



# Council-Owned Badges

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**for Junior Girl Scouts**  
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**Girl Scouts of Virginia Skyline Council**

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**[www.gsvsc.org](http://www.gsvsc.org)**

# Archaeology



## Complete six activities.

- 1) Read a book on archaeology. Ask your librarian to help you find one that interests you. Find out why archaeologists search for artifacts and what tools are used in their work.
- 2) Read an article about an archaeology site in a magazine such as *National Geographic*, *Archaeology*, or *Smithsonian*. Prepare your own site report including the following information: location, archaeologists working on the site, questions they were trying to answer, what they found, and questions yet to be answered.
- 3) Read about the different types of archaeology/archaeologists and choose one to report on to your troop. Examples are historical, prehistoric, classical, underwater, landscape, paleontology, urban, and zoo archaeology.
- 4) Interview an archaeologist to find out about the educational requirements and other considerations of this job. If possible, visit the place where the archaeologist works or invite her or him to speak at a troop meeting.
- 5) Contact your state's historic resource department and ask about the laws in your state that are designed to protect archaeological sites. Find out what a "pot hunter" is and how they can be dangerous to archaeological sites.
- 6) If possible, ask to volunteer at a site and keep a diary of your experiences.
- 7) With permission, visit an old building or the site of an old building (for example, a barn, house, or church). Take pictures and do a surface survey of the site. If you find any artifacts on the surface, make a map and record where you found them. Also make a list of the artifacts and what they can tell you about the site. Then send the information to a local archaeologist or the state historic resource department.
- 8) Plan your own "dig" on paper. Include the tools you would need, where you would dig and why, who would be on your crew, and what would happen to the artifacts you might uncover.
- 9) Prepare a site map of your bedroom. Then prepare an artifact display showing some of the items discovered in your room. Share this with your troop. Explain what the artifacts tell about the person who lives in this room.
- 10) Pretend that you are an archaeologist living in the year 5,000 and that you have just found a silver coin (a nickel). Assume that you have never seen the coin before, that you have heard of the United States, and that you know nothing at all about the people who made this coin. Pretend that the coin is an artifact that was found on a site where people lived thousands of years ago and that this is the only source of information available about these people. As an archaeologist, briefly describe these people and their ways of living based on information found on the coin. Use your imagination.
- 11) Visit a museum/historic house and look at the artifacts they have found. Share what you learn with your troop.
- 12) Contact the historic resource department to find out what sites near your town are open to the public for tours. If possible, visit one or more sites with your troop or family.
- 13) Prepare an imaginary site in an aquarium or large jar. Show different soil layers and a variety of artifacts.
- 14) Pretend that your troop is preparing a time capsule to be opened in a hundred years. What objects or artifacts would you include that typify our society and may not be around in that time?

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**Developed by: Girl Scout Troop 528**

**Amherst, Virginia**

**Leader: Paula Waller; Co-leader: Nancy McDearmon**

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# Caving



**Complete the two starred activities and four others of your choice.**

- 1) \* Learn the safety rules for caving. Discuss the reasons for leaving a detailed itinerary of your plans with someone at home. Find out if there is a cave rescue group in your area. If there is one, have one of the members visit your troop to talk about cave safety.
- 2) Learn about what to wear when you are caving. Find out which fabrics are the best for socks, shirts, jackets, and pants. Why are they best?
- 3) What equipment do you need to take with you when you go on a caving trip? Find out how each piece of equipment is used.
- 4) Before you go on a caving trip, talk about hypothermia. What is it? How do you prevent it? How would you know if someone in your group was developing hypothermia? How do you treat it?
- 5) Discover what careers are open to women who are experienced cavers. Talk with someone who can tell you more about career opportunities in the fields of biology, geology, or other areas related to caving.
- 6) Locate caving clubs or groups or a local chapter of the National Speleological Society in your area. What are the requirements to join? What are the costs involved? Have a group member come and talk to your troop.
- 7) \* A cave is a fragile environment. Learn why it is detrimental to the cave if you leave food scraps or crumbs, write on the walls, or touch or take natural formations. What other precautions need to be taken to protect the cave environment? How are caves protected by Virginia state law?
- 8) With a qualified cave guide and a minimum of four people and a maximum of ten people (including two adults), go on a caving trip. Use all you have learned to prepare properly and safely for the trip.
- 9) Locate stalactites, stalagmites, fossils, crystals, or faults in the cave.
- 10) Learn how the cave you go in was formed. Ask a local historian what part, if any, the cave played in history or if there are any local myths or legends about the cave.

