



# Between Earth and Sky

## with Healthy Habits

Use your Journey Adult Guide with this Energy Balance booklet to help Girl Scout Daisies lead an active, healthy lifestyle!





girl scouts



CHAIR, NATIONAL BOARD OF DIRECTORS  
Connie L. Lindsey

CHIEF EXECUTIVE OFFICER  
Anna Maria Chávez

CHIEF OPERATING OFFICER  
Jan Verhage

VICE PRESIDENT, PROGRAM  
Eileen Doyle

SENIOR DIRECTOR, PROGRAM RESOURCES:  
Suzanne Harper

EDITOR: Tommi Lewis Tilden

WRITER: Janet Ungless

DESIGNER: LuAnn Graffeo Blonkowski

ILLUSTRATOR: Susan Swan

ART & PRODUCTION: Douglas Bantz,  
Sarah Micklem

COPY CHIEF: Joseph Manghise

© 2012 by Girl Scouts of the USA

First published in 2012 by Girl Scouts of the USA  
420 Fifth Avenue, New York, NY 10018-2798  
www.girlscouts.org

All rights reserved. This book may not be reproduced in whole or in part in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system now known or hereafter invented, without the prior written permission of Girl Scouts of the United States of America.

Printed in the USA



This publication was made possible by a generous grant from the Healthy Weight Commitment Foundation.

# Dear Volunteer,

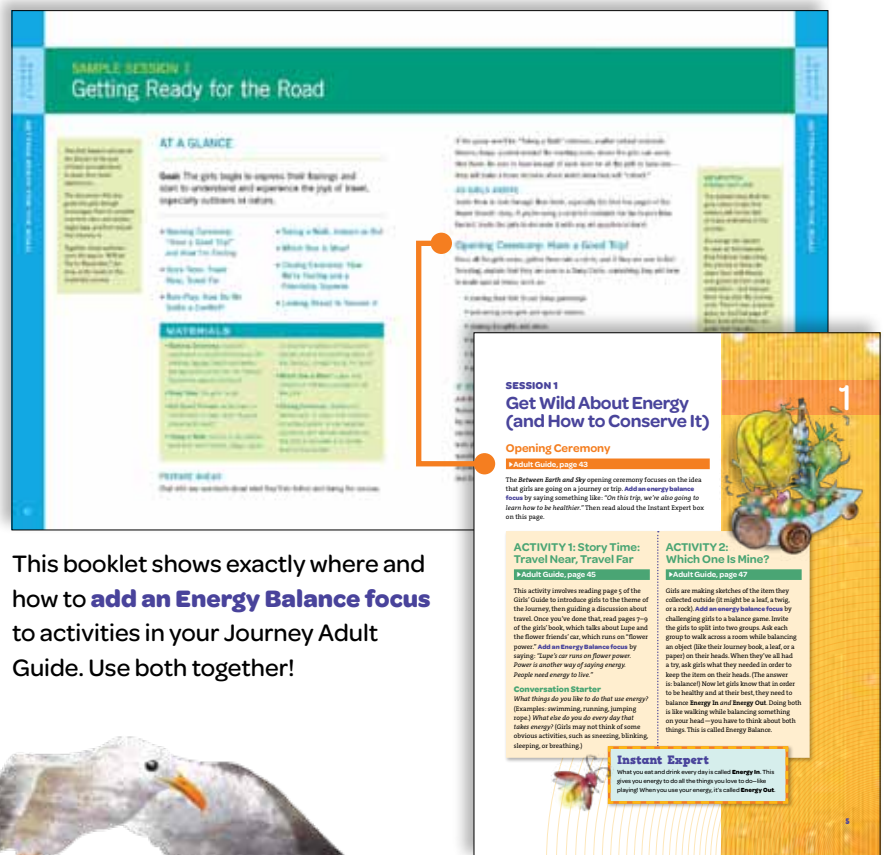


Girl Scout Daisies on the *Between Earth and Sky* Journey learn about plants, trees, and animals while building important leadership skills. With this booklet, you can help them add a special focus on active, healthy living to their Journey through Energy Balance.

Here's how to use this booklet:

**1** Open your Adult Guide to page 42. This is the first of 10 sessions for this Journey.

**2** Next, turn to page 5 in this booklet. You'll see tips to help you **add an Energy Balance focus** to Session 1. This booklet provides tips for every session in your *Between Earth and Sky* Adult Guide.



This booklet shows exactly where and how to **add an Energy Balance focus** to activities in your Journey Adult Guide. Use both together!





**3** This booklet also includes special tools—called Conversation Starter, Instant Expert, and For More Fun—to help you guide Daisies on their Journey.

