

Cooking Basics Badge

A badge for Junior Girl Scouts



PURPOSE

Learn how to cook well enough to prepare individual dishes or entire meals for you and your family.

REQUIREMENTS

Complete ten (10) activities including the seven (7) starred (*) activities.

- *1. Learn the measuring equivalents. Demonstrate how to measure: dry, liquid and solid ingredients.
2. Demonstrate how to: control stove top burners, preheat an oven, clean a stove safely, and use six cooking tools.
- *3. Create a booklet in which to keep the handouts, information, cooking tips and recipes that you collect while earning this badge.
4. List and learn the names and meanings of fifteen (15) cooking terms that you do not know.
- *5. Learn about the Four Basic Food groups. Know why each of them is important to your health and well-being. Plan three menus, keeping balanced nutrition in mind.
6. Show that you understand what clean up as you go@ means when you cook.
- *7. Demonstrate how to store dry foods, vegetables, and milk to keep them their freshest.
8. Using the hand-outs that this badge provides in this packet as a guide, discuss and learn the basics of microwave cooking and safety. Prepare a meat or meat dish, vegetable, and dessert using the microwave.
- *9. Learn to peel a carrot and a potato, peel and chop an onion, and hard boil an egg.
10. Find a recipe from three different countries that use a common food, such as beans, rice, or potatoes. Prepare one of the recipes.
- *11. Learn how to prepare the following foods:
 - Two main dishes; one using meat or fish and one using cheese, eggs or beans
 - Two side dishes; one using a starchy vegetable and one using a green vegetable
 - One fresh vegetable salad
 - One fresh fruit for breakfast
 - One cooked fruit for dessert
 - A white sauce or a milk dessert
12. Learn how buying foods in larger amounts can save you money but ONLY if it is appropriate for your needs.
13. Using the Internet, find some recipes that interest you. Choose one and prepare it.
14. WITH ADULT SUPERVISION, learn how to operate two of the following kitchen appliances: toaster, coffeemaker, crock pot, blender, toaster oven, waffle iron, and juicer.
- *15. Plan and prepare a simple, well-balanced meal for your family.

Cooking Basics

Supplemental Information

Measures and Equivalents:

3 teaspoons (t)	=	1 tablespoon (T)
16 tablespoons	=	1 cup (C)
2 cups	=	1 pint (pt.)
4 cups	=	1 quarts (qt.)
2 pints	=	1 quart (qt.)
4 quarts	=	1 gallon
1T butter	=	2 ounce (oz.)
8T butter	=	4 ounces or 1 stick butter
2C butter	=	1 pound (lb.) or 4 sticks butter
2C sugar	=	1 pound (lb.)
1C uncooked rice	=	3C cooked rice
8 oz. uncooked pasta	=	3C cooked pasta

Measuring:

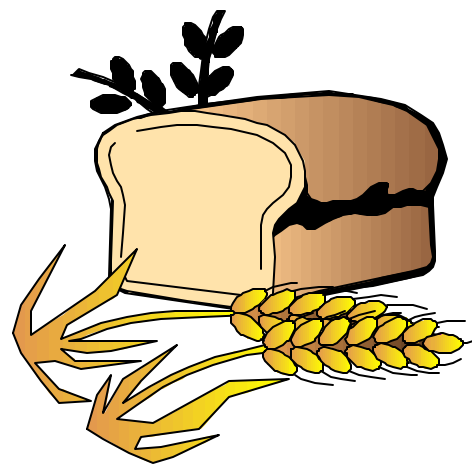
A recipe tells you how much of each ingredient to use. It's up to you to measure **exactly** the amount needed. If a cookie recipe needs a teaspoon of vanilla and you put in a tablespoon...that is **three times too much** and it will change the flavor of the cookies. If a cake recipe needs one cup of flour and you put in almost, but **not quite**, a cup, your cake will disappoint you. **Good cooks know that the secret to cooking success is measuring accurately!**

Suppose you need twice as much food as the recipe makes. If the recipe serves four people and you need enough for eight people, you will have to make twice as much. Sometimes a recipe can't be doubled. In that case, you'll have to make the recipe twice. Ask an experienced cook whether or not your recipe can be doubled, and if so, just **multiply the amount of the ingredients by two.**

For example, if your recipe calls for 2 C of sugar, to double the recipe, you would multiply 2 C x 2, and add 1 cup of sugar.

