunflower (raise 1 finger to show 1 hour)
- Maybe two kangaroo (hands in front of chest like little paws and jump up and down)

After practicing a few times, add on:
- Gotta go, Buffalo
  (pointing fingers come up to your head like horns, bow your head
  and charge forward)
- Adios, Hippos (spin backwards twice).
Between the Earth and Sky Session Three

Seeds and Weeds

Opening: Lupe the Lupine Ceremony
Time Allotment: 10 minutes

Materials:
• Wet wipes
• Blue Ink
• Pen or marker
• Prepared Lupe Stem with leaves (directions below)

Instructions:
1. Before the meeting, draw or cut out a green stem and two leaves. Arrange them on a background in the same style as the girl’s potato art Lupine. Prepare your Daisy Circle for your meeting by placing the Lupine stem picture and a blue ink pad in the center of the circle.

2. Welcome the girls into your Daisy Circle and then ask how they have been since your last visit. What have they noticed happening in their seed viewers since their last meeting? Have they each had an opportunity to demonstrate being honest and fair like Lupe?

3. To help us remember Lupe and the lesson she taught us, we are going to make one more troop Lupine. Stick your own thumb in the ink and then make a thumbprint petal on the Lupine stem. As you do so, say the words, “I will do my best to be honest and fair like Lupe the Lupine.” Invite the rest of the girls, one at a time, to do the same. Wipe the girls’ fingers down with a wet wipe then write on two petals your troop number and the words honest and fair.
Seeds and Glitter Activity:
Time Allotment: 10 minutes

Materials: Glitter and a piece of paper

Still in your circle, ask the girls if they remember why our flower friend Zinni was worried about going on the road trip with Lupe. Because she didn’t want the wind blowing her seeds everywhere.

The wind is one way that seeds get moved from one place to another. Can the girls think of any other way that a seed might get moved? Have they ever taken a walk in the woods before and come back with burs or other things stuck to their clothes? Have they ever seen those same kinds of things stuck to their pets?

To demonstrate how seeds get moved by people and animals, lay a piece of construction paper on the table and pour some glitter onto it. Ask for one volunteer to stick a hand in it. Still sitting in your circle, ask that girl to shake hands with the girl next to her. Keep the handshake going all the way around the circle. Now look at the girls’ hands. How many of them have glitter on their hand? What would have happened if the glitter had actually been seeds?

Wash hands now to keep glitter contamination to a minimum.

We can see from the glitter activity how people and animals help to move seeds, but why is this a bad thing? Why would Zinni be worried about baby Zinnia’s growing all over the place?

Explain to the girls that flowers that grow where they shouldn’t, even pretty ones like Zinni, are considered weeds. For instance, do the girls have dandelions in their yards? Even though they have nice pretty yellow heads, people still don’t want them growing all over their grass because then the grass can’t grow.

When a weed grows where it shouldn’t and it keeps other plants from growing it is called an invasive species. A great example of an invasive species that we have growing in our Girl Scout council is mustard garlic.

One of the big problems with this kind of plant is that it isn’t killed off by the cold, like a lot of our other plants. So, in the late winter to early spring, it grows very fast and by the time it is warm enough for the other plants to grow, there isn’t any room for them anymore.
Weeds Weeds Everywhere!
Time Allotment 10 minutes

Materials:
• Various colors of construction paper cut up into little squares
• 2 paper bags for each girl.

Note: If girls are struggling with big words like invasive and native, just make it simple and call them good and bad plants.

Instructions:
1. Divide the girls up into three groups.
   a. Native Plants—give each of these girls green papers.
   b. Small, plant-eating animals—give brown paper
   c. Large animals that eat smaller animals—give red paper
2. Before play begins, sprinkle the playing area abundantly with blue papers. Explain to the girls that native plants are to go around collecting the blue papers. When they find a blue paper, pick it up and replace it with a green paper. Small animals are to find the green papers and replace those with brown papers. Large animals need to find all of the brown papers and drop red papers in their place. Girls will need help remembering what color they should be picking up. Play for a few seconds and make sure everyone has it then start over again.
3. The round ends when there are no more blue papers to pick up. At the end of the round, count and write down how many pieces of paper each girl collected.
4. For the next round, break the native plant group up into two groups. One remains Native plants with green papers. The other, new set of girls, become Invasive Species like a mustard weed—give each of these girls a bag full of little yellow papers.
5. Allow invasive species girls an early start of twenty or thirty seconds to collect blue papers and replace with yellow. Then have the rest of the girls continue as they normally would.
6. The girls should notice that this round of play ends quickly because very soon there are no more blue papers to be picked up and so the native plants can’t drop down the green papers, which in turn means that the smaller animals have nothing to eat, and so on.
7. Count all of the papers again. Do the girls have the same amount as the last time? Which group has the most papers?

