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Girl Scouts®
Where Girls Grow StrongSM

In The Zone Living Drug Free

for girls in grades K-3 or Daisy and Brownie Girl Scouts

2160 – R 3/2006/Reviewed 5/2006



In the Zone Living Drug Free

The Issues for Girl Scouts' *In the Zone: Living Drug Free* series is a dynamic substance-abuse prevention resource. It will help leaders deliver clear anti-drug messages by encouraging Girl Scouts to think and talk about their Anti-Drugs. An Anti-Drug is something in a youngster's life that is important enough to stand between her and drugs. It may be self-esteem, personal goals, Girl Scouts, friends, softball, soccer, reading, art, and music... It provides girls with a framework of solid substance abuse facts and information. Age-appropriate activities are designed to teach and reinforce positive, empowering messages about living drug free.

In the Zone gives girls a chance to speak and listen, to reflect and evaluate, to belong and participate, to create and build, and to succeed and grow in self-esteem. In keeping with GSUSA program goals, *In the Zone* activities foster leadership, strong values, social conscience and conviction about each girl's own potential and self-worth—qualities that help girls grow strong.

This curriculum is designed for girls in grades K-3 or the Daisy and Brownie Girl Scout program levels. The entire *In the Zone: Living Drug Free* program requires six 45-minute to one-hour sessions to complete. These sessions build on each other but are also designed so that they can be used one without the others.

Each participant will need a copy of the *In the Zone: Living Drug Free* book for Daisy and Brownie Girl Scouts. By completing the activities in this curriculum Daisy Girl Scouts can be awarded the courageous and strong (red), respect for myself and others (purple) and use resources wisely (green) learning petals. Brownie Girl Scouts will also complete the Brownie Girl Scout try-it Eat Right, Stay Healthy on page 26-27 of the *Try-Its for Brownie Girl Scouts*.

Session 1: Fun & Healthy Activities: A 45-minute session that focuses on helping the girls identify activities that are good for them.

Session 2: Healthy Fun with Healthy Foods: A 45-minute session that helps the girls identify healthy foods and healthy habits.

Session 3: I Am Special!: A 45-minute session emphasizing the unique qualities of each girl and helping them to take care of themselves.

Session 4: What Are Harmful Drugs?: A 45-minute session that helps the girls identify helpful and harmful drugs.

Session 5: Can You Read a Label?: A 45-minute session that introduces the girls to food labels and warning labels on non-food and dangerous items.

Session 6: You Can Say NO!: A 45-minute session that helps the girls through a story about Lynn see that it is ok to say No in situations that they might be in with their friends.

This program provides support and reinforcement for the following Commonwealth of Virginia Standards of Learning.

Health Education Standards of Learning

- K.1 The student will explain that the body is a living growing organism. Key concepts/skills include:
 - a) the importance of making healthy food choices
 - b) the effects of drugs and medicines
 - d) the need for physical activity

- K.2 The student will explain the concept of being healthy. Key concepts/skills include:
 - a) the impact of positive and negative emotions

- K.5 The student will explain the importance of seeking guidance from parent/guardians and other trusted adults. Key concepts/skills include:
 - b) the importance of sharing information

- 1.2.1 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include:
 - c) the harmful effects of misusing medicines and drugs
 - d) sleep habits
 - e) physical activity and healthy entertainment
 - f) proper nutrition

- 2.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include:
 - a) how food choices relate to a healthy lifestyle
 - b) the addictive nature of drugs, alcohol and tobacco
 - c) the importance of learning and using refusal skills

- 3.1 The student will explain that health habits impact personal growth and developments. Key concepts/skills include:
 - a) food choices based on nutritional content
 - b) the benefits of physical activity and personal fitness

- 3.3.1 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include:
 - a) improper use of medicines
 - b) the use of refusal skills to counter negative influences

In The Zone for Girls Ages 5-8 (Daisy and Brownie Girl Scouts)

Purchase *In The Zone: Living Drug Free* books for Daisy and Brownie Girl Scouts – one for each girl.

Getting Started

Read all the way through the *In the Zone: Living Drug Free* for Daisy and Brownie Girl Scouts. These sessions build on each other but are also designed so that they can be used one without the others.