When you increase a recipe, you need to know that **several small measurements make one large measurement.** For example, two cups equal one pint. **When you make your shopping list, it will help you to know these measures and equivalents.** You can't buy two cups of sugar, but you can buy one pound of sugar which is the same amount.

Another example of this would be with milk, if you're going to make cocoa. Your recipe tells you that you'll need four cups of milk. Now, milk doesn't come in cups, but it does come in pints, quarts, half gallons and gallons. If you have checked the equivalent chart, you will know that four cups equals one quart. One quart is what you need to buy for your recipe.

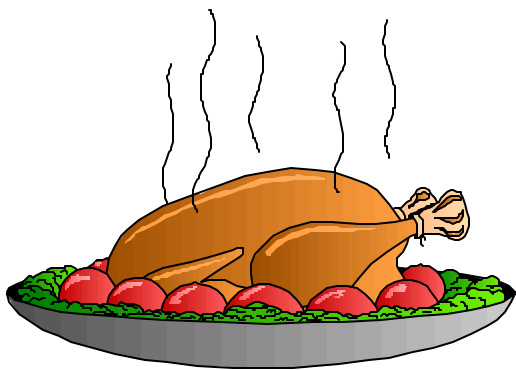


Terms Used in Recipes

Bake	To cook, covered or uncovered, with dry heat inside an oven.	Dice	To cut into very small even pieces. This term refers to food cut in pieces smaller than chop.
Baste	To moisten food, usually meat , with pan drippings or a special sauce in order to add flavor and prevent drying.	Dissolve	To add liquid to a dry substance to form a solution. For example, adding boiling water to Jell-O, and stirring until it's clear.
Beat	To mix together by stirring rapidly.	Drain	To remove extra liquid.
Blend	To completely mix together two or more ingredients until they are smooth.	Fold	To add ingredients gently to a mixture.
Boil	To heat a liquid, not oil , to a temperature where bubbles rise to the surface and break.	Fry	To cook in hot oil.
Braise	Usually refers to meat. Brown in a small amount of oil. Then, adding a little liquid, normally water, cover tightly and cook at a low temperature, either on top of the stove or in the oven.	Grate	To separate food into very fine particles by rubbing it on a grater.
Bread	To coat with flour or bread crumbs before cooking.	Grease	To rub shortening onto the surface of cooking utensils, like a cookie sheet.
Broil	To cook by direct heat, usually in a broiler or over coals.	Mix	To combine ingredients, usually by stirring.
Chill	To make food cold without freezing it.	Preheat	To heat an oven or broiler to the desired temperature before cooking.
Chop	To cut into small pieces about the size of a pea.	Roast	To cook uncovered, without water added, usually in the oven.
Cool	To allow food to stand until it is no longer warm to the touch.	Sauté	To brown or cook in a small amount of hot oil.
Cream	To beat with a spoon or an electric	Season	To add salt, pepper, herbs, spices, or other ingredients to increase the flavor of food.
Sift	To put flour and other dry ingredients		through a sifter.
		Simmer	To cook in liquid over a low heat.

Steam	To cook by the steam from boiling liquid, usually water, rising through the food.
Stew	To simmer slowly, covered with a seasoned liquid.
Stir	To mix ingredients in a circular motion until well blended.
Stir-Fry	A popular Asian dish consisting of a variety of vegetables and a small amount of meat, chicken, or poultry. It is cooked quickly using just a little oil in a very hot wok or skillet.
Thicken	To make a liquid substance denser by adding flour, egg yolks, or cornstarch. In some cases, potatoes or rice can be used.
Toss	To mix ingredients lightly.
Whip	To beat rapidly, adding air to produce expansion. For example, beating heavy cream to make whipped cream, or egg whites to make meringue.

Microwave Basics and Safety



Microwave Myths

The microwave oven is a wonderful convenience, but it cooks very differently from a regular oven. This is the reason it's important to know a little about them, so that your microwave experiences will be successful and safe.

What are microwaves?

Microwaves are high frequency, non-ionizing, electromagnetic waves. Other familiar forms of **non-ionizing** energy are the infrared heat waves that come from a toaster or an electric stove and visible light waves from the sun or a light bulb.