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**Developed by: Junior Girl Scout Troop 205**  
**Leader: Lori Tannahill**

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# Climate Change

Complete the starred activity and five others of your choice.

- 1) ITSCOOL Education: Participate in the ITSCOOL to Light Up the World Learning and Action Program by participating in the ITSCOOL education and doing the ITSCOOL booklet activities.
- 2) ITSCOOL CFL Sale: Participate in the ITSCOOL to Light Up the World Compact Fluorescent Light Bulb Sale and help teach your community about global warming.
- 3) \* Climate Basics: Learn the following terms and the difference between them: *weather*, *climate*, *climate change*, and *global warming*. Find out about the Intergovernmental Panel on Climate Change and why they earned the Nobel Peace Prize in 2007.
- 4) Story Discovery: Read a storybook about climate change and discuss the basic content. Below is a list of suggested books, which are all available for checkout from Girl Scouts of Virginia Skyline Council.
  - *A Clean Sky: The Global Warming Story*, Robyn C. Friend and Judith Love Cohen, 2007
  - *Down-to-Earth Guide to Global Warming*, Laurie David and Cambria Gordon, 2007
  - *Global Warming Alert! (Disaster Alert!)*, Richard Cheel, 2007
  - *Global Warming: The Threat of Earth's Changing Climate*, Laurence Pringle, 2003
  - *Global Warming (What If We Do Nothing?)*, Neil Morris, 2007
- 5) Who's Who in the Work Place? Research careers involved with climate change. This could include scientists, community environmental groups, or policymakers. Invite someone involved with climate change to speak with your troop directly or through a conference call.
- 6) Ice Core History: Did you know that one of the ways scientists understand climate change is by looking at ice cores? Learn about ice cores and how scientists can discover information about temperature and pollution thousands of years ago. Did you know that tree rings also give you similar information? Look at a tree ring to make predictions about the climate several years ago.
- 7) Advocate for Change: Research how your community should work to reduce climate change. Write a letter to the mayor, senator, congressional representative, school principal, governor, etc., about what was discovered and how they should help.
- 8) Take Action: Learn about alternative forms of energy — solar, wind, hydro, and geothermal electricity — and teach several younger girls about them. How are they better for the environment? You can use posters, the Internet, books, and other materials to help.
- 9) Energy Hog or Energy Saver? Estimate how much electricity you use in your day-to-day life. You can do this by looking at the backs of appliances to see how many “watts” they use and figuring out how long you use each appliance: the more watts and the longer an item is used, the more electricity it uses.
- 10) Consider experimenting with a Watts Up? meter (available at the Girl Scouts of Virginia Skyline Council office), which can directly measure how much electricity you use. How can you work to use less electricity in your daily life? How does electricity use relate to climate change?
- 11) Pledge to Make a Difference: Take the official Girl Scout Climate Change Junior Pledge (coming soon). Learn about each action of the pledge, sign it, and submit it to Girl Scouts of the USA.
- 12) Climate Change Action Guide: Complete a suggested Junior climate change activity from the Girl Scout Climate Change Action Guide (coming soon). Optional: Substitute several activities from the guide for other requirements.

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**Developed by:            Jessica Fagan**

