

girl scouts



Get Moving!

with Healthy Habits

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



girl scouts

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Dear Volunteer,



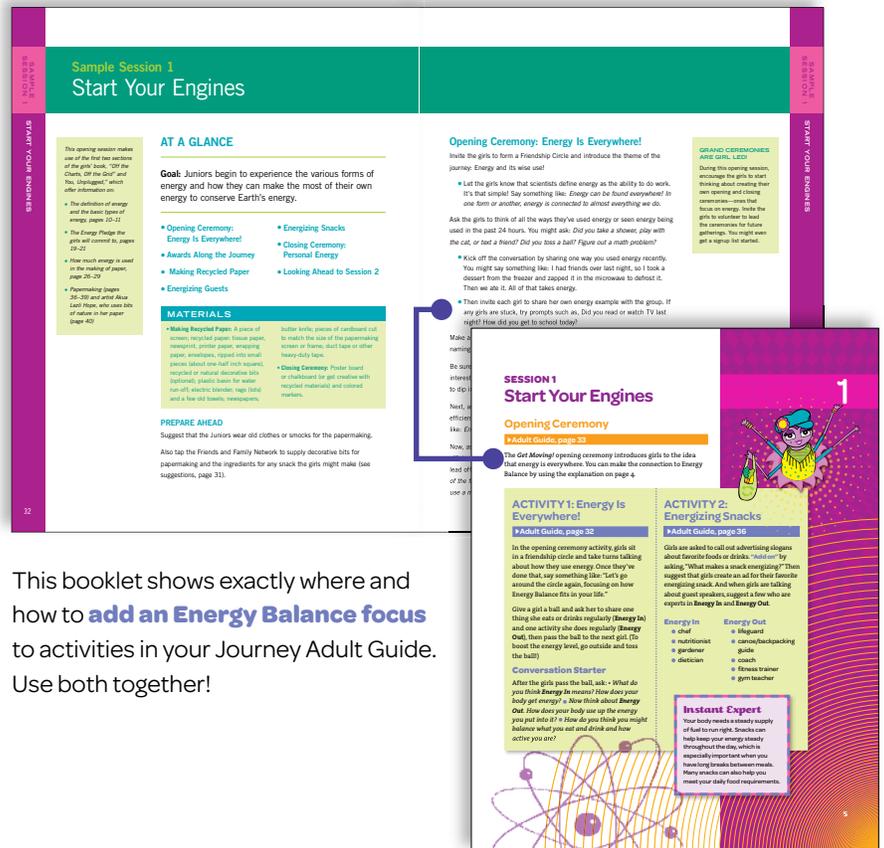
Girl Scout Juniors on the *Get Moving!* Journey

learn how to use their energy to protect Earth's energy and build important leadership skills. When they go on the *Get Moving!* Journey, Juniors are also beginning to make important health-related decisions. With this booklet, you can help them add a special focus on healthy living to their Journey through Energy Balance.

Here's how to use this booklet to add an extra-special healthy living focus to the *Get Moving!* Journey:

1 Open your *Get Moving!* Adult Guide to page 32. This is the first of 11 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 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 Juniors 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!

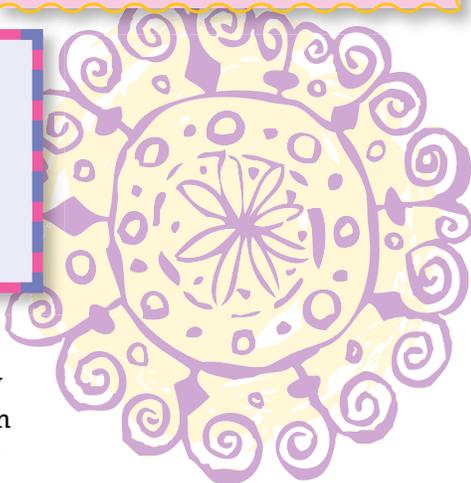


For More Fun
These boxes will give you ideas for extra activities that girls may want to try if they have time and interest.

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!



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 Healthy Weight/ Energy Balance booklet on its own?

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

Q If girls do the **Get Moving!** Journey with this 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 11 sessions of the **Get Moving!** 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.

