

## COLOUR ME HEALTHY CHALLENGE: PATHFINDERS/RANGERS

A HEALTHY LIFESTYLES CHALLENGE  
FROM THE BC PROGRAM COMMITTEE

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# Introduction

Welcome to the Colour Me Healthy Challenge for Pathfinders & Rangers. This challenge was created to replace the now discontinued Active Living Challenge. This challenge encompasses the same principles: to explore healthy lifestyles through fitness, healthy eating and a positive self-esteem. The primary difference with this challenge is that we now have four separate branch-level challenges and crests. This is to encourage units to complete this challenge at every branch level, as healthy lifestyle activities are important at all ages.

If you wish to complete the challenge to earn a younger branch level crest, complete the challenge in one year to earn your branch appropriate crest, then complete the challenge again in subsequent years to earn the younger branch crests. For example, the first year you earn the challenge, give the girls the Apples crest. The second year you complete the challenge, you can give the 2<sup>nd</sup> year girls (who already have the Apples crest) the Blueberries, Pineapple or Strawberry crest (but give the 1<sup>st</sup> years the Blueberries crest).

We hope you enjoy the activities included within this challenge.

Sincerely,

The BC Program Committee

## Objectives

- To try various forms of physical activity and promote lifelong physical activity.
- To introduce nutritious and healthy eating ideas.
- To promote a positive body image and good self-esteem, encouraging girls to explore their personal strengths and abilities.

## Challenge Requirements

To earn the Colour Me Healthy Challenge, Pathfinders & Rangers need to earn at least six “challenge credits,” and complete at least one activity from each of the three sections: Fitness Fun, Healthy Eating and Positive Self-Esteem. You can complete this in just one meeting, or go into more depth and complete it over a series of meetings.

When you have completed the activities, complete the [BC Challenge Crest, Pin, and Camp To Go Order Form](#) which can also be found on the [BC Girl Guides](#) website (click on Girl Engagement > Program > Program Challenges). Before filling out the Order form, please read the [BC Challenge Crest, Pin, and Camp To Go Information](#) document in order to understand the pricing and payment for the various crests, pins and merchandise.



## COLOUR ME HEALTHY CHALLENGE: TRACKING SHEET

Complete at least one activity from each section, for a minimum total of **six credits**. Remember, you can always substitute your own activities that meet the objectives.

Except where indicated, activities in this challenge are worth one credit each.

### Fitness Fun

**Objective:** To try various forms of physical activity and promote lifelong physical activity. Try one or more of the following activities.

- |  |   |
|--|---|
| <input type="checkbox"/> Skittles              | <input type="checkbox"/> Insanity!                          |
| <input type="checkbox"/> Fitness Scattergories | <input type="checkbox"/> Ninja!                             |
| <input type="checkbox"/> Plunger Head          | <input type="checkbox"/> Invented Active Game               |
| <input type="checkbox"/> Chinese Jump Rope     | <input type="checkbox"/> Active in My Community (2 credits) |
| <input type="checkbox"/> Olympic Rings         | <input type="checkbox"/> Other fitness activity:<br>_____   |
| <input type="checkbox"/> Banana Relay          |   |

### Healthy Eating

**Objective:** To introduce nutritious and healthy eating ideas. Try one or more of the following activities.

- |  |  |
|--|--|
| <input type="checkbox"/> Camp Menu               | <input type="checkbox"/> Iron Chef (2 credits)                   |
| <input type="checkbox"/> All About the Sugar     | <input type="checkbox"/> Healthy Snack                           |
| <input type="checkbox"/> Healthy Living Jeopardy | <input type="checkbox"/> Other healthy eating activity:<br>_____ |
| <input type="checkbox"/> Healthy Foods Fishbowl  |  |

### Positive Self-Esteem

**Objective:** To promote a positive body image and good self-esteem, encouraging girls to explore their personal strengths and abilities. Try one or more of the following activities.

- |   |  |
|---|--|
| <input type="checkbox"/> The Ball of Truth                      | <input type="checkbox"/> Worth a Thousand Words                        |
| <input type="checkbox"/> Self-Care Boxes                        | <input type="checkbox"/> Jenga Self Esteem                             |
| <input type="checkbox"/> Media Literacy: Magazines & Body Image | <input type="checkbox"/> Self Esteem Twister                           |
| <input type="checkbox"/> Sticky Situations                      | <input type="checkbox"/> Other positive self-esteem activity:<br>_____ |
| <input type="checkbox"/> Inspiring Art                          |  |



## FITNESS FUN ACTIVITIES

### Stretch It Out

Do this before any physical activity.

