

# Marine Life Try-It

## INTRODUCTION

This Try-It was designed to help girls learn about the ocean and the seashore. By trying activities from four of the six areas, this Try-It will help girls explore and recognize the characteristics of the coast and its variety of living organisms.

### Tide Pool

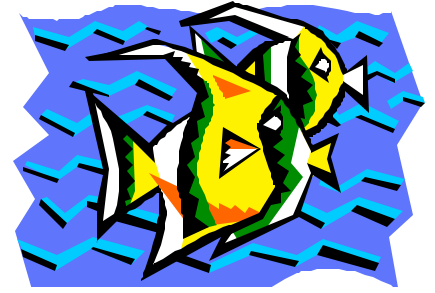
Visit a tide pool with your troop. Walk among the rocks being sure you don't step on any living thing carefully look into the water.

1. Look at the animals. How do they move around? See if you can find animals that swim, crawl and are attached to the rocks. Do these animals move slow or fast?
2. See if you can find any animals that are eating. What are they eating? How do these animals catch their food and eat it?
3. Can you find any plants in the water? What do they look like?
4. Carefully touch an animal that you have observed. What did it feel like?
5. Learn more about the fish and other animals that live in the ocean through books or by visiting an aquarium.

**Remember,** Do not to remove anything from the tidepools, leave the area exactly as you found it.

### By the Water

1. Stand on the beach and look at the water. Watch the waves for a while. Are all the waves the same size?
2. Stand in the water and feel the waves against your legs. Is the water warm or cold? Is the ocean water salty or fresh?
3. Can you find any animals by looking into the water or by digging in the sand? If you find something, do you know what it is? What is it doing?



### Along the Sand

1. Walk along the beach and feel the sand between your toes. Feel the difference between the dry sand and the wet sand. Play in the sand for a while. Try building a sand castle.
2. Look at the different shapes and colors of the shells you find along the beach. If you find any seaweed examine it closely. What does it look like, how does it feel? What other things do you find on the sand?

### Other Animals

1. Watch all the birds at the beach. How many different kinds of birds do you see? How do they look different from each other? What are these birds doing?
2. There are many animals that live on and around the beach. What animals can you see that do not live in the water?

### Using Your Senses

1. You can use your senses to experience the beauty of the beach. By closing your eyes use your other senses to enjoy the beach. Listen carefully to the waves and the birds. Feel the wind against your face and the warm sand under your feet. What else can you hear, feel and smell?
2. After you get home, use your memory and try to draw a picture of some of the things you saw on your trip to the beach.

### Keeping the Beach Clean

1. Pollution can hurt many things at the beach and in the ocean. Read the section called "Pollution" on page 144 in the Brownie Girl Scout Handbook.
2. The trash that gets left on the beach and thrown in the water hurts all the animals that live in this area. Be sure you don't leave any of your own trash behind when you go home.

# Understanding the Native American Try-It

Do at least four (4) activities, including the two (2) starred requirements.

\*1. Choose a California tribe of Native Americans. Know their history. Describe their homes, dress, food and ceremonies. Tell where their descendants live today.

\*2. Describe briefly the Native American tribes or nations who lived in four different parts of North America: Northwest, Pacific Coast, Southwest, Basin, Lakes, Plateau, Plains, Prairie, Southeast, Northeast, Arctic or Subarctic.

3. Tell which states have names of Native American origin. Give the meanings of at least three such state names.

4. Find out about the life and contribution of a Native American heroine or hero.

5. Make a Native American food or prepare several and taste them all.

6. Read at least three Native American legends. Choose one and tell it to a group of Daisy Girl Scouts or other friends by way of a skit, poster, etc.

7. Learn to play a Native American game.

8. Do a service project to benefit the Native Americans.

## Cahuilla Indians

The first known people of the San Jacinto Mountains were the Mountain Cahuilla Indians. There were three main divisions of Cahuilla: Desert, Western, and Mountain. They developed their villages around springs or beside streams. Villages consisted of family dwellings called Kish (they were sometimes constructed from slabs of incense cedar bark as well as circular brush shelters); the ceremonial house; the sweat house where men and women took sweat baths; and the basket granaries where they stored acorns and seeds. Besides the permanent villages, the Cahuilla had many temporary camping spots, places where they seasonally gathered seed and acorns and plants. Scattered throughout the area of Camp Sherman are several of these temporary camping sites. The Girl Scouts and Cahuilla Indians have something in common...we



both have camped there.