SESSION 1

Start Your Engines

Opening Ceremony

►Adult Guide, page 33

The *Get Moving!* opening ceremony introduces girls to the idea that energy is everywhere. Make the connection to Energy Balance by reading the explanation on page 4 to them.



ACTIVITY 1: Energy Is Everywhere!

►Adult Guide, page 33

In the opening ceremony activity, girls sit in a friendship circle and take turns talking about how they use energy. **Add an Energy Balance focus** by saying something like: *“Let’s go around the circle again, focusing on how Energy Balance fits in your life.”* Give a girl a ball and ask her to share one thing she eats or drinks regularly (**Energy In**) and one activity she does regularly (**Energy Out**), then pass the ball to the next girl. (To boost the energy level, go outside and toss the ball!)

Conversation Starter

After the girls pass the ball, ask: ● *What do you think **Energy In** means? How does your body get energy?* ● *Now think about **Energy Out**. How does your body use up the energy you put into it?* ● *How do you think you might balance what you eat and drink and how active you are?*

ACTIVITY 2: Energizing Snacks

►Adult Guide, page 36

Girls are asked to call out advertising slogans about favorite foods or drinks. **Add an Energy Balance focus** by asking, *“What makes a snack energizing?”* Then suggest that girls create an ad for their favorite energizing snack. And when girls are talking about guest speakers, suggest a few who are experts in **Energy In** and **Energy Out**.

Energy In

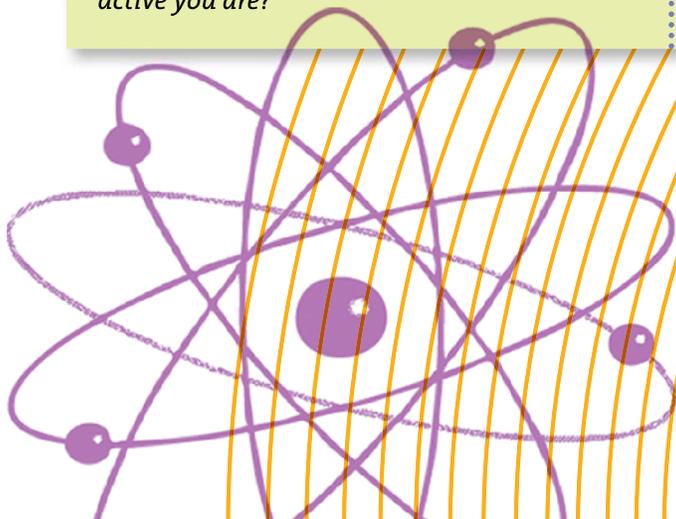
- chef
- nutritionist
- gardener
- dietician

Energy Out

- lifeguard
- backpacking guide
- coach
- fitness trainer
- gym teacher

Instant Expert

Your body needs a steady supply of fuel to run right. Snacks can help keep your energy steady throughout the day, which is especially important when you have long breaks between meals. Many snacks can also help you meet your daily food requirements.



2

Instant Expert

Here are some examples of Energy Balance goals:

I will eat foods from all five food groups each day, including a variety of colorful fruits and vegetables.

I will eat breakfast every day.

I will be active for 60 minutes every day, or at least five days a week.

I will do at least one activity a day that makes me out of breath.

I will encourage my family to do activities with me, because it's more fun to do things together!

SESSION 2

Pledging to Save Energy

Opening Ceremony

▶Adult Guide, page 39

The girls are sitting in a circle sharing their Energy Pledges. **Add an Energy Balance focus** by asking them to think about and commit to one Energy Balance goal (see box at left).

Conversation Starter

Point out that if an Energy Balance goal is to walk instead of ride in a car, this also saves energy! How? By not using gas and preventing pollution.

Then say something like: *“Our bodies also need balance to be healthy. Why?”* (Girls might answer: “to feel good,” “to fight off an illness,” or “to pay better attention in school.”)

“Remember, you don’t have to balance every meal and every activity. Think about balancing your day, your week, and your lives for a healthy, active lifestyle.”