Daisy and Brownie Girl Scouts can participate in these sessions together or separately. Daisy Girl Scouts will have the opportunity to complete several of the Learning Petals for the Girl Scout Law. Brownie Girl Scouts will complete the Eat Right, Stay Healthy try-it and activities in several other try-its.

It would be best for each girl to have one of the *In the Zone: Living Drug Free* books. If that is not possible adaptations to the activities have been suggested. The pages in book cannot be copied for the girls.

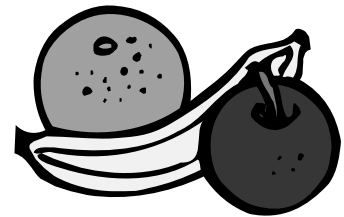
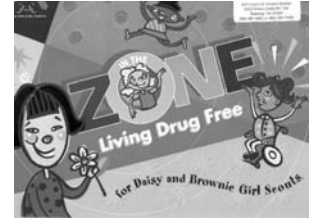
At the end of the 6th session girls can be presented with the awards earned during the sessions. These awards are: the *In the Zone: Living Drug Free* patches for Daisy and Brownie Girl Scouts. The Daisy Girl Scouts can be presented with the Use Resources Wisely (green) Courageous and Strong (red) and the Responsible for What I Say and Do (orange) learning petals. The Brownie Girl Scouts can be presented with the Eat Right, Stay Healthy try-it. These awards can be ordered from the Skyline Shops in Roanoke and Charlottesville.

Session 1: Fun and Healthy Activities

Getting Started:

Review the activities in the *In the Zone: Living Drug Free* book that you will be using in this session. Activities 1-21

Look at the game Rabbit Without a House in the *Handbook for Brownie Girl Scouts* on page 130 to use in the meeting. You may also choose any other active game that the girls like to play. This game is an example of a healthy activity. OR look at the Obstacle Course activity on page 76 of the *Guide for Daisy Girl Scout Leaders*. Plan to set up a simple obstacle course in the meeting space. If it is nice weather you can set it up outside. You may need to bring props for this or check out the meeting site before your session.



Materials Needed:

In the Zone: Living Drug Free book for each girl.
(This book is purchased at the Skyline Shop in Roanoke or Charlottesville.)

Self stick nametags or pieces of paper for nametags.

Hole punch

36 inches of yarn for each girl

Continued

<p><u>Start Up:</u></p> <ol style="list-style-type: none"> 1. Have the girls make nametags. Ask the girls to decorate them with favorite things. 2. Punch holes in the nametags – if they are not self stick – thread the string in the holes and tie in a loop. Put the nametag over the girl’s head. <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Introduce the girls to Lynn by reading page 1 in the In the Zone: Living Drug Free book. Have the girls find all the healthy activities in the picture by circling them in their books or calling them out from looking at the picture in your book. 2. Activity 2 has the girls identifying more healthy activities that they like to do. Ask each girl to draw a picture in the space provided on page 2 or on a sheet of paper their favorite healthy activity. 3. Play a game that is active and gets everyone moving around. Page 130 of the <i>Handbook for Brownie Girl Scouts</i> has a game called Rabbit Without a House that will get everyone moving. 4. Activity 3, page 3. This activity is in secret code. Help the girls understand the code. If they do not have books you should put the code on a big piece of paper and put the sentences on other big pieces of paper so the girls can figure out what the sentences say. Another way this can be done is to put 2 or 3 letters and their code symbols on cards or pieces of paper. Give each girl a card. Her job is to write in the letters for the code symbols she has on her card. Make sure each card has a letter on it that gets used at least once. 5. Talk about each of the sentences briefly. Why are all these healthy activities? Ask the girls how many do each of these things. 6. If a snack is part of the session, plan something healthy like apple slices, orange slices, grapes, carrots, celery and water or milk. <p><u>Closing:</u></p> <p>Close with the Girl Scout Law – I will do my best to be courageous and strong. Explain to the girls that doing healthy activities helps them to be strong.</p>	<p>Crayons</p> <p>Plain paper (copy paper) for each girl</p> <p><i>Handbook for Brownie Girl Scouts</i></p> <p><i>Guide for Daisy Girl Scout Leaders</i></p> <p>Props for the game to be played</p> <p>Marker</p> <p>Large paper with the secret code on it or cards with several letters and code symbols on each.</p> <p>Large paper with the sentences to be completed.</p> <p>Healthy snack, cups, napkins</p> <p>Plastic bag for trash</p> <div data-bbox="1149 1444 1446 1682" data-label="Image"> </div> <p style="text-align: right;">Continued...</p>
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Session 2: Healthy Fun with Healthy Foods