Why is stretching an important part of our physical fitness? When should we stretch our muscles? As a unit, do some stretching together. You may want to play some relaxing music as you stretch. Here are some ideas of muscles to stretch: your calves, your quadriceps, your back muscles, and your arm muscles.

### Skittles

1. Divide girls into equal teams.
2. Each team is given a hula-hoop and three bowling pins.
3. Instruct the teams to place the bowling pins within their hula-hoop in their corner/end of the playing area.
4. Explain that the object of the game is to knock down the bowling pins of the other team(s).
5. When a girl has the ball, she may not move, but can pass to another girl on her team. Girls are only allowed to move when they do not have the ball.
6. Start with one ball and add more to increase difficulty.

#### Supplies

- bowling pins (or pop bottles)
- hula-hoops (or ground markers)
- balls

### Fitness Scattergories

1. Divide girls into teams of 3-4.
2. Hand out a piece of flip chart paper and marker to each group and explain how to play (below).
3. The Guider will give out a topic (ex: fruit) and each team will write down as many examples of that topic (ex: apples, oranges) within a given amount of time.
4. On the "go," the person writing will run to the flipchart. One at a time, team players will run to her, give her an example of that topic and run back to tag the next person in line.
5. Only one person per team can write, the others will give ideas of what to write.
6. When the time is up, each team will take turns reading out their answers.
7. If another team also has that answer, then both teams cross it off of their list.
8. If the answer is unique, the team will circle it and gain a point (points are awarded for unique answers).
9. Once teams have read out their answers, point are tallied up and a winner is announced.

#### Supplies

- flip chart paper
- markers

#### Scattergories Topics

- Sports (baseball, soccer, etc.)
- Non-sport physical activities (zumba, jogging, etc.)
- Names of muscles (biceps, abdominals, etc.)
- Effects of physical inactivity (increased chance of sickness, weight gain, etc.)
- Benefits of physical activity (improved fitness, better sleep, etc.)



# Plunger Head

## Before the Meeting

1. Put the additional plunger end onto the end of the plunger stick so that you have a rubber plunger on both sides.
2. Screw in the screw with the eye so it sits snugly in the tennis ball.
3. Use the silicone sealant to secure the screw in the ball. Let dry.
4. Attach the string to the tennis ball by tying it through the screw's eye. Then tie the other end to the centre of the plunger stick.

### Supplies

- plunger
- additional plunger end
- tennis ball
- about 30" string
- screw with eye
- silicone sealant

## How to Play

1. Divide the group into teams of equal numbers. Line them up at one end of the playing area.
2. Set a line up at the other end of the playing space – at least 10-12 feet away.
3. On the word “go”, the first two members of the team place the plunger between them with the plunger ends on their foreheads. They move together to the line at the other end of the playing area.
4. When they arrive, they work together to wrap the string with the tennis ball around the stick. They cannot use their hands other than to keep the plunger on their head. Once they wind it up, they drop the plunger, run back to their team and tag the next players who go to retrieve the plunger, unwind the string and with the plunger between their heads, return it to the start line drop it and tag the next players.
5. Play continues until the whole team has had a turn. If there are an odd number of players on the team, one will have to go twice.

# Chinese Jump Rope

1. Divide girls into group of 3.
2. Two girls stand facing one another with the elastic around their ankles. They stand far enough apart so that the elastic stretches and is above the ground.
3. The third girl is the jumper. She starts outside of the elastic, then jumps with the following pattern:

### Supplies

- Chinese jump ropes (16' long elastic loop – can be made by linking many elastic bands together)

Both feet left.	Right foot in, Left foot out.	Left foot in, right foot out.	Both feet in.	Both feet out (apart).	Both feet on.	Both feet right.



4. Step it up to the next level! If she completes the pattern without error, move the rope higher – first to the calves, then the knees, then to the upper thigh.
5. If she makes a mistake, she switches with one of the elastic holders, who starts the pattern at the ankle level. Rotate so all three girls have a turn.
6. For an added challenge, have the girls make up their own jumping pattern.

## Olympic Rings

*Adapted from Active Living Toolbox for Pathfinders and Senior Branches, Girl Guides of Canada, March 1997.*



### Before the Meeting

Set up the location of the stations, prepare instructions, pound pegs into the ground (or use vertical paper towel holders instead of tent pegs, if indoors).