# Quake Safe Try-It

## PURPOSE

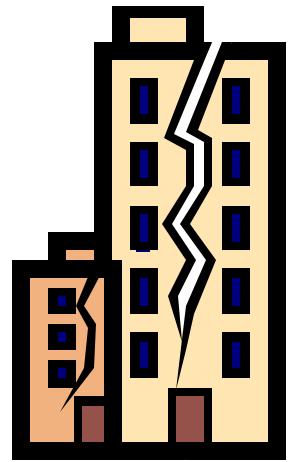
To learn about earthquakes and to practice the safety measures needed to protect yourself and your family if an earthquake should occur.

### Do at least two (2) of the following:

1. Learn something about what makes the ground shake in an earthquake and why it is that we cannot feel most earthquakes.
2. Draw a picture that tells something about earthquakes. Share it with your troop.
3. Look at pictures of the 1906 San Francisco earthquake damage. Try to think of how daily life and technology has changed since then.
4. Take a hike along an "earthquake trail" or visit a place where you can see evidence of earth movement.
5. Invite someone to come to your troop meeting to talk about earthquakes.

### Do at least two (2) of the following:

1. Check your bedroom or other rooms for objects that might fall and cause injury in an earthquake.
2. Develop the habit of keeping a pair of shoes by your bed at night and be ready to explain why this is a good habit.
3. With your family, set aside a place to store water, first aid supplies, a flashlight and a battery operated radio.
4. Know where to find drinking water at your house if the water pipes are broken. Know how to purify water.
5. Pretend you are shopping for food that could be stored at home for emergencies. What would you buy? Why?



Do one (1) of the following:

1. Learn simple basic first aid. (pp. 58-62 *Brownie Girl Scout Handbook*)
2. Invite a nurse or older Girl Scout to come to your meeting and teach you some first aid techniques.
3. Earn the Safety Try-It in the *Brownie Girl Scout Handbook*

### Do at least one (1) of the following:

1. Hold an earthquake drill. Discuss what to do during a strong quake at home, at school, at troop meetings, in a car, in a mall, and in the out-of-doors.
2. Explain what "aftershocks" are.
3. Talk to your family about what you should do if you are not all together when a strong quake occurs.

### Do one (1) of the following:

1. Name three things that would be dangerous to do after a strong earthquake has occurred.
2. Think of one good turn you could do for a neighbor after an earthquake.
3. Learn what you are to do at school during and after an earthquake.

## Earthquake Vocabulary

### AFTERSHOCKS

Smaller earthquakes following the hardest shake.

### EARTHQUAKE

The earth vibrations caused by passing seismic waves that come from the release of energy when sudden movement along a fault occurs.

### EPICENTER

The point on the earth's surface directly above the place where the rock first breaks or slips in an earthquake.

### FAULT

A weak zone or break in the earth's crust where rocks have fractured and moved.

### FORESHOCKS

Smaller earthquakes preceding the strongest shake.

### LIQUEFACTION

The mixing of soil, sand and water to form a "jello-like" substance into which structures may settle during an earthquake.

### MAGNITUDE

A measure of earthquake size based on the size of the waves recorded on seismographs.

### PLATES

Large, rigid segments of the earth's crust and part of the mantle below, broken into 12 major and many minor sections that "float" on a plastic, flowing mantle layer.

### RICHTER SCALE

The scale that measures earthquake magnitude or size. Each larger number on the scale represents an increase in 30 times the amount of earthquake energy released.

### SEISMOGRAPH

An instrument which detects and records earth motions produced by passing seismic waves.

### TSUNAMI

A long ocean wave usually caused by sea floor movements in an earthquake.



### Suggested Disaster Supplies

1. Don't PANIC! Take deep breaths and count slowly. Big earthquakes can last 2-3 minutes.
2. Indoor Tips: As soon as you feel an earthquake start, shelter yourself by getting under a sturdy table, chair, or desk. (Don't get under a bed - it can collapse on you.) If this is not possible, move to a doorway or corner away from the outside of the building. "Duck and cover!" If you are in a crowded place, do not rush for exits. Try to cover your self (with blankets if you are in bed; with clothes from the rack if you are in a store) to keep broken glass away from your face. Be prepared for fire alarms and sprinkler systems to go off. In fact, there will be all kinds of noises as furnishings crash about. Just stay put, count slowly, breathe deeply.
3. Outside Tips: Stay away from buildings, as bricks, glass, and metal might come down. "Duck

and cover!" Get under a bus bench if possible. Protect your head with a daypack, purse, jacket or anything else that might act as a shield. Stay clear of power poles and other swaying objects. Don't curl up next to a car - it can bounce about and crush you.