## Conversation Starter

Research shows people learn best when they experience hands-on activities that are followed up with reflection—and young girls are no different! That’s why it’s important to engage girls in the “learning by doing” process. Let girls have fun with the activities and guide them in a discussion once they’ve finished. The Conversation Starter boxes will help you do just that!



## Instant Expert

These boxes will give you background information about exercise, nutrition, and physiology to share with girls.

*Turn the page and read more about Energy Balance and how this concept can help girls learn to lead healthier, happier lives!*



## For More Fun

These boxes will give you ideas for extra activities that girls may want to try if they have time and interest.

## You May Be Wondering...

If you’ve never done a Journey with an “add on” approach before, you may have a few questions!

**Q** Can I use the Energy Balance booklet on its own?

**A** This booklet is designed to work in tandem with the *Between Earth and Sky* Journey. The activities and information are a fun way for you to give girls the added benefit of learning about active, healthy living.

**Q** If girls do the *Between Earth and Sky* Journey with this active, healthy living focus, do they still earn the Journey’s leadership awards?

**A** Absolutely! As always, just follow the steps outlined in your Adult Guide to the Journey to help girls earn the Journey’s leadership awards.

**Q** What if we don’t have the time to do all 10 sessions of the *Between Earth and Sky* Journey?

**A** Like all Girl Scout leadership opportunities, it’s the quality of the girls’ experiences that matters most! Many volunteers find it easiest to follow the Adult Guide and the session outlines exactly as written. However, depending on the girls’ schedules and interests, you can take a longer or shorter amount of time to finish.

WHAT IS

# ENERGY BALANCE?

Energy Out

Energy In

**Energy Balance** is the balance of two things: **Energy In**...the calories you get from eating and drinking. **Energy Out**...the calories you burn from physical activities. These include daily living activities (like getting dressed or cleaning your room), physical activities that take more effort (like climbing stairs or playing sports), and basic body processes (like thinking and sleeping).

- ☀️ Human beings need energy to breathe, move, pump blood, and even think. They get this energy from calories provided in foods and beverages. A calorie is a metric unit of energy. Let's say a food or beverage contains 100 calories—that is one way of describing how much energy our body gets from eating or drinking it.
- ☀️ The average school-age child needs between 1,600 and 2,500 calories each day. That energy is then used (burned) by daily activities. (Most girls are in this range.)
- ☀️ Energy Balance is not about calorie counting. Girls need calories for energy! Not eating enough may make them feel tired or even sick. Girls also need to gain some weight as part of their normal growth and development—but without promoting excess weight gain. That's why it's important to balance daily calorie requirements (Energy In) with regular physical activity (Energy Out). Girls should aim to be physically active for 60 minutes each day.
- ☀️ Energy In and Energy Out doesn't have to balance exactly every day. The goal is to maintain balance over time—which helps us be healthier.

For more information, you can estimate a recommended daily food plan by age and activity level at: [www.choosemyplate.gov/myplate/index.aspx](http://www.choosemyplate.gov/myplate/index.aspx).



## SESSION 1

# Getting Ready for the Road

## Opening Ceremony

►Adult Guide, page 43

The *Between Earth and Sky* opening ceremony focuses on the idea that girls are going on a journey or trip. **Add an Energy Balance focus** by saying something like: “On this trip, we’re also going to learn how to be healthier.” Then read aloud the Instant Expert box on this page.



### ACTIVITY 1: Story Time: Travel Near, Travel Far

►Adult Guide, page 45

This activity involves reading page 5 of the *Girls’ Guide* to introduce girls to the theme of the Journey, then guiding a discussion about travel. Once you’ve done that, read pages 7–9 of the girls’ book, which talks about Lupe and the Flower Friends’ car, which runs on “flower power.” **Add an Energy Balance focus** by saying: “*Lupe’s car runs on flower power. Power is another way of saying energy. People need energy to live.*”

#### Conversation Starter

*What things do you like to do that use energy?* (Examples: swimming, running, jumping rope.) *What else do you do every day that takes energy?* (Girls may not think of some obvious activities, such as sneezing, blinking, sleeping, or breathing.)

### ACTIVITY 2: Which One Is Mine?

►Adult Guide, page 47

Girls are making sketches of the item they collected outside (it might be a leaf, a twig, or a rock). **Add an Energy Balance focus** by challenging girls to a balance game. Invite the girls to split into two groups. Ask each group to walk across the room while balancing an object (like their Journey book, a leaf, or a paper) on their heads. When they’ve all had a try, ask girls what they needed in order to keep the item on their heads. (The answer is: balance!) Now let girls know that in order to be healthy and at their best, they need to balance **Energy In and Energy Out**. Doing both is like walking while balancing something on your head—you have to think about both things. This is called Energy Balance.

### Instant Expert

What you eat and drink every day is called **Energy In**. This gives you energy to do all the things you love to do—like playing! When you use your energy, it’s called **Energy Out**.