### How to Play

1. Divide girls into teams of four or five.
2. Give each team a card instructing them on the order of stations they will complete. Each team starts together in the centre, but each will go to a different station to begin. Station instructions are at each station.
3. When teams arrive at each station, they must complete a challenge (or series of challenges) in order to earn the coloured ring for that station. All teammates must participate in every challenge. Sample station ideas (choose 5 stations – you could combine multiple activities at each station to make them take about the same amount of time):
  - successfully complete the Chinese jump rope pattern at the ankle level (all teammates must complete the pattern)
  - run from the station location, around all other station locations, and back again
  - 25 sit-ups
  - 15 squats
  - 25 jumping jacks
  - 20 arm circles, then reverse 20 arm circles
  - jump rope 50 jumps
  - put a complete outfit on over your own clothes, then take it off and have each girl in the team put the outfit on then off in succession
  - dribble a soccer ball around a set course (around cones)
  - perform a number of set yoga poses (as a team)
4. When a team completes all challenges and has all five rings, they return to the start and throw the rings over the appropriate pegs (ring toss style) to complete the challenge.
5. Optional added challenge: assign Guiders or girls to be ring hunters – the ring hunters try to tag girls as they travel between stations. If a girl holding a ring is tagged, her team loses that ring and has to complete that station again.

### Supplies

- coloured rings (blue, yellow, black, green, red) – one set per team
- 5 tent pegs & hammer
- order instructions
- written station instructions
- station supplies (depends on stations)





## Banana Relay

1. Divide girls into teams of 6-8.
2. Have the girls lie down on the floor in head to toe style, e.g. girl #1 has her feet at the start line, girl #2 has her feet at the head of girl #1, girl #3 has her feet at the head of girl #2, etc.
3. The challenge for this relay is to get the banana from the start line to the last person in the line. The catch is that it can only be passed with their feet.
4. To pass the banana, girl #1 picks up the banana with her feet and passes it back over her head to the feet of girl #2 who passes it back over her head to girl #3, etc.
5. Once the banana reaches the last girl in line, she passes it with her feet to her hands and peels the banana, finishing by eating it. (optional)
6. The first team to finish eating their banana is the winner!

### Supplies

- 1 banana per team

## Insanity!

Warning: This game is wild and crazy! Factor in speed and it becomes INSANITY!

1. Divide the girls into teams. 6-8 girl per team works best.
2. Give each team a number card. In order to keep the game going at a fast speed, the team number is carried with the person presenting to the caller so they don't have to slow down to ask who is from what team. If the team number is visible, they will get the appropriate points.
3. Explain to the girls that the goal of the game is SPEED, and that points are received for the team who can accomplish each challenge the fastest.
4. One person is appointed to be the caller and one as the point taker.
5. The caller calls out one of the statements on the Insanity challenge list. For example, "I need to see the team number with a girl wearing 2 different patterned or coloured socks."
6. The team is responsible for finding a person who fits the criteria and making sure that they go to the caller with their team number and the proof that they have 2 different socks.
7. Points are awarded as follows: If there are 4 teams, then the winning team gets 4 points, the second team gets 3 points, the third gets 2 points and the last team if they arrive gets one point.
8. The caller is not limited to the challenges on the list, but can add fun and interesting challenges of her own as the game goes on.

### Supplies

- list of Insanity challenges
- cards labeled with team numbers, e.g. if you have 4 teams, then you need cards labeled with 1 to 4



## List of Insanity Challenges

(The caller should always proceed it with “I need to see the team number and ....”)

1. Someone with 2 different patterned or coloured socks
2. Your team clucking like a chicken
3. Someone who can sing Taps
4. Someone with 3 tongues
5. Someone who has a hair elastic
6. Your team singing and doing the actions for YMCA
7. Someone who has a hole in their sock
8. Someone who is wearing runners
9. Someone who has blue eyes
10. Someone who can roll their tongue
11. Your team making GGC with your bodies
12. Someone who can say hello in 3 languages
13. Someone who can do a somersault.
14. Your team making a pyramid.
15. Someone who can tie a clove hitch.
16. Your team carrying one person.
17. Someone wearing more than 5 pieces of jewelry
18. Someone with a scar
19. Someone with stained clothes
20. Someone who can name 5 reality shows
21. Someone who can imitate a worm
- 22.... any other challenges you can think of.