ACTIVITY 1: Good for Us, Good for the Planet

▶Adult Guide, page 39

In the opening ceremony activity, girls have thought about—and perhaps shared—their Energy Balance goal. **Add an Energy Balance focus** by inviting them to write this goal on a paper, so they can refer to it throughout the Journey. (Perhaps they can write or design their goal on recycled paper, from page 35 of the Adult Guide, then post it on a wall.)

Suggest that they track their goals by keeping a journal, taking photos (perhaps of their meals and snacks), or making videos (perhaps of them exercising with their family and friends).

ACTIVITY 2: The Packaging Puzzle

▶Adult Guide, page 40

Girls share food items they’ve brought from home to discuss packaging materials. **Add an Energy Balance focus** by asking them to look at the Nutrition Facts panel found on their packages. Ask them to call out each food item’s calories per serving. Then invite girls to do something active, like climb stairs, run around the block, or do 100 jumping jacks. Then help girls figure out how much energy (calories) they burned by using an activity calorie chart, or by going to www.choosemyplate.gov/supertracker-tools.html. How much of their favorite food did they burn off? One serving? Two?

SESSION 3

Get Wild About Energy (and How to Conserve It)



3

Opening Ceremony

►Adult Guide, page 44

Girls are gathered at a special place to observe animals in nature. Get them thinking about nature, our bodies, and balance.

- What are some ways that nature reveals balance? For example, the oxygen needed by animals is produced by plants.
- How can you keep your bodies in balance? For example, by not skipping a meal or making sure to be active at least 60 minutes each day.

For More Fun

If you're doing this Journey at camp, invite girls to observe the energy of the creatures outdoors. When are fireflies most active? Is there a difference in activity between day animals and night animals? Invite the girls to jot down notes in a nature notebook.

ACTIVITY 1: Animals, Energy, and Movement

►Adult Guide, page 45

Girls observe animals in their natural setting and find relationships with energy. **Add an Energy Balance focus** by asking girls to imagine living on a farm. (They might sketch the farm or create one as a craft project.) *"What kind of animals would live on the farm? How would you care for the animals or harvest the crops?"* Then invite the girls to do an **Energy In/Energy Out** chart based on farm life. For example, if they want dairy, they have to milk a cow, and if they want vegetables, they have to plant and grow something in the garden.



ACTIVITY 2: Animals as Inspiration

►Adult Guide, page 46

The girls are creating something using animals as their inspiration. **Add an Energy Balance focus** by asking them to create something that shows the human energy around them every day. It might be children in a playground. A neighbor mowing a lawn. A teacher erasing the blackboard. A bus driver driving the bus. What else can they think of?

Instant Expert

It might only take you a few minutes to finish a meal, but it takes your body around 12 hours to completely digest the food.

4

SESSION 4

Investigating Buildings

Opening Ceremony

▶Adult Guide, page 49

While the girls are gathered to think about their energy pledges, have them consider the idea of balance. Ask girls to stand up on one foot without using their arms to steady themselves. Ask them: *How does it feel to be off balance? How does this compare to being out of “energy balance”? (For example, on a day when they didn’t eat enough, sleep enough, or get enough activity.)*

ACTIVITY 1: Plants and Energy Update

▶Adult Guide, page 50

Girls learn that plants need the sun and light. **Add an Energy Balance focus** by inviting them to go outdoors for 10 minutes of fun in the sun. (If going outside is not an option, invite girls to find more ways to introduce sunlight into their meeting space by opening windows and finding ways to let in natural light.) Afterward, start a discussion by asking: *“How did you feel when you were outside?”*

ACTIVITY 2: Bundle Up for Comfort

▶Adult Guide, page 54

Girls see how insulation improves the use of energy in a building. **Add an Energy Balance focus** by inviting girls to get active while wearing gym clothes. Then talk about how their clothes kept them comfortable (or not). For instance, did one girl wear lightweight running pants that kept her cool? Did another wear cotton to absorb perspiration?

Conversation Starter

- Did their moods brighten?
- Did they feel stronger?
 - Overheated?
- Did they feel their metabolism increase?
- Did they have more fun being outside than inside?

Instant Expert

The kind of clothing we wear—our insulation—plays an important part in our active, healthy lifestyle. Clothing acts as our insulation, especially when it comes to athletic wear and outdoor gear. Running shoes have small holes built in to keep feet from overheating and swelling. Competitive swimmers wear special suits to withstand cold temperatures and keep their bodies gliding smoothly through the water. Campers wear water-repellent clothing to stay dry.