# 2



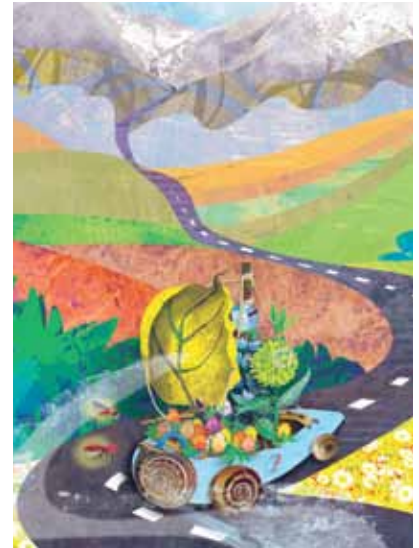
## SESSION 2

# Our Road Trip Begins

## Role Play: How I Help My Friends

►Adult Guide, page 52

In this activity, girls do some role-playing to demonstrate helpful, caring behavior. Let girls know that feeling good about who they are is important for Energy Balance because it helps them make sensible food choices and stay active. Suggest that one way to help friends is by being active together. Doing activities together is not only more fun but can make active, healthy living a good habit.



### For More Fun

Invite the girls to draw a rainbow on a piece of paper. Remind them that eating a “rainbow” of foods is a great way to be healthy. Ask them to keep a list of all the colorful fruits and vegetables they eat between now and the next Daisy gathering and to match the food to the colors of the rainbow. Family members are encouraged to help them keep track. Invite girls to bring the list to share at the next session.

## ACTIVITY 1: Science Time: The Sweet Smell of Soil

►Adult Guide, page 53

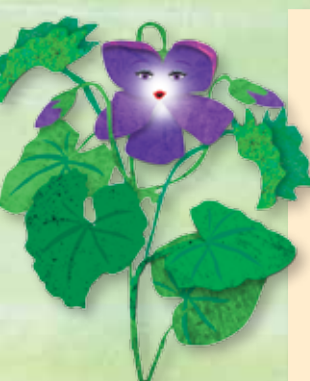
The girls invite a local gardener to talk about soil and to show them a variety of soil samples. They learn that flowers get their nourishment from the soil. **Add an Energy Balance focus** by telling girls: *“You know what else gets nourishment from the soil? Plants that produce fruits and vegetables, which are foods that help you grow. Eating fruits and vegetables is an example of Energy In!”* Invite the gardener to talk about the physical work it takes to plant, harvest, and prepare or preserve fresh foods. (If you don’t have a guest, ask girls to role-play all the different things a gardener might do: plant seeds, cut grass, water and feed plants, rake leaves, and pull out weeds.) Remind girls that these are all examples of **Energy Out** activities.

## ACTIVITY 2: A Walk in Nature to Find Colors

►Adult Guide, page 53

Before girls head out for a walk in nature, they take turns naming their favorite colors. **Add an Energy Balance focus** by telling girls the colors of nature also include colors of fruits and vegetables, which grow on plants and trees. Ask the girls to name the fruits and vegetables they eat. It doesn’t matter whether they’re from a can, frozen, or fresh from a market. Remind the girls that eating fruits and vegetables is an example of **Energy In**. Hand out paper and invite them to create a collage of the colorful fruits and vegetables they like to eat. They can draw with crayons, markers, and paints. Or paste on pictures cut out of magazines and newspapers. Or both!

*How many colors did they include? How many of these colorful foods have they eaten recently?*





## SESSION 3

# You, Me, How Different We Can Be



# 3

## As Girls Arrive

►Adult Guide, page 56

In this session, girls are invited to pick a feeling word and to draw a picture of what someone feeling that way looks like. **Add an Energy Balance focus** by asking girls to draw a picture of something that makes them feel happy. It might be spending time with a parent. Or petting their dog. Or swimming. Explain to girls that doing things that make them feel happy can help them feel better, too.

## For More Fun

See suggested snacks on page 58, in Feast of Plant Parts. Invite the girls to create a flower on a paper plate with the plant parts before snacking. Take a picture of each girl's edible flowers on their paper plates and print them out (now or later) as a memento to paste in their Daisy books.

## ACTIVITY 1: Science Time: How Plants Drink

►Adult Guide, page 58

The girls are observing how plants can get droopy when they don't have enough water. Let the girls know that, for people, drinking fluids and staying hydrated is an example of **Energy In**. Say something like: *"Just like plants, humans need water when they're thirsty. This is part of keeping their Energy Balance."* Invite the girls to name an activity or situation when they get thirsty. (Examples: when it's hot out, when they've been riding their bike, playing tag.) Ask the girls what they drink most when they're thirsty.