Getting Started:

Have magazines with pictures of foods in them or newspaper ads from the food stores. Have the girls begin to cut out different foods for an activity later in the session.

Activities:

1. Open the meeting with the healthy food alphabet game. Talk about what are healthy foods. Remind the girls that they are what they eat so they want to be eating healthy foods.
2. Use the alphabet game in Activity 4 on page 4 of the *In the Zone* book. You can also put the alphabet up on a big piece of paper or put each letter on one piece of copy paper. Have the girls call out healthy foods that begin with each letter. If the girls have trouble thinking of things use the pictures they cut out at the beginning of the meeting to remind them of healthy foods.
3. Food People is an activity using the healthy foods to make a healthy person. *Try-Its for Brownie Girl Scouts* page 27 activity. The girls are going to create food people using the pictures of the foods they cut out. When they are making their food people they should make the person out of healthy foods that they eat and like. Ask the girls to give their food person a name.
4. Give each girl a chance to introduce her food person and tell why she likes the healthy foods that make up her person.
5. Water is a healthy drink. Show the girls what 8 glasses of water looks like. Bring 8 clear glasses that hold at least 8 ounces. Fill each with water. Have the girls pour that water into a pitcher or other container. This will give them an idea of how much 8 glasses of water is.
6. Have the girls look at Activity 5 on page 5 of the *In the Zone* book. Make a list of other healthy drinks.
7. If a snack is part of this session plan a healthy one. Water to drink and fruit or vegetables.

Closing:

Review the Girl Scout Law: I will do my best to be courageous and strong. Talk about why eating healthy foods helps the body grow strong.

Materials Needed:

In the Zone books.

Old magazines or newspaper ads from food stores

Scissors one per girl

Glue sticks

Construction paper for each girl

Crayons

8 clear plastic glasses at least 8 oz. in volume

1 pitcher or other container

Water



Continued...

Session 3: I Am Special!

Getting Started:

In this session the girls will be creating their one of a kind special selves. Read the description of the activities and the supplies needed. Be prepared. The two resources for this activity are the *Guide for Daisy Girl Scout Leaders* page 10; the Me in Paper activity and the *Handbook for Brownie Girl Scouts* page 44; the Your Body is One of a Kind activity. Look over these activities and read the directions below for the variations made to fit the *In the Zone* program. If you are leading an all Daisy Girl Scout group the girls can complete the Paper Portrait on page 5 of their Daisy Girl Scout Activity books instead of making the large paper drawings.

For this session the snack is the completion of one of the activity 3 in the Eat Right, Stay Healthy try-it. It requires several different flavors of yogurt and different food that use milk as an ingredient. Girls can be asked to bring their favorite food that has milk in it or you can purchase a selection of different things. You will need to find out if you have girls who are allergic to dairy foods and plan to supplement using fruits, Jello, apple sauce or get suggestions from the parent.

Start-Up:

Have the girls help each other trace their outlines on large pieces of paper.

Activities:

1. Start this session with Activity 6 on page 6 of the *In the Zone* book. Have the girls help fill in the words in the sentences. If all the girls do not have a book put the sentences on large paper so all can see to fill them in.
2. Have the girls take their body outlines that they made as the start up activity and color them to show themselves as special people.
3. When all the outlines have been completed ask the girls to share their life-sized pictures of themselves. When they share ask them to tell one healthy activity they do and one healthy food they eat.
4. Activity 4 from the Eat Right, Stay Healthy try-it – Dairy Foods. In this activity the girls will taste foods that they may have not ever tasted. Ask them to use their resources wisely and only take a little if they don't know if they like it. If they don't like the food only a little will be wasted. If they do like it they can have some more.