SESSIONS 5 & 6

The Energy Audit

Why an Energy Audit?

▶Adult Guide, page 57

This session is about exploring the energy in buildings. Explain that “sick building syndrome” usually means when a building’s heating and ventilation are flawed, and it might be contaminated with mold or other toxins, which makes people sick. Get a brief discussion going about what makes people healthy or sick. Some girls might define healthy as being “not sick” or “not having a disease.”

- What does it mean to be healthy? Would it be someone with an abundance of energy? Muscles? Glowing skin?
- Is there a difference between looking healthy and being healthy?
- Does being healthy help with our moods? Are healthy people happier?

ACTIVITY 1: Why an Energy Audit?

▶Adult Guide, page 57

Girls conduct an energy audit of a community building to find out how to run an energy-efficient building. Turn this into a personal energy audit. Here’s how:

- Give each girl a pedometer as she goes around each building. Challenge her to add new activities as she investigates, such as taking the stairs instead of an elevator. If you can’t provide a pedometer, ask girls to count their steps and record their activities.
- Invite girls to conduct a personal energy audit over the next week. Ask them to count how many steps they take. They can report their findings at the next session.

Continued
on next page

For More Fun

Ask girls to research how many more calories are burned by energy choices they make, such as taking the stairs instead of an elevator. Then match it to the amount of **Energy In** (calories they can take in)—and design a fun chart: walking up 200 steps = 1 nonfat yogurt bar.

5 & 6

Instant Expert

Maintaining Energy Balance can contribute to an active, healthy lifestyle. Not maintaining Energy Balance can lead to health problems. If we have a lot more **Energy In** over time than **Energy Out**, this can lead to weight gain (unburned calories turn to fat) and the possibility of becoming overweight or obese, with related problems such as heart disease, type 2 diabetes, self-esteem issues, and more. If we have a lot more **Energy Out** over time than **Energy In**, this can lead to unhealthy weight loss, lack of energy, and problems with growth on the inside and outside.



5 & 6

Instant Expert

Just as the girls are learning about energy conservation in buildings and spaces, let them know the human body needs to conserve energy and use it well, too. Sleep is one way that we conserve energy. Our body is restored while we sleep—our brain is recharged, chemicals replaced, tissues and muscles repaired—which is why getting a good night's sleep makes us feel more alert, energetic, and happier.

ACTIVITY 2: Our Building Audit Plan



►Adult Guide, page 61

Girls are creating an audit tool plan by first filling out a worksheet. **Add an Energy Balance focus** to this:

- Ask them to investigate an activity area. It might be a gym at their school or a fitness room in their community center, or perhaps a challenge course, equestrian center, or boating facility. Tell them to explore the ways the activity area helps or hinders people's activities. They might interview the gym manager to find out about special features, such as floor-to-ceiling mirrors. Are those used to help athletes watch their form? What about floor pads and equipment: How are they maintained? What ideas do the girls have to improve the activity area? Better lighting? Air flow? Use of space?
- Make sure to invite the girls to use materials in the audit tool kit, such as "how to communicate with style" and "the big questions."



For More Fun

Ask girls: What other parts of their lives could they audit to get an Energy Balance boost? Invite them to do a Sleep Audit or a Breakfast Audit. Ask them to monitor for three days either the number of hours they sleep or the type of breakfast they eat (what they eat and how much). Then ask them to report how it had an impact on their day.



SESSION 7

Gearing Up to Go

7

Opening Ceremony

►Adult Guide, page 77

Girls are thinking about what they've learned and checking the steps to the Investigate Award. **Add an Energy Balance focus** by asking them to share the last health decision they made. Whether or not to skip soccer practice? What to eat for lunch?

- How did those choices make a difference in their health today? How could they tell?
- How do they think their choices will impact their future health?



Instant Expert

Girls should aim to be physically active for at least 60 minutes a day (and most of this should be aerobic). The 60 minutes does not need to come all at one time. It's okay to have shorter spurts of activity throughout the day.