- sheets of plastic and plywood to cover broken windows
- wire and cutters
- rope
- plastic tape
- pen and paper

## Home Emergency Supplies

### Survival:

- stored food and water
- first aid kit and book
- critical medication and glasses
- portable radio and batteries
- fire extinguisher
- flashlight by each bed
- shoes under each bed
- sleeping bags and tent/tarp
- candles and matches

### Safety:

- helmet
- heavy shoes and gloves

### Sanitation:

- large plastic trash bags and cans
- small bucket and plastic bags for use as a portable toilet
- pre-moistened towelettes
- feminine and infant supplies
- toilet paper
- newspapers for garbage, waste, warmth, splints

### Cooking:

- BBQ, charcoal, firestarters, or camp stove
- matches
- pots, pans
- paper plates and towels
- plastic utensils and bags

### Tools:

- axe
- shovel
- broom
- crescent wrench for turning off valves
- screwdriver
- pliers
- hammer and nails

### Car Mini-Survival Kit

- bottled water
- non-perishable food and opener
- first aid kit
- critical medication
- blanket
- flares
- fire extinguisher
- flashlight, batteries, and bulb
- tools i.e. jack, tow rope
- plastic bags
- books and games



## Yes, I Can!

A disability awareness Try-It program for Brownie Girl Scouts

### INTRODUCTION

This Try-It program is intended to give the girls a greater **awareness** of people who have disabilities, an **understanding** of the conditions which bring about these disabilities, and the experience of giving community service in this area.

**Yes, I Can!** was developed to start Brownie Girl Scouts on the right pathway to discover "new understanding and awareness" of special needs, as well as the positive contribution to society a person with a disability can make.

This program highlights a variety of disabilities and organizations that serve persons with disabilities in your **Yes, I Can!** community. It is the hope of the Girl Scout Council of Orange County that your troop's involvement in the program will encourage your girls to continue their involvement with persons with disabilities.

**Do four (4) of the following activities. The starred \* activities must be completed.**

1.\* What does the term "disability" mean? Learn the characteristics of at least five major disabilities.

Using your list of definitions select 5 different disabilities the troop has an interest in learning more about. Learn what is the cause? Can anything be done to prevent or reduce the disability? Utilize, book, films, videos, internet, and any other resources you can think of.

2.\* Which organizations provide services to a person with disabilities in your community? Find at least 2 organizations. What services do they provide? Who do they serve?

3. With a friend "try on" a disability. Maintain your role for the entire troop meeting. At the end of the meeting discuss your reactions to one another.

4. Create posters or dramatic skits about disabilities and safety (accident prevention). Share your poster or skits with your troop.

Topics may include:

- saving your eyesight
- automobile safety
- preventing hearing loss
- dental hygiene
- preventing broken bones
- heart disease
- bicycle safety
- proper nutrition

5. Observe your home, school and community and make note of the physical barriers as they relate to people in wheelchairs, with crutches, or visually impaired. Discuss how these barriers can be adapted to meet everyone's needs.

6. Interview people in the community who have a disability and learn about their careers and recreational activities. Invite someone to your troop meeting.



## Talking With Your Hands Try-It

### INTRODUCTION

You and your friends have different abilities. An ability is something you can do. Maybe you can run faster than your friend, but she can read faster than you do. Everybody you meet has some things she does well and some things she doesn't do well. Some of your friends may have a disability. Maybe you have a disability. A disability is something that may make it harder for a person to do some things.

Try four of the following activities

### Manual Alphabet

The manual alphabet is used to spell out words in sign language when the sign is not known or there is not a sign for the word.

1. Learn the manual alphabet.
2. Learn to fingerspell your name.
3. Learn to spell a word using fingerspelling.

### Using Your Hands

Sign language is a type of communication people use if they are hearing impaired or unable to speak.

1. Learn three different words in sign language.
2. Make a sentence using the words you have learned.

### People With Hearing Impairments

Many people in our communities have hearing impairments. They are able to work, have families and participate in many activities. Juliette Low was hearing impaired.

1. Find out more about Juliette Low and how she became hearing impaired.

2. Name someone in your community with a hearing impairment and explain how they communicate.

3. Visit your local school or library and find a book or a story about someone who uses sign language or is hearing impaired and have your leader read it to you.

### People With Hearing Impairments are able to "Sing" Songs

Invite someone from your Girl Scout council or community to teach you a song in sign language.

### TDD

People with hearing impairments are able to communicate with other people by using a TDD. Find out what TDD stands for.

Find out how to call a TDD phone number.

### CC

What does CC on a television program mean? Make a list of five T.V. shows that are closed captioned.