Microwaves are similar to radio waves or the signal from a TV remote control. When microwave energy activates the energy in food molecules, they bounce about **2 billion times a second**. The friction between them produces heat in the food.

Here's a test that you can try yourself to see how friction creates heat. Put the palms of your hands together and press slightly, and then rub them back and forth as fast as you can. Do you feel the heat?

Advantages of a carousel or turntable.

All microwave ovens have hot spots in them because energy is not distributed equally throughout the oven.

Stirring helps to equalize the heat in the food, but there are many foods that can't be stirred. These foods need to be rearranged or rotated if they are to cook evenly. The more often they are moved, the better the results.

The carousel or turntable constantly rotates while the food cooks so that no part of it stays in a hot spot for any length of time. **The turntable simplifies cooking, because it moves the food automatically.**

Not everything you may have heard about microwave cooking is true. A number of these myths persist because many people don't really understand how the microwave oven works. As you become better at using the microwave, you'll discover that some of them are half-truths, while others are entirely false.

MYTH #1

Microwaves cook the food from the inside out.

WRONG! Microwaves enter the food from the **outside** to a depth of about 1 inch. Microwaves enter small food items, under two inches across, from all sides into the center of the item. With larger food items, energy creates heat in the outer layer; then the heat moves into the center by conduction, just like a regular oven.

A few foods may look like they cook more on the inside. One example is an egg. Energy moves to the center, where the fatty yolk becomes hotter than the white and cooks first.

MYTH #2

You can't use metal in a microwave oven.

RIGHT and WRONG! Metal reflects microwaves. The oven itself is made of metal so that microwave energy can't escape. **Inside the oven**, metal slows down cooking because it keeps energy from reaching parts of the food. In fact, you can use the reflective properties of metal, such as **small amounts of foil**, to protect foods that might overcook in some areas. Pie crust is an example.

The magnetrons in most microwave ovens are designed so that they can't be damaged by the use of metal in the oven. **HOWEVER...**some metals can create an arcing effect that looks like short bursts of bright flashing light. If this happens, remove it from the microwave immediately and **DO NOT USE IT. ASK AN ADULT FIRST.**

MYTH #3

Dishes don't get hot in a microwave oven.

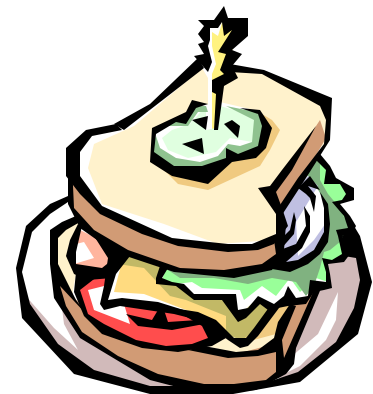
WRONG! Keep your potholders handy. A microwave-safe utensil will not be heated by microwave energy, but it will become hot from contact with hot food.

MYTH #4

Microwaved foods don't stay hot. RIGHT and WRONG! They cool at the same rate as regularly heated foods, and for the same reason. **No matter how you heat foods, they cool faster if you serve them in a cool dish.**

MYTH #5

Foods don't brown in a microwave oven. RIGHT AND WRONG! Browning depends on fat content and the amount of cooking time. Some foods **do** brown: bacon, a roast, a turkey. Many small moist foods cook so quickly that they don't have time to brown.