ACTIVITY 1: Risk and Impact

►Adult Guide, page 77

In the opening ceremony, girls talk about the impact their investigation might have on the environment. **Add an Energy Balance focus** by inviting girls to create a set of **Energy Out Do More/Do Less** cards. Ask them to write down all the activities they do, including ones like watching TV and playing video games. Then gather the girls and create a chart to put the cards in categories of Do More/Do Less. Ask each girl to initial the activities they want to Do More/Do Less of and then challenge them to see how they do for the next week.

Do More

- Play soccer
- Swim
- Run
- Jump rope
- Take the stairs
- Walk the dog
- Do sit-ups or push-ups

Do Less

- Talk on the phone
- Play on the computer
- Play video games
- Watch television

ACTIVITY 2: Energizing Food

►Adult Guide, page 82

Girls come up with new ideas for making energizing food choices. **Add an Energy Balance focus** by inviting them to bring in packages (or cans or bottles) of food. Ask them to look at serving-size information. Then have them use a measuring cup or spoon to parcel out a single serving. How many calories is it? Is the serving size more (or less) than they imagined it would be?

Conversation Starter

It may be easy or natural for girls to label food choices as "good" or "bad." Let them know that no foods are "good" or "bad," and that all foods can fit into a sensible, balanced diet using moderation or portion control. Ask: "What are some of your favorite foods? How could you practice moderation or use portion control so you could eat them?" You can give examples like this: One oatmeal raisin cookie might be enough to satisfy a sweet craving. Or instead of eating a small bag of potato chips, you could eat half and save the rest for another time. Any other ideas?

8

SESSION 8

Moving in New Directions

Opening Ceremony

▶Adult Guide, page 84

Girls are going around the circle naming a favorite walking or biking experience. **Add an Energy Balance focus** by asking girls to share some of their Energy Balance goals from Session 2, and give an update about what they're doing to accomplish their goals. Share with them that goal setting can be important for making Energy Balance part of an active, healthy lifestyle.

Instant Expert

Looking for an energy boost? Eat a banana! It contains three natural sugars: sucrose, fructose, and glucose, combined with fiber to give you an instant zap of energy.

ACTIVITY 1: Walkability/Bikeability

▶Adult Guide, page 84

Girls explore walking and biking as travel options that save energy. **Add an Energy Balance focus** by inviting girls to brainstorm ways to use more energy as they walk and bike. For instance, they might suggest swinging arms while walking, hiking on varied terrain (soft sand, grass, or gravel), or carrying a water-filled canister (or two!) in her backpack.

ACTIVITY 2: Making a Team Decision

▶Adult Guide, page 85

Girls discuss ideas for their Innovation project. **Add an Energy Balance focus** by inviting them to break into three groups, then have each group make or come up with one energy-boosting snack. Each group then presents their snack—and the nutrients it contains—to the others. For instance, a fresh banana, apple, or strawberry snack is loaded with Vitamin C, antioxidants, and fiber.

Instant Expert

We all need some fat in our diet because it provides energy, helps us absorb certain vitamins, makes food stay in our stomach longer, and helps us produce endorphins (a natural substance in our brain that makes us feel happy). Sugar is a carbohydrate that we need for energy, but getting too much of either of these nutrients is not good for us. It's all part of maintaining balance.



SESSIONS 9 & 10

Innovate!



9 & 10

Opening Ceremony

►Adult Guide, page 88

One idea for this *Get Moving!* opening ceremony is to have girls gather in a circle and say one word that represents how they feel about their Innovate effort. **Add an Energy Balance focus** by asking girls to say one word that captures how they feel about **Energy In** and one for **Energy Out**.

ACTIVITY 1: Teamwork and Conflicts

►Adult Guide, page 89

In this activity, girls “Celebrate the Positives” by telling a team member something she is good at. **Add an Energy Balance focus** by suggesting girls also tell one another their healthiest trait. Perhaps one girl has healthy eating habits, another is always bubbly and energetic, and yet another is a superb athlete.

BUTTERFLIES
are cold-BLOODED,
Energy-efficient,
& incredibly
♥ beautiful-
JUST LIKE ME!



Continued
on next page

For More Fun

Invite each girl to learn about a physical activity she has never tried before. For example, if a girl has always wanted to go white-water rafting, have her research where she would go, what gear she would need, and any techniques she might learn beforehand. For an added bonus, ask her to explore what parts of the body her activity will benefit most.