Help the girls understand that this is what happens in real life when a seed is introduced where it shouldn’t be. They get a head start on the growing season and soon, the other plants can’t grow. And then the animals that eat those plants don’t have anything to eat.
Which One is Mine?
Time Allotment: 30 minutes

Materials:
• Air dry clay
• Leader book
• Piece of straw
• Paper plates
• Toothpicks

Turn to pages 46-47 of the Leader’s Guide for Between the Earth and Sky. We will be leading the girls through this activity, however in a modified manner. Please note, that while this is a great activity to do outside, materials can be pre-collected and brought indoors if the weather doesn’t permit being outside.

Begin the activity as recommended in the book on page 46 by helping the girls brainstorm what type of item as a group they would like to collect. This should be a team decision. Prior to leaving for your nature walk, be sure to go over Leave No Trace with the girls from page 20 of the Guide.

Once back from your walk, instead of drawing the item the girls collected, make clay imprints.

1. Give each girl a large piece of clay and small paper plate. Invite her to flatten the clay out with her hand until it is wide enough for her item. The piece of clay should also stay at least ½ thick.
2. Instruct the girls to lay their item on top of their clay and gently press down. When they remove the item, its imprint should stay behind.
3. Using the straw piece, make a hole at the top of each girl’s work so she may later hang it up. Continue the activity on the bottom of page 47. Can the girls figure out which imprint goes with which item?
4. After the activity is over, hand out toothpicks and invite the girls to scratch their names into the bottom of their clay fossil.
Snack: Every part of the plant
Time Allotment: 15 minutes

Materials:
- Bowls
- Forks
- Drinks
- Salad Dressing
- Lettuce
- Celery
- Carrots
- Cucumbers
- Sunflower seeds
- Broccoli

Explain to the girls that before they can have their snack, we need to meet one more flower friend, Daisy. Read about Daisy on page 9 of Between the Earth and Sky. Ask the girls if they can show you on Daisy what each part of the plant is: Roots, Stem, Leaves, Petals, and Seeds.

Let the girls’ know that their snack is going to come from every part of the plant today. Pass out bowls and then ask the girls if there are any leaves from plants that we can eat. Allow them to brainstorm for a few seconds. Then place some lettuce in each girl’s bowl (make sure it is leaf lettuce and not head lettuce).

Repeat for each part of the plant and after brainstorming possibilities for each part of the plant, give the girls the following things:
- Carrot slices for roots
- Broccoli for flowers
- Small sunflower seeds for seeds (assuming girls are not allergic)
- Celery for the stem
- Cucumbers for vegetables (we won’t go into what a vegetable really is).
- And of course, dressing to make it all yummy.

Extension Activity:
If your group is unable to go on a nature walk, you might have extra time leftover. A great activity to add on is to take the heads of the carrots from snack time and allow each girl to plant them in a small cup. This activity will help the girls to better understand that carrots are the root of the plant. The taproot will not re-grow, but the greens on the top will keep growing.
Closing Ceremony
Time Allotment: 10 minutes

Do they remember the goodbye chant? Help remind them:
   See you later alligator (wave)
   After a while crocodile (slap hands together like jaws closing)
   In an hour sunflower (raise 1 finger to show 1 hour)
   Maybe two kangaroo (hands in front of chest like little paws and jump up and down)
   Gotta go, Buffalo
   (pointing fingers come up to your head like horns, bow your head and charge forward)
   Adios, Hippos (spin backwards twice).