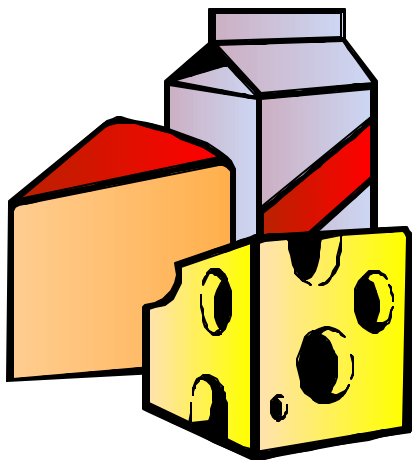


Cooking Tips

1. WASH YOUR HANDS...now; READ YOUR RECIPE, **all they way through**. By doing this **first**, you'll be sure that you have all the ingredients on hand **before you begin**. Another good reason for reading the recipe first is that it will help you to **avoid making mistakes** when you prepare your dish.
2. **Wash your pots and pans as you go along** so that you won't have a sink full of dirty dishes waiting for you. **This is also helpful if you have a small kitchen and your preparation area is small**. Use as few utensils as you can.
3. When you make a cake, don't forget to grease and flour the pan **first**. If you forget, your **cake will stick to the pan**. ASK FOR HELP IF YOU NEED IT!
4. DO NOT use spray oil such as PAM to prepare a cake pan. **It does not contain flour and your cake will stick to the pan**.
5. When a recipe gives you two baking times, for example, bake 25-30 minutes, **always use the shortest time**. This way, you're giving yourself a little leeway. If the dish isn't quite done after 25 minutes, you can always put it in for another few minutes. But, if you bake it for 30 minutes and it's overdone, you're out of luck!
6. **For easier clean-up**, rinse egg or milk dishes in cold water before washing. **This means all of the things that you used in preparation as well as the dishes you use to serve. Silverware, too!**
7. When preparing hot cereal **on the stove**, instead of the microwave, pour the cereal **very slowly** into salted, boiling water. This will prevent the cereal from boiling over on the stove.
8. Potatoes and pasta boil over easily. **Don't put the lid on tightly; leave it ajar**.
9. Pasta cooks in about 8 minutes. **Don't overcook** it, or it will be soft and soggy.
10. When making scrambled eggs, **use water** instead of milk. **It makes them fluffier**.
11. **TO BE ON THE SAFE SIDE, DO NOT PUT ANYTHING METAL IN THE MICROWAVE**. This includes any **dishes with a gold or silver trim**.
12. Wrap bread or rolls in a paper towel or a small paper sack before you heat it in the microwave. This will keep it from drying out. Don't heat it very long. Usually, 10 or 15 seconds is enough. **Overheating bread will also cause it to dry out**.
13. Roll wieners (hot dogs) in a paper towel before cooking them in the microwave.
14. Do not **microwave potatoes** unless you **poke holes in the skin with a fork, first**. If you forget, **THEY WILL EXPLODE!**
15. Do not use **twist ties** in the microwave. **Most of them include a small wire**.
16. If your microwave recipe calls for **standing time**, it means that your dish requires this amount of **extra time to finish cooking**.

17. Do not **microwave eggs in the shell**. Steam builds up inside the shell, and it will **EXPLODE** from the pressure!
18. When measuring flour, an easy way to level the cup is to use the **back side** of a dinner knife. Have someone show you how.
19. When baking, **mix all of the dry ingredients together, first**, before adding any liquid.
20. Wait to add fruit to Jell-O until it is **partially set**. Then the fruit will be mixed evenly throughout. If you add the fruit too soon, **it will sink to the bottom**.
21. **Do not use fresh or frozen pineapple, kiwi, or papaya in Jell-O. It will not set up if these fruits are added.**
22. **NEVER** go off and leave ANYTHING on **high heat** on the stove. Also, **remember to keep the handles** of pots and skillets **turned in** for safety when they are on the stove.

Happy Cooking!



Love-A-Bug

This badge was designed to help Junior Girl Scouts discover the wonderful world of insects and bugs living in Orange County. By researching and closely examining several types of insects and bugs, it is hoped girls will learn to appreciate the important part that these animals play in the delicate balance of our environment.

8 of the 11 activities must be completed; the 4 starred (*) items are required.

*1. Using your own design or one from a kit or book, make a "bug house". Carefully catch and observe an insect over a one or two hour period in this house. What physical characteristics are evident? Make a sketch of your bug. Make sure the "bug house" provides enough air for your bug or insect. Carefully release the bug to its natural environment when you are through observing it.

*2. Be able to identify 10 insects. Use a nature guidebook or other resource to assist you. What do these insects have in common; how are they different? How many legs do they have? Where are they commonly found? What do they eat?

3. Learn about the life cycle of an ant or bee. Draw a diagram depicting this life cycle and label the stages.

*4. Observe an insect at different stages of life. What do you see? How many parts does its body have? What is the mouth like? Does it have wings? If so, how many? Does it have antennae or feelers? What are the feet like? Draw a sketch of your insect.