### Conversation Starter

Maybe some of the girls have never tried tea or cranberry juice before. Trying new things is one way of being adventurous. It's okay not to like something, but it's great to try new things. After all, macaroni and cheese or any other favorite foods were new at one point! Ask the girls: *Is there anything you tasted before and didn't like at first, but now you do?*



## ACTIVITY 2: Role Play: I'm Feeling This, You're Feeling That!

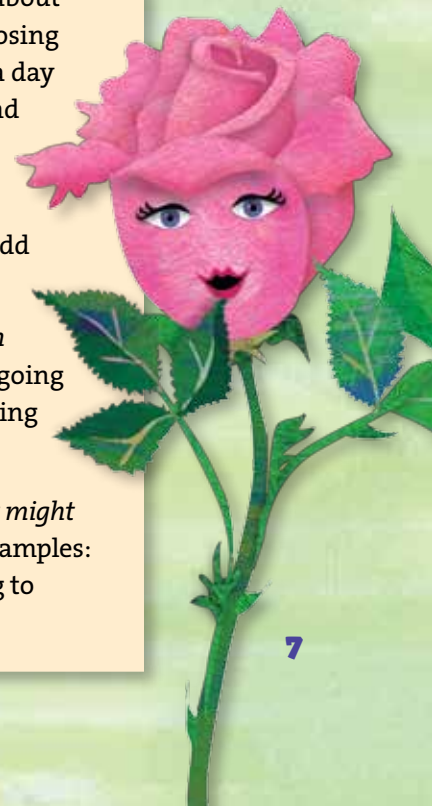
►Adult Guide, page 59

Girls are role-playing about feelings. Now would be a great time to bring up how some **Energy Out** activities, like playing sports or a game, might boost self-confidence and encourage teamwork. Others make them feel strong and powerful, and feel good about their bodies. Let girls know that choosing to be physically active for one hour a day helps keep their energy balanced, and can help them feel happy.

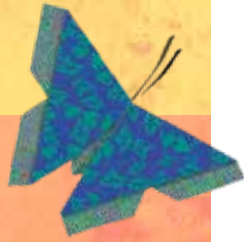
### Conversation Starter

After the girls role-play, you might add these questions to your discussion:

- *What things make you feel even a little bit nervous?* (Examples: going to a new school, trying something new, playing a new game.)
- *What are things you can do that might make you feel more relaxed?* (Examples: eating, sleeping/resting, talking to my family.)



# 4



## SESSION 4

# Living the Law, and So Many Seeds

### Instant Expert

Many girls love sweets, so it's important to let Daisies know that there are no "bad" foods. Foods are not "good" or "bad." Tell them that all foods can fit into a healthy and "balanced" diet. You just don't want to eat too much or too little of any one thing. You want to have a balanced diet from *all* food groups. Balance is *best!*

### Story Time

▶Adult Guide, page 64

In this activity, girls listen to the part of their book where their Flower Friends are eating a delicious breakfast of blueberry pancakes. Remind girls that this is an example of **Energy In**.



### ACTIVITY 1: Science Time: So Many Seeds

▶Adult Guide, page 64

Girls are gathered to explore seeds and how they vary in size, shape, color, and texture. Let girls know that foods (**Energy In**) also vary in size, shape, color, and texture. Take this chance to show girls the MyPlate image on the opposite page. Give each girl a plain paper plate and ask her to draw four different sections on the plate. On each section, she will write: "Fruits, Grains, Protein, Vegetables." Ask her to cut out a circle from a paper and write "Dairy" on it. Explain that this plate and circle are tools to help them know what to eat every day.

#### Conversation Starter

*Can you name foods that are in the five food groups? (Let them know that oatmeal, pasta, whole wheat bread, and rice are grains. Chicken and hamburgers are protein. Yogurt, cheese, and milk are dairy. You can even tell them that ice cream is dairy!)*

### ACTIVITY 2: Making Butterflies

▶Adult Guide, page 66

Girls are making origami butterflies. When they're done, let them know that creating something is an **Energy Out** activity. Explain that it takes energy to be a creative artist (like learning in school uses brain power!), even if it's not as physical an activity as, say, hide-and-seek. Before the Closing Ceremony, invite the girls to:

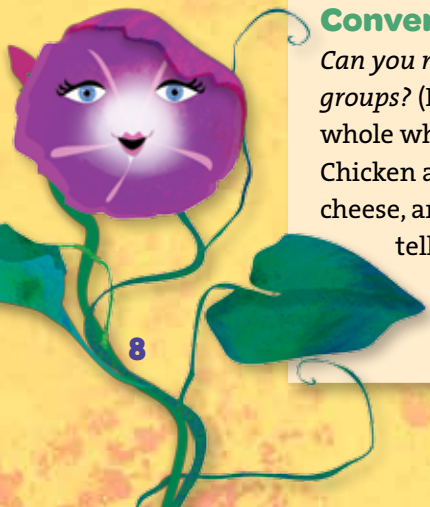
- Walk quickly around the room.
- Smile.
- Do 10 jumping jacks.
- Stand on one foot for 10 seconds.
- Hold up their folded paper creations.