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## Ninja!

1. This is a game of skill, quick moves and strategy for groups of 4 to 12.
2. The goal is to become the “Ultimate Ninja”. This is done by eliminating other players by striking their hands.
3. Start in a circle with everyone assuming a Ninja pose. Play starts with one person and moves clockwise. The first person starts by either taking a step in any direction or by striking any other person’s hand. Once they’ve made their move, they must remain in that position either until they move to avoid another player striking their hand or until it’s their turn again.
4. If any player tries to strike another person’s hand, that person is allowed to make one move to avoid being hit. If the person’s hand is hit, they are out of play. If their hand is not struck, then they remain in that position until someone strikes at them or it is their turn.
5. The second person can then either take a step in any direction or try to strike the hand of another player. Play continues as with player one.
6. As play moves along, the moves become faster to catch people off guard and knock them out of play.
7. Play continues until there is only one player left.

This game is quite simple, even though it may sound complicated. You can find a YouTube video at <https://www.youtube.com/watch?v=F-B0ljpRsGw>



## Invented Active Game

Divide girls into groups of 3-4 and have them invent an active game using your unit fitness supplies (balls, hula-hoops, etc.), then teach it to the rest of the unit. Try all of the games and evaluate them afterwards.



## Active in My Community

Hold a meeting outside of your regular meeting place and do something active. Visit a gymnastics gym, go to a dance studio, go swimming, try skating, visit a martial arts centre, go for a hike in a nearby park, or play at a nearby playground. Whatever you decide as a unit, get out and get active while having fun!

Some specific ideas for community recreation centres follow.

### Fitness Centre Orientation

Many recreation centres offer teen orientations to their fitness area, explaining proper equipment use and etiquette. Schedule an orientation at your local centre and then have the girls try a few weight machines as well as cardio machines. Hint: if you have a larger unit, divide girls into smaller groups and schedule an orientation for each group. The other groups can do another activity in the rec centre while waiting their turn.

### Open Gym/Drop-in Sports

Take a look at the gym schedule and find out when their open gym time is - ask the girls what kind of activities they think they can do during open gym. Ask a staff member at the centre if there is equipment for loan during open gym and if there is a system for loan-out. If the schedule indicates that it is currently open gym, pick an activity (basketball, soccer, badminton, volleyball, etc.) and play a quick game with your unit.

Next, take a look at the schedule and see if there are any drop-in sports times for youth. Some drop-in sports may only be for adults, so ask a staff member if you need clarification. Ask the girls if any of the drop-in sports interest them and if they would try them out in the future. Are any girls unsure about trying it out alone? Encourage them to bring a friend or two and try it out.

### Aquatics

Take your girls swimming!

Pool Games:

- Marco Polo: one person is it and closes her eyes (or has a blindfold). When she calls out “Marco”, the other girls all have to call out “Polo”. Whoever gets tagged is now it.
- Volleyball/basketball (if equipment available).
- Wet shirt relay: divide the girls into two teams. Half of each team lines up on opposite ends of the pool. Give the first girl in each team a shirt. At the shout of ‘go’, the starting girls put the shirt on, swim to the other side of the pool, takes off the shirt and hands it to the next girl on their team. The first team to have all their girls across the pool wins.
- Ring retrieval: divide girls into two teams. Scatter diving rings into the pool. The team with the most rings wins the round.



## **Drop-in Fitness Class**

Take a look at the rec centre's schedule or guide to determine what kind of fitness classes they offer. Ask the girls if they have tried any of these types of activities (yoga, aerobics, Pilates, Zumba, dance, etc.).

Ask the girls to vote on a class to take together. Alternatively, you could contact an instructor and ask if she would be willing to host a class at your unit's meeting place. After the class, have a discussion about: how the girls feel after their workout, if the workout was too easy, too hard, or just right, if the instructor gave different modifications to lower or increase workout intensity, and if the girls would do this activity again in the future.



## HEALTHY EATING ACTIVITIES

As always, please be careful with food allergies and refer to the girls' Health Forms. Read every label and avoid anything that may contain a potential allergen.