5. Learn the difference between complete and incomplete metamorphosis. Name an insect that experiences each kind of metamorphosis. Choose one insect that experiences complete metamorphosis and, with your group, do a skit about these changes. You may want to design

costumes to go along with your skit.

6. Name 3 insects that are considered "harmful" and 3 that are considered "beneficial". Why are they considered harmful or beneficial? Choose one of these insects and learn more about it. Where does it live? What steps are being taken to control it or to make use of it? Why are some insects considered harmful in some environments and useful in others?

7. Name 3 animals that eat insects. In what parts of the world do these animals live? Do they help or hurt their environment by eating insects?

8. Ask a naturalist, entomologist, or science teacher to visit your group and talk about the importance of insects in our ecosystem. Write down some questions in advance that you might want to ask her, such as why insects have such short life spans or why there are so many more insects and bugs than any other type of animal.

9. Let an insect, bug, or worm crawl through some food coloring or non-toxic water colors on to a white sheet of paper. Observe the fascinating design that will appear. What can you determine from this about the way crawling animals travel?

10. Visit an Insect Zoo or arthropod exhibit. What new insects or bugs did you see there? What was the largest? The smallest? Choose your favorite insect and learn more about it. Share this information with a group of younger Girl Scouts.

*11. Go on a discovery hike to observe bugs and insects in their natural habitat. Step carefully! Without disturbing the insects, look for their

homes. Are the homes above ground or on the ground? How large are the homes? Make a

sketch of one home that you saw on your hike.

Marine Life

Introduction

This Badge was designed to help Juniors discover the importance of the ocean and the animals living in and around the water. By closely examining some of the details of the coast, the girls will learn about the delicate balance of the oceanic environment. You must complete 5 out of 7 activities. The starred (*) items are required.

* 1. Observe the waves crashing on the beach. These waves are formed by the wind on the open ocean. Not all waves are formed by the wind. Tsunamis are caused by the sudden vertical movement of the earth along faults. Read stories of tsunami that have occurred, what kind of damage did these waves cause? Tsunami are improperly called "tidal waves", they are in no way related to the tides. Find the high tide mark and the low tide mark on the sand. How many times a day is there a high tide and a low tide? What causes these tidal patterns?

2. There are many kinds of seaweed that live in the ocean. Look closely at some seaweed that has washed up on the beach. Seaweed is very important living and growing in the ocean and it is also commercially important to humans. Seaweed is often used as food, in cosmetics, toothpastes and other household items. What items around your own home can you find that contains seaweed or the ingredients algin or carrageenan?

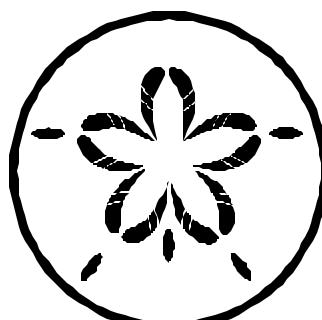
3. The tropical reefs are brimming with a variety of life. Visit an aquarium, a pet store or look in books to see these beautifully colorful animals. Look at the differences between these warm water fish and the fish that live in colder water.

4. Visit the tide pools and closely observe all the animals living in this area. Notice that there are many animals living together in a relatively small area. Watch how these animals interact with each other. Do most of the animals get along or are they constantly competing?

5. You can find many marine birds at the coast. Observe the different species of birds at the beach. How do these birds look different? Why do you think they look this way? How do these birds eat? Watch to see if these birds are scavengers, if they dive into the water for fish, if they stick their long skinny bills into the sand or if they have other feeding techniques.

* 6. There are many marine mammals that live in the ocean and along the coast. What are the characteristics of a mammal? What marine mammals can you see on a visit to the coast? Whales, the largest animals on Earth, can be seen at certain times of the year during their migration along the coast. Contact a few places that offer whale watching trips. Compare their prices and find out the best time of the year to go whale watching.

7. 71% of the Earth is covered by water, so it is very important that we understand and care for the ocean. In what ways does pollution affect the organisms living in the ocean? How does the polluted ocean affect humans? What are some ways that you can help stop the pollution of our delicate ocean?



Quake Safe

Junior Girl Scout Badge Requirements

Purpose

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



* Starred items are required.