A roll of 36 inch wide paper or large sheets of paper taped together.

Scissors
Glue sticks
Yarn
Crayons
Cloth scraps
Colored paper



Different foods with milk as an ingredient

Plain or vanilla low-fat or no-fat yogurt

Different fruits, nuts, cereals to put in or on the yogurt

Bowls or cups and spoons for the girls

Napkins

Continued...

- a) Many kinds of foods use milk as an ingredient, such as yogurt, butter and ice cream. Have the girls help you think of others. If they brought foods that have milk as an ingredient have them share. Have a taste test. Which ones are the girls' favorites?
- b) Try making some new flavors of yogurt. Get some plain or vanilla, low-fat or no-fat yogurt. Set out small bowls of different toppings: crunchy cereal, strawberries, bananas, peanut butter, blueberries, apple slices, nuts, honey, and other fruits. Have fun eating the dessert you make.
- c) Everyone helps clean up!

Closing:

Review the Girl Scout Law – I will do my best to use resources wisely. Ask the girls what they learned about using their resources today.

Session 4: What Are Harmful Drugs?

Getting Started:

This session will begin talking about harmful drugs. It will be helpful for you to review the *In the Zone: Living Drug Free Guide for Girl Scout Adults*. Page 15 of this guide is particularly helpful.

Start-Up:

Activities:

1. Read pages 7 and 8 from the *In the Zone* book. Help the girls understand the difference between medicines that their doctors give them to stay healthy and harmful drugs.
2. Page 9 talks to the girls about saying NO! to harmful drugs. Read the section "If harmful drugs are bad, why do people take them? Help the girls understand why people might take harmful drugs.
3. Show the group how you feel. Play "Guess the Feeling". In a bowl place scraps of paper with different feelings written on them (for example: excited, angry, happy, sad, disappointed, tired, confused, hurt, selfish, curious, love, friendship). The girls take turns picking a piece of paper. Without using any sounds or words, they try to express the emotion on the paper to the rest of the group. Then try to show the feeling using only part of the body: head, hands, eyes. (People are Talking try-it activity 3, page 70 *Try-Its for Brownie Girl Scouts*).



Materials Needed:

In the Zone books
In the Zone Guide for Girl Scout Adults

Bowl or box
 Scraps of paper with feelings printed on them: excited, angry, happy, sad, disappointed, tired, confused, hurt, selfish, curious, love, friendship

Paper and crayons



Continued

4. Lynn's Story page 10-13. Follow the story and ask the girls to share what makes them unhappy or sad and then what makes them feel better when they are sad – what cheers them up and who they can talk to.
5. Ask each girl to draw what will turn her frown into a smile.

Closing:

Share all the things that make the girls happy. Talk about the Girl Scout Law – I will do my best to be responsible for what I say and do. This relates to the girls feelings and how they express them to others.

Session 5: Can You Read a Label?

Getting Started

For this session the girls will be doing two different things with labels. One is to complete activity number 1 of the Eat Right, Stay Healthy try-it and the other is Activity 13 of *In the Zone*.

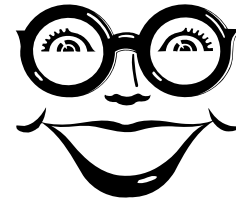
You will need to gather quite a few things from home. The list for Kim's game will also be used for the dangerous packages activity. For the try-it activity you will need the following: two different cereal box, cake mix box, 3 or 4 different canned fruits and vegetables, 1 or 2 boxes or bags from frozen vegetables or frozen dinners.

If you bring these ingredients you can make the Food Pyramid Party Mix (page 49 *Handbook for Brownie Girl Scouts*). Dried banana or apple chips, sunflower seeds, raisins, popcorn, granola. You will need a bowl, cup measure and spoon.

Start-Up:

Kim's Game is an observation game. On a table mark off a lattice madder from four or more pieces of tape, string or rulers. The lattice looks like a Tic Tack Toe game. You will need these items to place in the lattice – grapes, small tube of toothpaste, chewing gum, magic marker, soap, empty medicine bottle, bleach bottle, can of spray paint (empty if possible), box of cereal, apple, dish soap, a crayon, juice box. These items will relate to a later activity so it is important to have as many of these as you can.