Ask them:

*Which one used the most energy?*

*Which one used the least energy?*

*How do you know? (Sample responses: "I felt more tired when I..." "I could feel my heart beat faster when I...")*





# Between Earth and Sky Food Match

orange



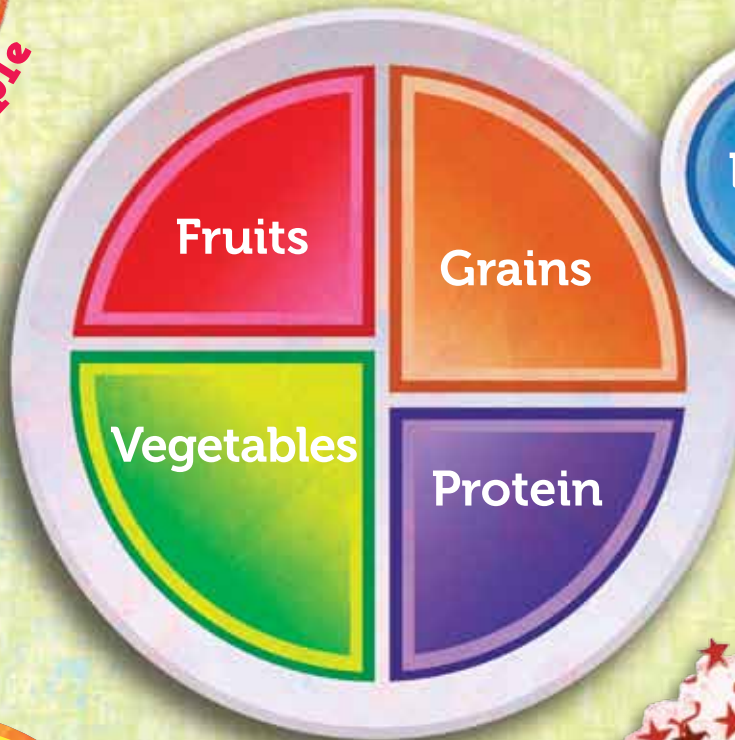
In the girls' Journey book, they're introduced to various foods—like blueberries, pancakes, sunflower seeds, and salmon—as they travel with their Flower Friends. Ask them to match each food to the corresponding section on the MyPlate diagram (below) designed by the U. S. Department of Agriculture.



blueberry pancakes



apple



Dairy

## For More Fun

Make copies of this page and give to the girls. Tell them to draw all the foods they can think of on the back. When they're finished, ask them which food groups their drawings belong to.

Soups, cereals, and juices are a tasty way to get important vitamins your body needs.



carrots



cupcake

USDA's MyPlate food guidance system is designed to help Americans make healthy food choices and to be active every day. It replaces the food pyramid. For more information, visit [www.choosemyplate.gov](http://www.choosemyplate.gov). Source: U. S. Department of Agriculture. Reprinted with permission.



## SESSION 5

## Special Skills, and Textures, Too

**Instant Expert**

No single food supplies all the nutrients we need. Girls need to eat a variety of different foods from the five major food groups, which together meet nutritional recommendations.

**Opening Ceremony**

▶Adult Guide, page 69

The girls begin by saying “Have a great trip” to one another in Japanese. Make this an **Energy In** discussion! Say to girls, “*Different cultures have their own languages. They also have their own foods, recipes, and drinks.*” Ask them if they can name a food from Japan. (Examples: sushi, udon noodles, teriyaki, miso soup, edamame.) Have they ever tried any of these foods? Then ask whether they have tasted a food from another culture: Italian, Chinese, Greek, Thai, or Indian? Did they like it? Remember, it’s always great to try something new and be a food explorer!

**ACTIVITY 1:  
As Girls Arrive**

▶Adult Guide, page 69

Daisies are decorating their firefly suitcase, which will hold all their special skills. Invite girls to add **Energy Balance** to their skills. On a whiteboard or blank wall poster, create a chart with **Energy In** on the top left column and **Energy Out** on the top right. Ask girls to name foods they’ve eaten recently and make a list on the left-hand side. Then ask them some of the physical activities they’ve done—or could do—that would balance that out. List on the right. Remind them **Energy Balance** doesn’t have to happen in just one day or even every week, but they should try to keep their energy balanced over time for an active, healthy lifestyle.