9 & 10

Instant Expert

Self-esteem is an important part of health. Girls who feel good about themselves tend to have an easier time making decisions, handling conflict, working toward goals, and resisting negative pressures. Not to mention, they're happier overall! Girls have to value themselves to want to care about and protect their health. Having self-esteem doesn't mean liking everything about ourselves all the time. It's okay to like some things and want to change others. What's important is for girls to accept themselves and find realistic and healthy ways they can improve their lifestyles.



ACTIVITY 2: Innovate Checklist

►Adult Guide, page 90

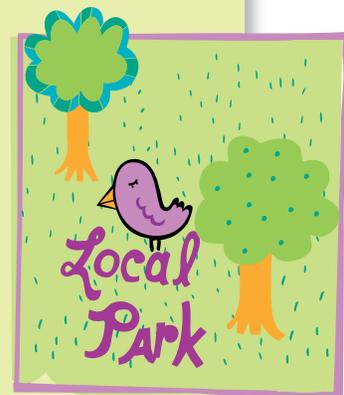
The Innovate Checklist is designed to help you guide girls through their Innovate project. Use some of these same “checkpoints” to ask girls about their Energy Balance goals. Did they:

- brainstorm a goal?
- work as a team to accomplish their goal?
- learn more about their goal by getting more ideas or talking to an expert?
- educate and inspire someone else (perhaps a family member or friend) about their goal?

Let girls know that some physical activities require more energy than others. (For example, running up stairs would use more energy than playing a piano.) There are three different levels of activity: high, moderate, and low. High, or vigorous, activity burns more than 7 calories per minute. Moderate activities burn between 3.5 and 7 calories per minute. Low-energy activities burn less than 3.5 calories per minute.

- Challenge girls to do five things—either outside or in—and rank the activity high, moderate, or low. They might:
 - » Walk quickly around the room
 - » Smile
 - » Do 10 jumping jacks
 - » Stand on one foot for 10 seconds
 - » Lift a bag with books
- Ask girls: Which activity made your heart beat fastest? Which one made you out of breath?

Make sure girls know that all the above are examples of physical activity, even the smile! Once they've ranked their activities, ask them to use a calorie activity calculator to see if they were right!



SESSION 11

Crossing the Finish Line

11

Opening Ceremony

►Adult Guide, page 92

As part of the opening ceremony, you might tell girls, “As we have realized along our Journey, leaders are full of energy. They know how to energize everyone around them to team up and do things that benefit Earth and people.” Invite girls to imagine being an Energy Balance leader. What would she do to help other girls understand **Energy In** and **Energy Out**?

Make sure girls understand that Energy Balance is not about counting calories. They need calories for energy. Not eating enough may make them feel tired or even sick. Remind them, one last time, that their **Energy In**, from food and drink, is balanced by **Energy Out**, from activity. This is called Energy Balance.



ACTIVITY 1: Innovate Award Ceremony

►Adult Guide, page 94

In this closing ceremony, girls play a giant game of Freeze Dance, so they can enjoy seeing their guests cutting loose with their energy. **Add an Energy Balance focus** by incorporating high-, moderate-, and low-energy moves. For example, when one girl calls out “high,” the dance should be vigorous; “moderate,” the dance slows down; and for “low,” it becomes slow motion.



ACTIVITY 2: Create an Energizing Snack

►Adult Guide, page 95

Girls enjoy bringing treats for their award ceremonies. **Add an Energy Balance focus** by inviting girls to add a nutrition label to the snack, including serving size, calories, and nutritional benefits.

Closing Ceremony

At the beginning of this Journey, girls set Energy Balance goals for themselves. As part of the closing ceremony, ask them to share, in some fun way, how they met their goal. Perhaps they can show a photograph of a new sport or activity they now enjoy. Or they might demonstrate something they learned from a new activity, such as a martial arts move. Or they could show how they kept a log of every breakfast they ate. Celebrate each and every accomplishment by offering an energetic round of applause after each presentation.

In the *Get Moving!* Leadership Journey, Juniors learn how to use their energy to protect Earth's energy and build 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.