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

- Read about what causes an earthquake and what happens to the earth and buildings when it occurs.
- Visit a museum with an exhibit on earthquakes.
- Hike an "earthquake trail" or visit a site that shows evidence of earth movement.
- Invite someone to come to your troop meeting to talk about earthquakes.

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

- Discuss with your troop what you would need in case of an earthquake (emergency food, water, equipment). With your family, set aside a shelf to store these things.
- Make emergency fuel and cooking equipment to use during a power failure (buddy burner, fire starters).
- *Know where to find drinking water in your home if the water pipes are broken. Know how to purify water.
- Check all the rooms in your home for objects that might fall and cause injury during a quake.

3. Do at least two (2) of the following:

- *Discuss what to do during a strong quake at home, at school, at a troop meeting, in a car, and the out-of-doors.
- Discuss what "aftershocks" are.

- Talk with your family about what you should do if you are not all together in the same place when an earthquake occurs.

4. Do one (1) of the following:

- Learn basic first aid with your troop. (pp 78-80 *Junior Girl Scout Handbook*)
- Earn the First Aid badge.
- With the help of your family complete a "Family Emergency List" with all the appropriate phone numbers and addresses.
- Assemble a "car survival kit" for the family car.

5. Do three (3) of the following:

- Make a plan to entertain pre-school children for one hour with games, songs, and stories.
- Plan a well-balanced menu for two days that will not require cooking on a gas or electric stove.
- *Learn your school's earthquake procedures.
- Learn more about natural human reactions of fear, anxiety, and stress that occur when an earthquake is over.

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.

QUAKE SAFE

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 a 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.

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

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



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

Reduce, Reuse, Recycle

Complete seven activities, including the three starred items.

1.* Become a refuse expert. Keep track of all of the solid waste your family creates in one day or one week. Weigh it and determine how much is paper, glass, metal, food, etc. Do not count materials that you are already recycling. Determine how much of the solid waste your family creates is due to packaging. Determine what items on your list could be recycled in some way. Share the results with your family and compare this information with the girls in your troop.

2.* Visit or work at a recycling site. Learn how you and your family can recycle if you do not already do so. Help your family, school, or troop make recycling a way of life. (That means do it all the time!)

3. Recycle an article such as clothing or a toy that could be used by someone else in your family or neighborhood.

4. Look at several different items that provide the same function. Compare packaging. Determine if you are paying for the packaging. Find 10 products that seem to be over packaged. Discuss designs or alternatives to over packaging. Are there any alternatives or easier ways to package the same product? If possible, compare two products that provide the same function that vary greatly in packaging. Is there a great difference in product quality?

5. Look at several different brands of toilet paper and conduct a survey. Look to see if each brand uses dyes, perfumes or if it is made from recycled paper. Determine which is the best buy for the

consumer and which is the best buy for the environment and why.

6.* Follow your solid waste to its disposal site or find out how it is disposed of in your community. How much room is there in your community's landfill? Find out how long it takes for the following materials to decompose: foil, food scrapes, leaves, paper, and plastic bags.

OR

Create your own landfill by burying the items mentioned and, then, digging them up in four weeks, in six months and in a year to see how they have decomposed. (Protect your hands by wearing gloves.)

7. Take part in a waterfront cleanup. Keep track of the amount and types of litter. Determine how this litter can harm wildlife. Make some posters to help educate people. (Be sure to follow health & safety precautions in "Safetywise.")

8. Visit your grocery store and make a list of products that use recycled paper products. Use some of the packaging materials from products you have at home to make fun craft activities for younger girls.

9. Organize a recycling program at your school if it

doesn't have one.

10. Make homemade recycled paper and use it to make a greeting card.

11. Investigate how running out of landfill sites in a

Talking With Our Hands

Complete 7 of the requirements including the * items.

* 1. What is Sign Language?

- Research the manual alphabet and learn to fingerspell your name.
- What are the different types of Sign Language?

2. From your local library, check out several books on Sign Language or a story about someone who uses Sign Language.

* 3. Learn 20 different words in Sign language - carry on a brief conversation with someone using only sign language.

4. Find out the names of different organizations in your community that provide services for people with hearing impairments. Visit one and/or perform a service project for that organization.

5. Invite someone from your local Girl Scout Council or in your community to teach you some songs in Sign Language.

* 6. Find out how Juliette Low, the founder of Girl Scouting, became hearing impaired. How did this affect her?