### Camp Menu

1. Discuss with girls what the four food groups are. Show a picture of Canada's Food Guide (visit Health Canada's website at <http://hc-sc.gc.ca/> and click on Food and Nutrition>Canada's Food Guide to get a copy). Ask them to name a few foods in each group.
2. Divide girls up into small groups.
3. Instruct them to come up with a camp menu including:
  - Saturday: breakfast, snack, lunch, snack, dinner, mug up
  - Sunday: breakfast, snack, lunch
4. The menu should follow the daily recommended number of food guide servings per day and each meal should have an item from each food group.
5. Have groups share their menus and decide which one to use at your next camp (or make a combination with the best items from each menu).
6. Added challenge: prepare your shopping list and purchase the required ingredients.

#### Supplies

- a copy of Canada's Food Guide (you can order enough for your whole group)
- paper
- pencils/pens

### All About the Sugar

1. Have the girls sit in a circle and bring out the 591 mL bottle of Coca-Cola.
2. Ask the girls to guess how many teaspoons of sugar are in the bottle.
3. Let them know that the bottle contains 16.25 teaspoons of sugar.
4. Bring out the sugar cubes (one sugar cube is about one teaspoon of sugar) and pile up 16 to show visually how much sugar that is.
5. Divide the girls into small teams and hand out one Sugar Table per team.
6. Instruct the girls to try and match the food item with the correct amount of sugar.
7. Once girls are done, read out the correct answers and have a volunteer show how many sugar cubes per item.
8. Discuss: Were girls surprised about the amount of sugar in each item? Do they think people have too much sugar per day? How does eating too much sugar affect your body?

#### Supplies

- sugar cubes
- 591 mL bottle of Coca-Cola
- Sugar Table printed out for each team, cut apart and placed in an envelope
- optional: examples of each food item



## Sugar Table

Print out one copy per team. Cut along the lines, and put all pieces into an envelope. The uncut table is the answer key.

Rockstar Energy Drink (473mL)	15.5 teaspoons (62g) of sugar
Starbucks Grande Caramel Frappuccino (no whipped cream)	14.75 teaspoons (59g) of sugar
Skittles (snack bag)	11.75 teaspoons (47g) of sugar
Vitamin Water Energy (591mL)	7.75 teaspoons (31g) of sugar
M&Ms (snack bag)	7.75 teaspoons (31g) of sugar
Red Bull Energy Drink (245mL)	6.5 teaspoons (26g) of sugar
Chocolate Fudge Pop Tart	5 teaspoons (20g) of sugar
Three Oreos	3.5 teaspoons (14g) of sugar
Activia Strawberry yogurt (100g)	2.75 teaspoons (11g) of sugar
Quaker Chewy Chocolate Chip Granola Bar	1.75 teaspoons (7g) of sugar
Heinz Ketchup packet 17g	1 teaspoon (4g) sugar
$\frac{1}{2}$ cup of Cheerios	0.25 teaspoons (1g) sugar



# Healthy Living Jeopardy

*Credit: Becca Stephen.*

1. Depending on the size of your group, you can play individually or in teams.
2. Print the cards and cut them out. Lay out as follows:

## Supplies

- Jeopardy cards
- buzzer or bell for each team

Point Value	General Knowledge	Nutrients and Vitamins	Fitness and Exercise	Diet & Healthy Foods	International Foods
100					
200					
300					
400					
500					

3. Under each category, place the questions with the easiest under 100 and the hardest under 500.
4. Determine who is the first team to play. That team picks a topic and a value.
5. The answer card is read out and the teams must buzz in if they think they know the question.
6. The answer must be given in the form of a question.
7. A time limit may be put on answering.
8. If the team gets the correct answer, they receive the point value for the question. They then choose the next topic and value
9. If they answer the question incorrectly, the other teams are given an opportunity to buzz in with the correct answer.
10. Continue until all questions have been answered. The team with the most points wins.
11. When all questions have been answered, the teams will have an opportunity to play final jeopardy. To do this, they decide how many of their points they wish to risk on the Final Jeopardy question. Once the teams have decided this, the clue is read. The teams have 30 seconds to write down their answer and turn it over.
12. At the end of the time, the teams display their answers and points are awarded for correct answers.