**Girl Scout Alumna from Blacksburg, Virginia, and Compton Mentor Fellow**

**(Approved by board of directors: March 2008)**

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# Comics



## Complete six activities.

- 1) Where can you find comics? Try looking in your local newspaper, magazines, or online to find a comic strip that interests you. Collect five strips in a row and share them with your troop.
- 2) Not all comics are alike. Some are meant to tell a story, some comment on local events, and some have another purpose entirely. They can range from hand-drawn stick figures to computer-generated images. Look at several different comics and try to decide what each author/illustrator's purpose was in creating her or his comic.
- 3) Some comics are made into movies or television series — *Garfield*, *Superman*, and *Over the Hedge*, to name just a few. Pick one, read a few comics, and watch the movie or an episode of the television show. How do comics change when they are made into movies or television shows?
- 4) Where do people buy comic books and graphic novels? Visit a store that sells comic books or find out how to buy comic books online. How is buying a comic book similar to or different from buying other types of books?
- 5) Some people collect comics, and certain issues of comic books are worth a lot of money if they are in good condition. Learn about collecting, storing, inventorying, and insuring comic books. If you collect comics, how much are your comics worth and are you taking good care of them?
- 6) What goes into the creation of a comic? Talk to someone who creates comics for a living and find out how she or he became involved in making comics. What kind of education or other experience do you need for a career in the comics business?
- 7) Create your own comic strip character. What is she or he like? Where is she or he from? What does she or he do for a living? Draw your character so that you know exactly what she or he looks like. Some characters are based on real life. If you're having trouble getting started, draw yourself or someone in your troop. Remember, a comic strip character can look as realistic or unrealistic as you like.
- 8) Many comics tell stories through a series of images. Try to come up with a story that you can tell in a set of images. What needs to go into each image? Can you show everything you want to show or will you have to change your story?
- 9) Use the character you created in activity 7 or the story you developed in activity 8 to create a comic strip. Share the comic strip with other members of your troop.
- 10) Many comics have a specific purpose — often to make the viewer laugh or think about something serious. Think of a purpose (for example, cheering up a sick child, reminding people to recycle, or convincing your peers not to smoke) and create a comic that fulfills that purpose. Share it with others.

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**Developed by: Junior Girl Scout Troop 3010**  
**Western Albemarle Service Unit**  
**Leader: Jessica Otis**  
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# Hiking the Appalachian Trail



Complete the two starred activities and four others of your choice. Before beginning this badge, review chapter 7 in the *Junior Girl Scout Handbook* and review the activity checkpoints for hiking in *Safety-Wise*.

- 1) \* List what you need to carry with you on a day hike along the Appalachian Trail and be able to tell why each item is important. Help plan and participate in two day hikes. Give each other "trail names." Be sure to practice minimal-impact ethics during your hikes. Keep a journal of your hikes. Include routes, pictures, and other things that you want to remember.
- 2) Learn about trail nutrition. How much water do you need for your hike? Check *Safety Wise* and know how to purify water for drinking. Plan and prepare a nutritious, well-balanced meal that requires no cooking and no refrigeration. Remember to include emergency rations.
- 3) Know how to give first aid for the following: cuts, scrapes, sprains, beestings, hypothermia, frostbite, burns, heat exhaustion, and heatstroke. Assemble a small hiking first aid kit to carry with you.
- 4) Identify and record in your journal the names of animals you see along the Appalachian Trail. Learn to recognize animal tracks and be able to identify at least three. Record these in your journal by drawing the tracks. Are there any dangerous animals in the area where you hike? Know how to identify them and how to avoid them.
- 5) Identify five species of trees along the Appalachian Trail. Be able to identify them by leaf, twig, and/or fruit samples. Record these in your journal. Be able to identify any poisonous plants in your area, such as poison ivy.
6. Design a hike to observe birds. Record the name of each bird, the date and location where it was seen, weather conditions, bird companions, and whether or not this may have been a rare sighting. Practice using binoculars to locate perched birds and birds in flight.
7. Learn how to read a weather map and be prepared for changing weather with proper clothing and equipment. Record weather conditions in your journal.
8. \* Learn how to use a compass and be able to read a topographical map. Use these skills on your hike to navigate the terrain.
9. The Appalachian Trail has a history that includes Native Americans and the Civil War. Find out some of the history of the Appalachian Trail.
10. Find out the latest techniques used by firefighters in fighting wildfires. Invite a firefighter to speak to your troop or visit the local fire station. What training is necessary to become a volunteer firefighter?
11. Take photographs of your hike and organize them in a scrapbook. Donate your scrapbook to a nursing home or rehabilitation center or it share with another troop.

**Resources:**

- [www.appalachiantrail.org/about/history/index.html](http://www.appalachiantrail.org/about/history/index.html)
- [www.aldha.org/advice.htm](http://www.aldha.org/advice.htm)
- [www.patc.net/index.html](http://www.patc.net/index.html)
- [www.fred.net/kathy/at.html](http://www.fred.net/kathy/at.html)
- [www.ratc.org/index.shtml](http://www.ratc.org/index.shtml)

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**Developed by:** Jane Garnett and Laura Garnett  
Botetourt Service Unit

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