How to Play: The lattice is laid out on the table with an object in each of the squares. Girls work with a friend. All groups observe the completed lattice for one minute before it is covered up. Each group then draws the lattice as they remember it. The group with



Materials Needed:

Masking tape, string or rulers

- Grapes
- Small tube of toothpaste
- Chewing gum
- Magic marker
- Soap
- Empty medicine bottle
- Bleach bottle
- Can of spray paint (empty if possible)
- Box of cereal
- Dish soap
- A crayon
- Juice box

Scarf or cloth to cover the lattice



Continued...

the most accurate lattice in the shortest time wins the honor of choosing and placing objects in the next lattice for the next game.

Activities:

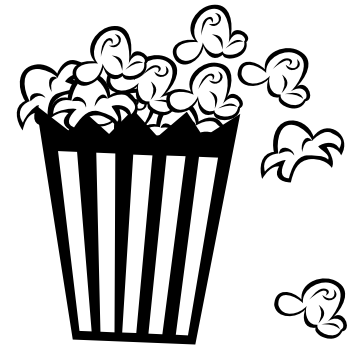
1. Activity 1, Eat Right, Stay Healthy try-it on page 26 of the *Try-Its for Brownie Girl Scouts*.
2. Share this information with the girls. Food labels list ingredients starting with the largest amount down to the smallest amounts. They also show how much of each nutrient (such as vitamins and minerals) is in each food serving. Calcium, which helps your bones grow strong, is an example of a mineral. Vitamin C, found in orange juice, is an example of a vitamin.
3. Divide the girls into small groups. Give each group one or two different packages of food. Have them look at the lists of ingredients. Tell them that many times, sugar or salt is added as flavoring. Sugar is sometimes called corn syrup, sucrose, glucose or fructose.
4. Have the girls compare three labels and decide which food is best for them. When deciding what is a healthy food, check the food pyramid on page 48 of the *Handbook for Brownie Girl Scouts*.
5. If you brought the ingredients for the Food Pyramid Party Mix make it and eat it here. Have the girls in their groups measure the ingredients and stir the snack. Serve the snack in small cups with water or a fruit juice drink.
6. Dangerous Packages, page 14 of *In the Zone*. Put all the items from Kim's Game out on a table. Help the girls find the warnings on the labels of the soap, bleach, spray paint, magic marker, dish soap.
7. Divide the girls into two teams for this safety relay. Each team will be asked to get a certain kind of item off the table. Team one may only pick up those items that are safe to put in your mouth. Team two may only pick up those items that are not safe to put in your mouth. One girl from each team goes to the table and chooses an item and brings it back to her team. The team that finishes first and has the correct items wins. After the game is over have each team share what they have so you can reinforce the things that girls should not put in their mouths.

Materials Needed:

Handbook for Brownie Girl Scouts page 48 for a picture of the food pyramid.

Examples of different foods in packages: two different cereal box, cake mix box, 3 or 4 different canned fruits and vegetables, 1 or 2 boxes from frozen vegetables or frozen dinners.

Dried banana chips or apple chips, sunflower seeds, raisins, popcorn, granola



Continued...

Closing:

Review the Girl Scout Law – I will do my best to be responsible for what I say and do. Help the girls relate that to what they learned today about being responsible for good eating habits and for being responsible for making good choices about what they put into their mouths.

Session 6: You Can Say NO!

Getting Started

This is the last session in this program. At the end of the session you will want to present the girls with the *In the Zone: Living Drug Free* patches for Daisy and Brownie Girl Scouts. The Daisy Girl Scouts can be presented with the Use Resources Wisely (green), Courageous and Strong (red), and the Responsible for What I Say and Do (orange), learning petals. The Brownie Girl Scouts can be presented with the Eat Right, Stay Healthy try-it. These awards can be ordered from the Skyline Shops in Roanoke and Charlottesville.