<h1>General Knowledge</h1>	<p><b><i>How long does it take for your stomach to tell your brain that you're full?</i></b></p> <ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 10 minutes</li><li>3. 15 minutes</li><li>4. <b><u>20 minutes</u></b></li></ol> <p>This is why you stop eating when you're comfortable, not when you're stuffed.</p>
<p><b><i>Which dessert is best for your health?</i></b></p> <ol style="list-style-type: none"><li>1. Frozen yogurt</li><li>2. Fruit candy</li><li>3. <b><u>A small amount of dark chocolate</u></b></li></ol>	<p><b><i>Which of the following foods contains the healthiest fat?</i></b></p> <ol style="list-style-type: none"><li>1. <b><u>Nuts</u></b></li><li>2. Beef</li><li>3. Girl Guide cookies</li><li>4. French Fries</li></ol>
<p><b><i>Which common food naturally helps to fight acne?</i></b></p> <ol style="list-style-type: none"><li>1. <b><u>Carrots</u></b></li><li>2. Apples</li><li>3. Potatoes</li></ol> <p>Because of the vitamin A</p>	<p><b><i>What's the best way to figure out if you weigh too much or too little for your body size?</i></b></p> <ol style="list-style-type: none"><li>1. Ask the best looking people at your school</li><li>2. Look through magazines and see how you compare.</li><li>3. <b><u>Ask a doctor</u></b></li><li>4. Ask your best friend</li></ol>



# Nutrients and Vitamins

*Protein is found in many of your favorite foods including pizza, hamburgers and chicken  
What is the biggest reason your body needs protein?*

1. To build and maintain body tissue
2. To clear out wax from the inner ear
3. To increase blood flow to the heart
4. To strengthen bones

*Vitamin A is found in carrots, broccoli and many other veggies. What is vitamin A useful for?*

1. Strengthening the immune system
2. Strengthening eyesight
3. Building protein
4. Building strong bones

*Calcium is a mineral which is important for developing strong bones and teeth. Which of the following foods is the best source of calcium?*

1. Yogurt
2. Chicken
3. Banana
4. Bread

*Which of these fruits has the highest amount of Vitamin C?*

1. Orange
2. Peach
3. Kiwi

*What fruit is as effective as a cup of coffee for an energy boost?*

1. Orange
2. Banana
3. Apple

The natural sugar from the apple gives an energy boost equivalent to coffee



# Fitness and Exercise

**What kind of exercise helps to build strong bones and prevent osteoporosis?**

1. Swimming
2. Exercise that improves flexibility
3. **Weight bearing exercises like walking, running and lifting weights**

Because these exercises help your bones resist gravity and build strength

**True or False. The more exercise a young woman gets, the better it is for her bones.**

**False**

Though weight bearing and resistance exercises help strengthen bones, too much exercise will decrease body weight and body fat, affecting the hormone production

**How often should you be doing some form of Aerobic exercise each week?**

1. 7 days a week for 2 hours at a time
2. Once a month for 15 mins at a time
3. **At least 3 times a week for 30 minutes at a time**
4. At least once a week for 1 hour at a time

**Which of the following is not a benefit of exercising?**

1. Exercising relieves stress
2. **Exercising makes you more popular**
3. Exercising increases self esteem
4. Exercising strengthens your heart

**Which of the following is a good form of exercise?**

1. Rugby
2. Swimming
3. Just Dance
4. Softball
5. **All of the above**



# Diet and Healthy Foods

***Your aunt is over for the holidays and wants you to try some of her homemade chocolate cream pie. You're trying to eat healthy but don't want to be rude. What's probably the best thing to do?***

1. Eat as much as you can and barf it up when no one is looking.
2. **Have a small piece and walk it off later.**
3. Have 3 pieces to make your aunt happy
4. Tell your aunt "No thanks, I don't want to get fat like you".

***Which of the following snacks has more than 100 calories?***

- 1 orange
- 2 graham crackers with 1 teaspoon of peanut butter
- 25 M & M's
- 6 oz of fat free yogurt
- **None of the above**

***It's an hour before your big game and you're feeling hungry. What's the best thing for you to eat?***

1. Spaghetti and meatballs
2. An ice-cream float
3. A cheeseburger and fries
4. **An apple and a muffin**

***How many calories do "active teens" need to eat in a day?***

- 1200 – 1600
  - **1600 – 2000**
  - 2000 – 2400
- ★ Did you know that if you are active, between 130 and 290 calories can come from foods containing added sugars and solid fats
- ★ Non active teens should have no more than 1600 calories with 130 calories coming from foods containing added sugars and solid fats

***You're late for school and don't have much time for breakfast? What's the best thing to do?***

1. Skip breakfast and wait until break to have something to eat
2. Grab a juice box and drink it on the go
3. Leave your house without eating and hope you run into someone who's food you can take.
4. **Grab a granola bar and a banana and eat it on the way.**