**ACTIVITY 2:  
Closing Ceremony**

▶Adult Guide, page 72

While girls are talking about the special skills they want to get better at during the Journey, bring in **Energy Out** by asking them what activity they dream about doing one day. You might say, “*If you could do anything anywhere, what might you like to try? Perhaps an ocean swim? An all-day hike? A white-water rafting trip?*” Now ask them what skills they might need to do their “dream” activity. Do they need to learn how to be a stronger swimmer? Or find out how to be safe on a walking trail? Do any of the girls have “activity dreams” in common? Perhaps they can plan to do a trip together or as a group one day.

**For More Fun**

After the friendship squeeze (an example of **Energy Out!**), invite each girl to come up with her own special movement to get her heart beating. It might be jumping jacks, laughing out loud, shaking her head, or breaking out in a dance move.



## SESSION 6

# We Have Skills and So Do Plants

6

## Opening Ceremony

►Adult Guide, page 75

The girls start by taking turns saying the special skill they will use today. Let girls know they already have one Energy Balance skill they can use today: knowing their alphabet! And then say: “Do you know different vitamins have different letters of the alphabet, like A, B, C, and D?” Ask girls whether they take vitamins or know what vitamins are for.

## For More Fun

Vitamin D is called “the sunshine vitamin” because our bodies make it after we get sunshine. Invite the girls to come up with an outside activity—one in which they’ll also get their heart rate up! Have them play outside for 20 minutes or so.

## ACTIVITY 1: Looking Ahead to Session 7

►Adult Guide, page 76

Girls are enjoying a special snack time featuring your region’s local foods. Get an **Energy In** discussion going. Tell the girls vitamins and minerals are found in the healthy foods they eat. Their bodies need them to work properly and grow. Invite girls to separate into four vitamin groups: A, B, C, and D are each vitamins that are important to keeping our bodies healthy and strong!

Ask each group to act out a scene about their vitamin group with these prompters:

- Vitamin A is in carrots and helps you see at night.
- Vitamin B is in leafy green vegetables and helps your body make protein and energy.
- Vitamin C is in oranges and can help your body heal if you get a cut.
- Vitamin D is in milk and helps keep your bones strong.

## ACTIVITY 2: More Daisies’ Skills for the Road

►Adult Guide, page 77

Girls are adding their special skills to the suitcase. **Add an Energy Balance focus** by inviting girls to draw all the physical activities they do every day—to think about everything, like waking up, showering, eating breakfast, going to camp or school, after-school activities, and watching TV. Now ask them to each take one green and one yellow crayon. First, have them circle all the activities in green that they think they should do “more of.” Then, in yellow, circle all the activities they should do “less of.” Invite girls to share their lists or drawings and talk about their color choices.



## Instant Expert

A calorie isn’t good or bad; it’s just another way to measure energy. When you hear a food or beverage has 100 calories, it’s a way of describing how much energy your body can get from eating or drinking it. Calories fuel our bodies just like gasoline fuels cars.



## SESSION 7

## In the Land of Milk and Cheese



## For More Fun

Take the girls on a field trip to visit a local farm or grower. This is the ultimate way for the girls to experience fresh food—eating freshly picked strawberries, apples, and garden veggies. Or even seeing chickens laying eggs, cows being milked, or tasting fresh cheese. Remind them that eating fresh food is **Energy In** and that working on the farm is **Energy Out!**

## Snack Time: Celebrating Local Foods

►Adult Guide, page 80

Healthy eating (**Energy In**) is already part of this Daisy session. Enrich the experience this way: prepare a snack of cheddar and Swiss cheese, chocolate milk, and raspberries, just like the Flower Friends eat. Get a discussion going about where these foods come from. Ask girls which dairy foods they like best.



## ACTIVITY 1: A Walk in Nature to Find Textures

►Adult Guide, page 80

Before heading to the outdoors, Daisies learn about how different things are smooth, rough, soft, or hard. **Add an Energy Balance focus** by asking the girls to describe foods in these same ways. Have some food samples available. For example: a banana, a strawberry, a melon, a carrot, and a potato. Ask the girls to close their eyes and, one by one, touch each of the samples. As they touch, ask them to describe what they feel. (Examples: soft, squishy, smooth, rough, hard.) Invite girls to continue exploring food textures at home. When you meet again, ask what else they found. Something that was pointy? Rounded? Something that made a crunchy sound?

## ACTIVITY 2: Closing Ceremony

►Adult Guide, page 81

At the end of the session, after the girls have named their favorite outdoor place, suggest that they draw pictures of a farm, a nature scene, or some examples of farm foods. Ask them to share their drawings with the group and ask them to guess what it is. Now ask girls to “act out” all the **Energy Out** activities they can think of that farmers and growers do to get their work done. (Examples: milking a cow, sowing the soil, driving a tractor, lifting bails of fruit, planting seeds, stirring milk to make cheese.) Can the girls come up with more?