After practicing a few times, add on:
   Chow Chow, Brown Cow (hunch back like a big rounded old cow)
   See you Soon, Baboon
   (still hunched over, scratch your own armpits and jump from foot to foot monkey-style).
Opening: Parts of a Flower Song

Time Allotment: 10 minutes

Instructions:
Sitting in your Daisy Circle, ask the girls what they remember from your last meeting? Do they remember how sometimes plants get from one place to another? Can they think of any reasons that might be a bad thing? What about meeting Daisy, do they remember that? Can they name the different parts of Daisy?

Explain that you are going to teach the girls a song now that will help them remember all the parts of the plant. It is sung to the tune of Farmer in the Dell. Remind the girls of page 8 of their book when we learned that every part of the plant helps it to grow. Do the girls remember the other things on page 8 that helps a flower grow? Sun, wind rain, and soil.

What do you plant in the ground to make a flower grow? A seed! That’s the first part of the song!
The seed makes a plant.
The seed makes a plant.
With soil, rain and sunny days,
The seed makes a plant.

How does a flower drink? Does anyone know?
With its roots!
The roots find the water.
The roots find the water.
With soil, rain and sunny days,
The roots find the water.

When the girls were eating all the different plant parts, what did the celery represent? The stem!
The stem holds it up.
The stem holds it up.
With soil, rain and sunny days,
The stem holds it up.

We get our food by eating with our mouths, but plants use their leaves to get energy from the sun.
The leaves make the food.
The leaves make the food.
With soil, rain and sunny days,
The leaves make the food.

The last two verses are:
The flower makes the fruit.
The flower makes the fruit.
With soil, rain and sunny days,
The flower makes the fruit.

The fruit holds the seeds.
The fruit holds the seeds.
With soil, rain and sunny days,
The fruit holds the seeds.

Source: http://www.mrsjonesroom.com/songs/plantparts.html

Extension Activity:
If you have extra time and want to help the girls understand how water moves through a plant, buy a Napa Cabbage (celery works too but the effect is way better with Napa Cabbage), and slice the stem of one leaf until the half way point. Place one half of the stem in one color of water and the other half in another color.
Discussion:
Time Allotment: 10 minutes

In the last few weeks, we've met a lot of new flower friends. Can the girls remember any of their names? Lupe the Lupine, Daisy the Daisy, and Zinni the Zinnia. We also learned that Lupe is always honest and fair. What about Zinni, can the girls think of any ways she practices the Girl Scout Law? Remind the girls that when we left our story off, Lupe had invited Zinni on a road trip but Zinni didn’t want to go because she was worried her seeds might blow everywhere. Reread the bottom of page 13 to the girls and the first paragraph of page 14. Lupe calls Zinni considerate. That’s the part of the Girl Scout Law that Zinni always practices, she’s considerate and caring!

What about the girls? Are they considerate and caring? Can they name any ways recently that they have been considerate or caring?

Using your leader book, guide the girls through the activity on page 52. What would be some considerate and caring responses to those scenarios?

Guess my Feeling Game:
Time Allotment: 10 minutes

Materials: Pieces of cardstock cut into squares with a different emoticon on each piece.

Still in your Daisy Circle, explain to the girls that part of being a caring friend is to be able to tell how our friends are feeling. Even if they don’t tell us they are sad or mad, we can often see it on their faces. Give each girl a card with an emoticon on it; sad, mad, happy, scared, embarrassed… Instruct them to leave their card face down so that they can’t see it. When it is their turn, instruct each girl, one at a time, to place her card on her forehead so that she can’t see it but everyone else can. Then point at another girl and ask her to try to explain to the friend how they are feeling. They can say things like, “when you feel this way, you frown instead of smile.” Or, they can give scenarios of how or why someone would feel this way, like, “I felt this way one time when I thought I was going to get a dog and then my parents decided I couldn’t have one.”
Whole Body Listening and Simon Says:

After the Guess my Feeling Game is over, say “in the game we just played, we used our eyes to be caring and to know how our friend was feeling. Are there other parts of our bodies we could use to be a good friend?” Listen to all of the girls examples and then if no one has said it, remind the girls about their ears and the need to be good listeners. Then explain to the girls that while we can only hear with our ears, we should be listening with our whole bodies. What does that mean? Does it mean we listen to our friends with our bellies? Or with our hair? No, of course not! One of the things it means though, is that if our friend is talking, should we be tapping our feet, or wiggly squirming or clapping out a beat with our hands? Ask the girls how it would make them feel if they were telling a story and instead of paying attention, their friend was looking all around or interrupting them? So when we listen, our hands and feet should be still, our mouths should be shut, and our bodies should be facing our friend to show that we care about what they are saying.