# International Foods

***The rice dish 'paella' comes from what country?***

Clue: It is one of these 4 countries

1. France
2. **Spain**
3. Australia
4. Italy

***Bangers and Mash come from what country?***

Clue: It is one of these 4 countries

1. Israel
2. Greece
3. **England**
4. USA

***Souvlaki comes from which country***

Clue: It is one of these 4 countries

1. Portugal
2. Italy
3. Turkey
4. **Greece**

***Which country does Pho come from?***

Clue: it is one of these 4 countries

1. Korea
2. **Vietnam**
3. China
4. Thailand

***Which country does Haggis come from?***

Clue: It is one of these 4 countries

1. Ireland
2. England
3. **Scotland**
4. Wales



# Final Jeopardy

***From the menu below select the best meal combination including drink, entree and side dish***

**Drink:** Snack strawberry banana smoothie, small 2% milk, small vanilla shake, small coke

**Entrée:** Original whopper, Original Chicken Sandwich, Tendercrisp BLT Garden Salad, Whopper Jr.

**Side:** Small onion rings, small French fries, apple turnover, Hershey's sundae pie

***From the menu below select the best meal combination including drink, entree and side dish***

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***From the menu below select the best meal combination including drink, entree and side dish***

**Drink:** Snack strawberry banana smoothie, small 2% milk, small vanilla shake, small coke

**Entrée:** Original whopper, Original Chicken Sandwich, Tendercrisp BLT Garden Salad, Whopper Jr.

**Side:** Small onion rings, small French fries, apple turnover, Hershey's sundae pie

**Answer information: Drinks**

Snack size Strawberry Banana Smoothie 150  
1 cup 2% Milk 330  
Sm van shake 400  
Sm coke 140

**Answer information: Entrée**

Whopper 700  
Original Chicken Sandwich 680  
Tendercrisp BLT Garden Salad 600  
Whopper Jr. 390

**Answer information: Sides**

Small Onion rings 150  
Small fries 220  
Apple turnover 260  
Hershey's Sundae pie 300



# Healthy Foods Fishbowl

## Supplies

- timer
- Fishbowl words
- bowl to put words in

1. This game is played in three rounds: 1<sup>st</sup> round is Catch Phrase, 2<sup>nd</sup> round is Password, and 3<sup>rd</sup> round is Charades.
2. Split the group into two teams. Choose one girl from team A to begin play.
3. 1<sup>st</sup> Round: Catch Phrase:
  - a. Set the timer to 30 seconds. As you start the timer, the chosen girl from team A draws a word then tries to get her team to guess what the word is without actually saying the word or anything that rhymes with it. For example, if she selects “banana” she can say “a soft yellow fruit”.
  - b. For every word that her team correctly guesses within the time limit, they get a point. The goal is to guess as many words as possible.
  - c. When the timer finishes, switch teams.
  - d. Play until all cards are gone.
4. 2<sup>nd</sup> Round: Password:
  - a. Return words to the bowl.
  - b. Set the timer to 30 seconds. This time, the girl pulling words from the bowl can only say one word to describe the word she pulls out. For example, if the word was “banana” she could say “yellow”. The girls should have all been paying attention in round 1 because they are the same words!
  - c. For every word that her team correctly guesses within the time limit, they get a point. The goal is to guess as many words as possible.
  - d. When the timer finishes, switch teams.
  - e. Play until all cards are gone.
5. 3<sup>rd</sup> Round: Charades:
  - a. Return words to the bowl.
  - b. Set the timer to 30 seconds. This time, the girl pulling words from the bowl can only act out the word... can the girls remember the words from the first two rounds?
  - c. For every word that her team correctly guesses within the time limit, they get a point. The goal is to guess as many words as possible.
  - d. When the timer finishes, switch teams.
  - e. Play until all cards are gone.
6. Conclude the game by tallying all of the points.



apple	apricot	bagel
banana	beef	Bread
broccoli	brussel sprouts	Carrot
cauliflower	celery	Cereal
cheese	cherries	Chicken
chocolate milk	clams	Coconut
cooked beans	corn	Crab
crackers	cucumber	Egg
English muffin	fish	Garlic
grapefruit	grapes	green pepper
ham	ice cream	Kiwi
lemon	lettuce	Lime
lobster	muffin	Mushroom
nuts	oatmeal	Onion
orange	pancake	pasta
peach	peanut butter	pear
peas	pineapple	popcorn
pork	potato	pudding
pumpkin	radish	rice
salmon	seeds	shrimp
spinach	strawberry	tomato
tortilla	tuna	turkey
waffle	water	watermelon
white milk	yogurt	zucchini