7. What is a TDD? How can a person who is hearing impaired get a TDD? Find out more information. Find out how to make a call on a TDD. What public agencies have a TDD available?

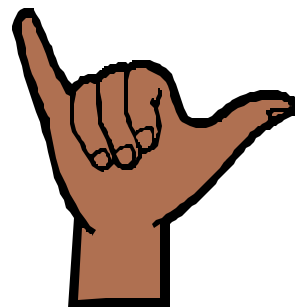
8. What does CC on a television program mean? How can a person with a hearing impairment listen to television? Find out how to get closed captioned on your T.V. and the costs. Find out if video rentals

major city might affect the earth as a balanced ecosystem and yourself as a part of that ecosystem. Design a way to share what you learned with others.

Must complete 7 out of 10 including the starred activities are available in closed caption.

9. List different careers that use Sign Language.

10. Watch T.V. shows or other live broadcasts to see how many provide Sign Language interpreters or go to a play or concert that provides interpreters.



Understanding the Native American

Do 6 of the 8 activities, including 3 starred activities.

*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 five such state names.

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

5. 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.

6. Do two of the following:

a. Learn pow-wow etiquette and then attend a Native American ceremony or event.

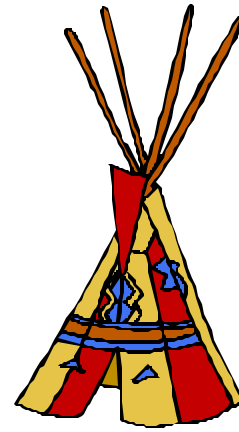
b. Visit a Native American exhibit in a museum or a fair.

c. Talk to a Native American to learn more about Indian culture today.

*7. Choose four of the following:

a. Make a useful article and decorate it with an authentic Native American design.

b. Make a model of a traditional Native American dwelling and explain why that style of housing met their needs.



c. Learn to play a Native American game and teach it to your patrol or troop.

d. Learn some Native American dance steps.

e. Listen to a Native American song. Learn its meaning and how the song was used.

f. Make a Native American musical instrument and use it in camp or at a troop meeting.

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

h. Do stargazing and learn a Native American legend associated with the stars.

i. Learn the religious meaning of sand painting and do a sand painting of your own using Native American symbols.

8. Put on a Native American celebration with what you have learned or Do a service project to benefit the Native Americans.

Yes, I Can!

A disability awareness badge program for Junior Girl Scouts

Introduction

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

Do nine (9) of the following activities. The starred * requirements must be completed.

1.* What does the term "disability" mean? Learn the characteristics of at least five major disabilities. Those disabling conditions are included in the following six categories. Select one from each category.

- Developmental Disabilities: emotional, mental and learning impairments.
- Physical Disabilities: physical disabilities involving orthopedic limitations and diseases.
- Learning Disabilities: difficulty in processing information in conventional ways.
- Hearing Disabilities: degrees of hearing loss.
- Visual Disabilities: degrees of sight loss.
- Special Health Problems: cardiac

disorders, obesity, malnutrition, diabetes, asthma, or cystic fibrosis.

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 the person with disabilities in your community? Find at least 2 organizations. What services do they provide? Who do they serve?

3. Many organizations have people who will speak to groups about their organization and its services. Invite a person from a local organization to come to a troop meeting. Prepare questions about whom they serve and how. What can members of your troop do to assist the agency?

OR

Call the Program Department at the Girl Scout Center to obtain information on how to arrange a tour at a local agency that serves people with disabilities. What services do they offer? Do they have a film you can view? What can your troop do to assist the agency? Do a service project with the agency.

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

5. Watch several television programs without sound or while wearing a blindfold. At your troop meeting, discuss with others how it felt when you were unable to see or hear.

6. Bathe, get dressed, brush your teeth and hair using your "non-dominant" hand. (if you are right handed, use your left hand.) What were the difficulties encountered? (A suggestion might be to try this activity at a campout or troop overnight.) During the next troop meeting, discuss how you accomplished these tasks, how difficult were they?

7. 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.