We are going to test the girl’s good listening ears and bodies now by playing a game of Simon Says. This game is the perfect example of how it is important that we listen with our whole bodies. If you don’t use your ears, you won’t hear me say the Simon Says part before the action. Also, if you don’t pay good attention, I might say one thing and do another.

As you play and the instruction gets faster and faster and the girls are doing more actions, tie it all back together by pointing out to them how hard it is to be really paying attention when they are also jumping or standing on one foot or clapping their hands, for instance.
**Snack and Reading: Blueberry parfaits**

Time Allotment: 15 minutes

Materials:
- Blueberries (could have strawberries too if you wanted)
- Small Cups
- Pound cake (optional)
- Whipped cream
- Drinks
- Spoons
- Napkins
- Girl Book

Set up each component on a table and allow girls to build their own Blueberry Parfait. Explain that we are using blueberries because they are in our story this week. While the girls eat, read to them pages 14 through 18. Be sure to ask the girls a few questions afterward to help recap the story.
Bird Feeders:
Time Allotment: 15 minutes
• Peanut Butter (or nutella for allegories)
• Cookie cutters
• Bird Seed
• Table cloth
• Paper plates
• Mixing Bowl
• Big spoon
• Straw to poke holes

It is important to be considerate and caring to our friends and to each other, but it is also important that we care for the world around us too. So today we are going to show how much we care for birds, by making a birdfeeder.

Instructions:
1. Help the girls place a few cups of peanut butter into the mixing bowl. Next, help them to pour enough birdseed into the peanut butter that you can roll the mix into a ball without it being overly sticky or crumbly.
2. Give each girl at least a half cup of the mix. Tell the girls to first flatten out their mix onto their work surface and then use one of the cookie cutters to make a shape.
3. Before finishing, help each girl poke a hole in the top of their shape that they can later use to string ribbon through in order to tie on a tree.
Closing Ceremony
Time Allotment: 10 minutes

Sitting in your Daisy Circle, ask the girls what they plan to do this next week that will show someone that they are considerate and caring.

Review the last few verses of the goodbye song and then add on:

See you later alligator (wave)
After a while crocodile (slap hands together like jaws closing)
In an hour sunflower (raise 1 finger to show 1 hour)
Maybe two kangaroo (hands in front of chest like little paws and jump up and down)
Gotta go, Buffalo
(pointing fingers come up to your head like horns, bow your head and charge forward)
Adios, Hippos (spin backwards twice).
Chow Chow, Brown Cow (hunch back like a big rounded old cow)
See you Soon, Baboon
(still hunched over, scratch your own armpits and jump from foot to foot monkey-style).

After practicing a few times, add on:
Adieu Cockatoo (curtsey to both sides)
Better swish Jelly Fish (dip hips from side to side)

Extension Activity:
Considerate and caring card and or try a favors for nursing home.
Opening: Considerate and Caring Discussion and Story Time

Opening: Considerate and Caring Discussion and Story Time

Time Allotment: 10 minutes

Materials:
- Map of the United States
- Girl Book

In your circle, ask the girls to name some of the considerate and caring things they did this past week. Were they considerate and caring with just their friends or maybe also with family, or teachers, or maybe a pet?

Now ask some review questions from your last session. You could ask:
- Who is the new Flower Friend that has joined Zinni and Lupe on their road trip? Clover.
- Where are the Flower Friends going? Maine
- What festival is in Maine? Lupine
- Why does Clover not think she can go? She promised to go with her family to Alaska.
- Why does Clover need to go to Alaska? Her cousin is pushing out the other plants.
- How did Zinni and Lupe show Clover they cared? Offered to have her whole family ride along with them.

While you recap the story, it is good to have a map with you to help the girls understand where the places in the story are.