The awards can be stapled onto a ribbon so that it can be pinned to the girl or put over her head around her neck (like an Olympic medal). This helps the girls keep up with the awards they have earned.

You may want to plan a snack for the ending of this session. Something healthy like fruit juice, popcorn, fruit, vegetables, etc. The girls and their parents can participate in the ending ceremony.

Start-Up:

Give each girl a piece of plain paper with a window drawn on it like on page 25 of the *In the Zone* book. Ask each girl to fill in the squares. Put these directions on a large piece of paper:

1. A picture about you and your family.
2. A picture about something that makes you special.
3. A picture about something that you really like to do with a friend.
4. A picture about a hope or dream you have for your life.

Activities:

1. Can you say NO! when your friends say YES? Read “What Did Lynn Do?” on page 20-21 of the *In the Zone* book. Stop at the end of page 20. Divide the girls into groups of two. Ask each group to tell what Lynn did next. Give each group paper and pencil so they can write or draw what they thought Lynn did next.

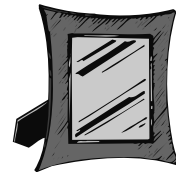
Materials Needed:

In the Zone patches and Daisy Learning Petals and Brownie Girl Scout Try-Its



Paper with a window drawn on it for each girl.

Crayons
Paper
Pencils



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2. Have each group share their thoughts.
3. Finish reading the story (page 21).
4. Talk about how hard it is to say NO and be different but how important it is to do what they know is right.
5. Have the girls finish their “windows” from the start up activity.
6. Health Living Pledge. Talk to the girls about what making a pledge means – like the Girl Scout Promise.
7. Read the Healthy Living Pledge. Ask the girls if they will sign this pledge. Sign the pledge.
8. This is the end of the *In the Zone* session. The girls should be presented with the patch, try-it or learning petals they have completed.
9. Have a simple ceremony to present the awards. At the ceremony ask the girls to share what they drew in each of the sections of their window. If you have limited time, ask them to share just one square.
10. A healthy snack of fruit juice, fruit, veggies, nuts, popcorn can be done here.

Copies of the Healthy Living Pledge found at the end of this outline or have the girls sign the one in their book.





Healthy Living Pledge

We pledge to live healthy lives.

We will eat healthy foods and be active, and we will not take drugs,
Smoke cigarettes or put anything in our body that can harm us.

(Each team member signs her name below.)

Signed: _____ Date: _____

Signed: _____ Date: _____

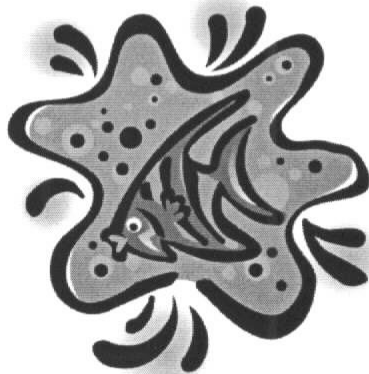
Signed: _____ Date: _____

Signed: _____ Date: _____

Witness: I am proud that my Healthy Living team has made this pledge.

Signed: _____

(Have your troop leader, teacher or parent write her or his name on the line above.)



PROGRAM LIFESAVERS EVALUATION

(Must be completed by adult responsible for implementing the Program Lifesaver.)

Name: _____

Day phone: (____) _____ Evening phone: (____) _____

Email address: _____

Name of group: _____ Troop/Group number: _____ Service unit: _____

Dates used: ___/___/___ to ___/___/___ Place used: _____

Name of Program Lifesaver used: _____

Number of participants by program level:

_____ Daisy _____ Brownie _____ Junior _____ Cadette _____ Senior _____ Adult

Was this Program Lifesaver easy to use? _____ Yes _____ No Explain:

Was it appropriate for your group's age level? _____ Yes _____ No Explain:

Did the activity sessions take the amount of time indicated? _____ Yes _____ No Explain:

Would you recommend this Program Lifesaver to others? _____ Yes _____ No Explain:

What activities did the girls like best?

Girl comments about the program:

Adult comments about the program:

Please complete & return this form to:

Girl Scouts of Virginia Skyline Council, 3663 Peters Creek Road, NW, Roanoke, VA 24019