8. Learn more about the Special Olympics in your area and how sports events can be adapted.

9. Interview people in the community who have a disability and learn about their careers and recreational activities.

10. Research famous people who have disabilities. Begin with Thomas Edison, who was learning disabled; Helen Keller, who was blind and deaf; President Franklin D. Roosevelt, who used a wheelchair; Juliette Low, founder of the Girl Scout movement in the U.S.A., who was deaf; William Boyce, who used a wheelchair (founder of Boy Scouts of America).

11.* 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

pastry fillings, puddings, pet food, gel air fresheners, salad dressings, and whipped toppings. Be sure to check out the grocery's Asian food section, where you might find fresh or dried edible seaweeds like *nori* or *kombu*.



Flippers, Fins and Flukes Badge

A badge for Junior Girl Scouts

PURPOSE

This badge was designed to help educate Junior Girl Scouts about marine mammals that live in their area. By meeting the requirements of this badge, the girls will learn how their actions affect the marine environment and the animals that live there.

REQUIREMENTS

You must complete eight (8) of the eleven (11) activities, including the starred (*) activities.

- * 1. Observe wild marine mammals by taking a trip on a boat or visiting a marine mammal rehabilitation center. Spend some time watching the animals and write down your observations. What are the animals doing? How are they interacting with each other? Are they making any noises? What distinguishing markings do you notice on the animals?
2. Many marine mammals use kelp forests for food and habitat. Did you know that seaweeds provide important ingredients in many food products we use everyday? Visit a grocery store and go on a scavenger hunt for products that contain some type of seaweed. Here are some ingredients to look for: algin, alginate, carrageenan, agar and furcellaran. These ingredients stabilize and thicken products like toothpaste, cheesecakes, instant breakfast drinks, frozen dairy desserts,

3. California is home to some “earless” or true seals as well as some “eared” seals. Eared seals, like sea lions and fur seals, have long front flippers and small earflaps. Earless seals, like elephant seals and harbor seals, have short, clawed front flippers and no earflaps. Make a list of the differences between “eared” and “earless” seals. Now you know some of the differences between these animals, find out how they are similar.

* 4. Marine mammals are warm blooded, air-breathing animals that have hair, give live birth, nurse their young, and live in the sea. Examples of marine mammals include whales, dolphins, seals, sea lions, walruses, sea otters, and manatees. Use a nature guide, picture book or the Internet to help you identify five marine mammals. Where do they live? What do they eat? How are they similar or different? Make a poster that illustrates each animal and lists its special characteristics. Another option is to put on a play with your troop that illustrates each animal's special characteristics.

* 5. With your troop, contact a marine wildlife rescue center. Find out what type of donations they need. With your troop or on

your own, collect items to donate to the center.

* 6. Ocean pollution can harm marine mammals. Choose one option:
(1) Organize a beach cleanup or join an existing beach cleanup in your area. (2) Create a presentation or play with your troop on the harmful effects of garbage on marine mammals. Perform your presentation or play for your troop, class, a group of adults or younger Girl Scouts.

7. Plastics and other garbage can hurt marine mammals. Create a door hanger with a message about ocean pollution and marine animals. You can use a soda can ring to attach the hanger to a doorknob. With permission from your teacher, deliver these door hangers to several different classrooms at your school.

8. Marine mammals make unique sounds. Listen to recordings of seals, sea lions, whales, dolphins or other marine mammals. See if you can match the animal with the sound that it makes. Make up a song or choreograph a dance using the different sounds.

9. Create a dramatic skit about life in the ocean. Where will you find food? How will you stay safe from predators? What is daily life like for you? What are some of the challenges you will face? Which animals are your friends? Perform this skit for your troop, class, a group of adults or younger Girl Scouts.

*10. Learn how people rescue stranded marine mammals. You may conduct a search via the Internet, a library or by contacting a marine mammal stranding center. Pretend your troop is rescuing a stranded marine mammal. What steps would you take to keep the animal calm and safe? How would you protect yourself? What happens to the animal once she or he is taken to a marine mammal

rehabilitation center?

*11. Although they are currently protected, marine mammals have been hunted for hundreds of years for their blubber and fur. Learn about the history of marine mammal exploitation and protection. Today, some people still hunt marine mammals as part of their cultural heritage. Learn about one of these groups of people and their relationship with marine mammals. Share a traditional story, legend, poem or song with your troop or school, or a group of adults or younger Girl Scouts.