Read the girls pages 24-32 (Just read the story, not all the little side pages). Before you begin reading, let the girls know that in this part of the story, the flowers are arriving in Maine. Show them Maine on a map. Tell them that you are going to ask what makes Maine special when you are done reading and to be on the lookout for some examples.

When you are finished reading, ask if they spotted any examples. Some questions to get the girls started could be:
- What kind of pancakes did the Flower Friends Eat? Blueberry. Show them the picture on page 27 and read them the caption.
- To what special place did Gloria the Morning Glory take the Flower Friends? The Beach.
- What was different about this beach? There were stones instead of sand.
- What Festival did the Flowers go to? Lupine. This is a repeat question from before, so they should know it by now.
What’s Special About Where we Live?
Time Allotment: 5 minutes

Maine has lots of special things. But, just as the Flower Friends said, there are special things about everywhere. If we had relatives or friends coming from out of town, what would be some of the things about where we live that we would want to share?

• Can the girls think of any foods that are unique to where they live?
• Do they have any fairs or festivals like the Lupine Festival?
• What are some of historic sites in their town?
• Are there trees or flowers that grow where they live but not in many other places?
Don’t Forget your Map:

Time Allotment: 10 minutes

Materials:
• Pre-made grid
• Tape

The purpose of this activity is to start a conversation with the girls on the importance of paying attention and also why we need maps and directions. Start by asking the girls how they think the Flower Friends knew how to get all the way to Maine? One of the girls might say a map or GPS or directions. If not, help them come to that conclusion.

Now tell the girls we are going to play a game and in that game they need to get from their home to their school. But they don’t know the way. And, there are lots of obstacles in between. They have to avoid mountains, and rivers, and trees. If we had a map, it would be easy to tell where the obstacles were, but we don’t have a map. So, instead, we are going to have to find our way by paying attention to the girl in front of us.

Instructions:
1. Prior to the meeting, draw a grid on the meeting floor space with tape (if the floor is made of tile and the tiles already form boxes then you can skip this part). You can make the grid as large or small as you would like.
2. Use a piece of paper and pencil to roughly recreate the grid. This does not have to be a good drawing at all as no one else will see it. Place an x to mark the starting point on your piece of paper and then an x anywhere on the other side. Draw a zigzagging line to connect the two x’s. This will be the path that the girls need to follow.
3. Line the girls up so that only one enters the grid on the floor at a time. The girl starts on the x and needs to guess which space to walk on next. If she guesses right, she can keep going. If she guesses wrong say something like, “oh no, you hit a tree!” She must go back to the end of the line and it becomes the next girl’s turn. If she were paying attention, she should be able to retrace the last girl’s steps and avoid making the same mistake. The game goes on until the girls have enough info to make it all the way across. Each girl must make it across for the game to end.
Left Right Stand Up Sit Down
Time Allotment: 10 minutes

Materials:
• Chairs
• Scented Lip Balm (or anything smelly)

Even if you had a map, how could you follow it if you don’t know which way is left or right or North or South? Learning our directions can be a hard thing so we are going to spend lots of time practicing right now. Ask the girls if anyone can show you which hand is their right hand? Now, how about their left? You might get a group where everyone knows and you might have a group where no one knows or anything in between. Try the smelly hand trick. This trick allows them to figure it out on their own, without you constantly having to remind them in front of the rest of the group, possibly embarrassing them. In your circle, go around and place something smelly on the back of each girl’s right hand. Scented lip balm works well. If they get stuck in the middle of the game, they can just smell their hands to figure out which is right and left.

Invite the girls to form a circle with their chairs. The rules are simple. When you call out an instruction, all of the girls need to do that instruction. Move left, move right, move across, go back, stand up, sit down, jump… Start out slowly in giving instructions to make sure everyone understands how to play. Then, begin calling out directions faster and faster until the kids can hardly keep up. They will think it is funny.
Follow in My Footsteps
Time Allotment: 10 minutes

Materials: Footprints

Instructions:
1. Prior to the meeting, trace a right and left shoe or find an outline of a shoe online and print it off on cardstock. Make about ten copies of each the left and the right. On each footprint, write an L for left and an R for right.
2. At your meeting, place the footprints on the ground in any kind of pattern you want, but make sure they are close enough together that a child can get from one to the next. Line the girls up and the first girl has to follow the footprints. For instance, if there is a left print followed by another left, she has to hop between the two on her left foot.
3. After the first girl is finished with your footprint course, allow her to rearrange it for the next girl, and so on.