## SESSION 8

# When the Flowers Meet the Trees

# 8

## Opening Ceremony

►Adult Guide, page 84

The girls talk about the chestnut tree in today's story and name their favorite trees. Make this an **Energy Out** activity by inviting girls to take a walk outdoors to point out trees (or plants) that produce fruits, vegetables, and nuts!



## For More Fun

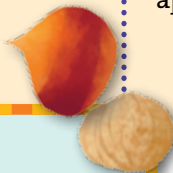
Print out a map of your local area. Or if you're at camp, ask the camp director for a map of the property. Pass out sticker hearts (or let them draw their own hearts) for girls to paste on to places on the map where they might do fun activities. Of course, the locations don't have to be exact.



## ACTIVITY 1: Story Time

►Adult Guide, page 85

The girls are following their Flower Friends as they travel through the hot desert. Perhaps they've even looked at a map to see the different states the Friends are traveling to. **Add an Energy Balance focus** by asking the girls to name all the places on their map (in their community) where they do activities that make their hearts beat faster. (Sample responses: "I play at a park." "I swim in the lake." "I ride my bike on the bike path." "I play basketball at the gym." "I walk on a trail near my house." "I play tag outside my apartment.") Invite the girls to tell a story about a day they made their hearts beat fastest.



## ACTIVITY 2: A Walk in Nature to Rub a Tree

►Adult Guide, page 86

Girls are getting a short jaunt in nature to make some bark rubbings. **Add an Energy Balance focus** by asking girls to count the steps they take on their nature walk. How many steps do they think they walk a day? Studies indicate that girls ages 6–12 should walk 12,000 steps a day. Ask girls how they might add more steps to their daily activities. (Examples: walk the dog with a family member, help with chores around the house, play tag, walk up and down stairs in their apartment.)

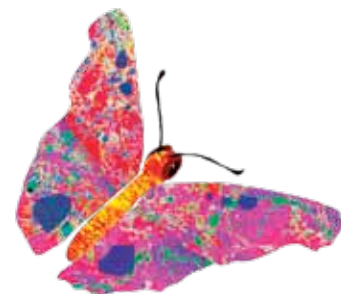


## Instant Expert

Daisies should try to get at least 60 minutes of physical activity every day. You might ask the girls if they know how long an hour is (examples: how long we meet in Girl Scouts, two TV shows, etc.). Then tell them that being active increases their muscle and bone strength, helps with digestion, boosts energy, and improves posture.