Go to this website to see a picture of the game in action: http://childhood101.com/2013/07/left-and-right-games-fancy-footwork/
Scavenger Hunt
Time Allotment: 15 minutes

Materials needed:
• Clues to hide
• Craft items to hide with clues
• Easter eggs (optional)

In order for the girls to complete the Between the Earth and Sky Journey, they must do a Take Action Project that helps protect a local or state treasure. For the purpose of this guide, we have chosen the Monarch butterfly, West Virginia’s state butterfly. If you are not from WV, you will need to think of a local or state treasure from your area around which you could do a craft. In this next activity, you will hide the items needed to complete this craft with the clues inside each egg.

Instructions:
1. Prior to the meeting, write out directions on slips of paper. You can then place these slips inside Easter eggs or just leave them loose. Think about where you want to place your clues as you are writing out directions. You will need to be able to write directions that will get girls from one place to another. An example could be, “Turn left. Walk four steps. Turn right.” You can get as creative as you would like to with this process.
2. Along with the direction clues, hide items that the girls will need to do their next craft.

There are many butterfly crafts from which to choose. The leader guide provides an example of butterfly origami on page 66. Some additional girl favorites are:

Turn Popsicle sticks into a caterpillar which then opens into a butterfly: http://www.daniellesplace.com/html/caterpillarcrafts.html

Combine these two projects to make tie-dyed coffee filter butterflies with clothespin bodies (add googley eyes for an extra pop of fun).
http://www.mamasaywhat.com/easy-diy-tie-dye-butterflies-craft/
http://jmanandmillerbug.com/2013/05/kids-spring-themed-craft-tissue-paper-butterflies.html
Butterfly Craft:
Time Allotment: 10 minutes

Materials needed:
• Pictures of a Monarch Butterfly
• Items from the craft you selected.

After the girls have found all of their clues, bring them back together in your circle and look at some of the items they found on their scavenger hunt. What could all of these strange things be used for? Do the girls have any ideas? Explain that through the Between the Earth and Sky Journey you have been learning a lot about what makes Maine Special. One of things that make West Virginia special is the Monarch butterfly, WV’s state butterfly. Show the girls a picture of a butterfly and then lead them through the craft.
Snack: Edible Butterfly
Time Allotment: 15 minutes

Materials:
• Grapes
• Gold fish crackers
• Ziplock bags
• Markers
• Clothespins
• Green pipe cleaners

Give each girl a clothespin and have her color it. Then give each girl a Ziploc bag and instruct her to fill half of it with grapes and half with gold fish crackers. Tell her to try to not let the two sides mix. You can actually use any snack item to fill the bag; grapes and goldfish are just an example. Close up the bag. Use your pipe cleaner as antenna. Curl the ends and then stick the middle underneath the wire of the clothespin. Place your clothespin in the middle of the bag, forming two wings with either side of the bag.

Let them eat other grapes and goldfish as they work so they can take their creation home.

Source and picture http://www.pinterest.com/pin/451767406341546833/
Goodbye Song
Time Allotment: 10 minutes

See you later alligator (wave)
After a while crocodile (slap hands together like jaws closing)
In an hour sunflower (raise 1 finger to show 1 hour)
Maybe two kangaroo (hands in front of chest like little paws and jump up and down)
Gotta go, Buffalo
(pointing fingers come up to your head like horns, bow your head and charge forward)
Adios, Hippos (spin backwards twice).
Chow Chow, Brown Cow (hunch back like a big rounded old cow)
See you Soon, Baboon
 stil hunched over, scratch your own armpits and jump from foot to foot monkey-style)
Adieu Cockatoo (curtsey to both sides)
Better swish Jelly Fish (dip hips from side to side)

After practicing a few times, add on:
Chop Chop, bunny hop (Hop)
Gotta run, Skeleton
(Run in place with your body parts hanging limp and floppy like a skeleton)