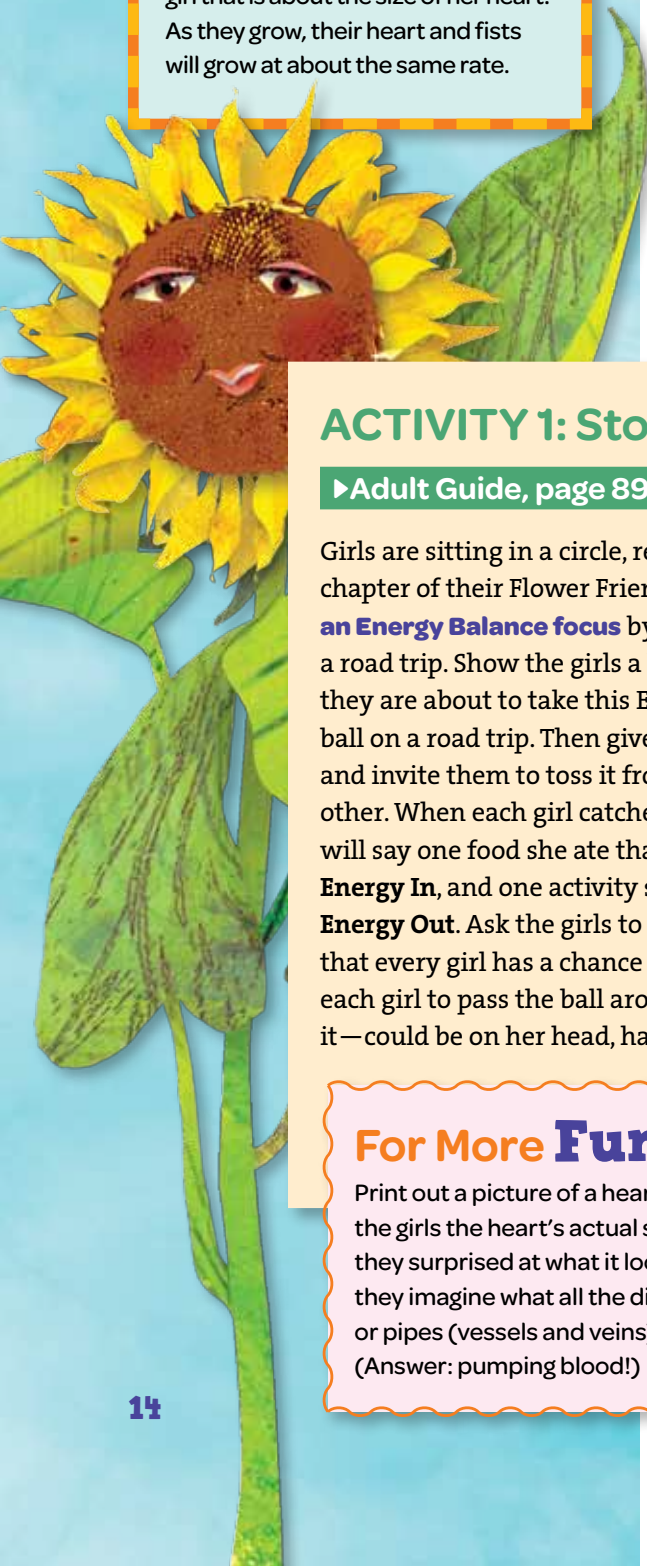
## SESSION 9

## Protecting a National Treasure



## Instant Expert

Tell girls to make a fist. Now tell each girl that is about the size of her heart! As they grow, their heart and fists will grow at about the same rate.



## Opening Ceremony

►Adult Guide, page 89

The girls begin by sharing how they feel about their Clover project, which will help protect something in nature. This is a perfect time to let the girls know that Energy Balance is a way to protect their bodies and stay healthy. Protecting means keeping something safe and strong. Can they think of other ways they protect their bodies? (Examples: by eating the right balance of foods, getting exercise, wearing warm clothing, using sunscreen, wearing a helmet when bike riding, wearing a hat in the sun.)

## ACTIVITY 1: Story Time

►Adult Guide, page 89

Girls are sitting in a circle, reading the final chapter of their Flower Friends' road trip. **Add an Energy Balance focus** by inviting them on a road trip. Show the girls a ball and tell them they are about to take this Energy Balance ball on a road trip. Then give the girls the ball and invite them to toss it from one girl to the other. When each girl catches the ball, she will say one food she ate that day to get her **Energy In**, and one activity she did for her **Energy Out**. Ask the girls to toss the ball so that every girl has a chance to share. Then ask each girl to pass the ball around and balance it—could be on her head, hand, legs, or finger.

## For More Fun

Print out a picture of a heart and show the girls the heart's actual shape. Were they surprised at what it looks like? Can they imagine what all the different lines or pipes (vessels and veins) are doing? (Answer: pumping blood!)

## ACTIVITY 2: Closing Ceremony

►Adult Guide, page 90

Girls are talking about pride in their Clover project and one another. Let them know that being proud and confident can also make their hearts (and minds!) happy and strong. **Add an Energy Balance focus** by asking girls to draw something that finishes the following: "I Heart My..." Invite them to color and paste in all the ways they take care of their hearts. (Examples: eating juicy fruits, swimming in the lake, playing with a pet, being around family.) Let them know they can take their "I Heart My..." page home and it would be great to bring back to display for their final celebration. At home, they might ask a family member or friend to help with their drawings.





## SESSION 10

# On the Road to New Adventures

# 10

## As Girls Arrive

▶Adult Guide, page 92

The girls greet the guests for their final ceremony and share details of their suitcase of skills, their blue bucket award, and their team journey poster. Make sure to include a display of their Energy Balance artwork, and invite girls to share with their guests what they learned about Energy Balance.



### ACTIVITY 1: Opening Ceremony

▶Adult Guide, page 93

The girls reflect on the ways they have lived the Law, and volunteers offer the girls a reminder of their accomplishments along the Journey. Work in some Energy Balance accomplishments, too. Perhaps it's a new food they tried, a new activity they checked out, or a new fact that they now know about healthy living.

### ACTIVITY 2: Words and Deeds

▶Adult Guide, page 94

The girls will show guests their favorite words and deeds from their blue bucket and firefly suitcase. **Add an Energy Balance focus** by inviting the girls to share one new thing they've learned about active, healthy living. It might be to describe what their hearts do, or what energy is, or why it's important to be active, and to eat different colorful foods.



### For More Fun

On page 95 of the Adult Guide, the girls celebrate with an array of healthful snacks in all shapes and colors. **Add an Energy Balance focus** to this by making a ladybug snack. Remind the girls that on page 80 of the girls' Journey book they learn ladybugs spend their summer in the redwood trees.

Directions for a ladybug snack:

- Trim the tops off of the strawberries and cut them in half lengthwise.
- With your fingers, gently push three chocolate chips into each half to create the ladybug's spots.
- Serve on a fun platter!





In the *Between Earth and Sky* Leadership Journey, Daisies learn about plants, trees, and animals while building important leadership skills. Add a special focus on active, healthy living through Energy Balance to their Journey by using this booklet right along with your Adult Guide to the Journey.