# Iron Chef

1. Divide the girls into teams of 4-6.
2. Explain to the girls that they are going to have an Iron Chef cook-off using a “secret ingredient”. They can use any of the other available ingredients, but they must use the secret ingredient. They are to create a balanced meal.
3. Reveal the secret ingredient.
4. Optional: if you are near a grocery store, you could have each girl bring \$3 to \$5 each, then send teams to the grocery store to purchase their meal ingredients. Otherwise, have a variety of ingredients available. If going to the grocery store, teams must keep their receipts.
5. Set a time limit (e.g. 1 to 1 ½ hours) for the girls to complete their cooking.
6. Once the food has been prepared and put onto a plate, the teams will present their food to the judges (Guiders). Judges will give points based on originality, appearance, taste, use of the secret ingredient, and teamwork. If the girls purchased the ingredients themselves, additional points for the least expensive meal, and for created something with a healthy balance (i.e. all four food groups).

## Supplies

- cooking facilities with several stoves (could use camp stoves) and/or ovens
- several food ingredients, including a “secret ingredient” that must be used (e.g. ketchup, pasta, honey, etc.)
- kitchen equipment, such as bowls, plates, utensils, etc.

<b>Originality</b> How original is the meal? Is it creative?  1    2    3    4    5	<b>Appearance</b> Does it look appealing?  1    2    3    4    5
<b>Taste</b> How does it taste? Do the ingredients go together?  1   2   3   4   5   6   7   8   9   10	<b>Secret Ingredient</b> Is it used creatively, yet appropriately?  1    2    3    4    5
<b>Teamwork</b> Did the team work effectively together?  1    2    3    4    5	<b>Balance</b> Are all four food groups represented?  1    2    3    4    5
<b>Inexpensive</b> Additional 5 points for the meal that comes in as the least expensive.	<b>Additional Comments</b>



# Healthy Snacks

This activity is intended for the girls to make and enjoy a healthy snack. We have given some ideas here, but you could substitute any healthy snack recipe.

## Pita Pizzas

1. Set oven or toaster-oven to broil.
2. Spread pizza sauce on pita.
3. Shred cheese and put desired amount on pita.
4. Cut veggies to and put desired amount on pita.
5. Put pita(s) on pan.
6. Put into oven and wait until pita has browned a little.
7. Let cool for a couple minutes.
8. Eat and enjoy.

### Ingredients

- whole wheat pitas
- pizza sauce
- mozzarella cheese
- veggies (bell peppers, chopped tomatoes, mushrooms, etc.)

## Bean Burritos

1. Set oven to 350 F.
2. Strain and rinse beans.
3. Mash beans.
4. Mix in salsa ( $\frac{1}{2}$  cup for 1 can beans) and any spices you desire.
5. Shred cheese.
6. Assemble burritos.
7. Place burritos on baking sheet, seam side down.
8. Bake for about 10 minutes.
9. Let cool for a couple minutes.
10. Eat and enjoy.

### Ingredients

- cans of black beans (1 can makes about 5 full sized burritos)
- salsa
- shredded cheese
- whole grain tortillas
- spices (cumin, paprika, etc.)

## Roasted Chickpeas

1. Drain and rinse chickpeas, pat dry with paper towel.
2. Put in bowl, add a little olive oil (enough to lightly coat).
3. Add in some spices and salt, mix.
4. Spread out on baking sheet.
5. Roast in oven for 30 min or so (until brown and crispy).

### Ingredients

- can of chickpeas
- olive oil
- salt
- spices (cumin, paprika, coriander, etc.)



## SELF-ESTEEM ACTIVITIES

### The Ball of Truth

1. Have girls toss the ball to each other.
2. When a girl catches the ball, she answers the question that corresponds to the number that is closest to her right thumb.
3. Keep going until girls have answered a few questions each

#### Supplies

- beach ball with numbers written all over it (1 to 20)

#### Sample questions:

1. What do you like most about yourself?
2. What do you like about the person on your left?
3. What do you like about the person on your right?
4. Who is your role model and why?
5. What is an accomplishment that you are proud of?
6. What is your favourite way to stay active?
7. What do you think a healthy body is?
8. How do you think your friends can affect the way you feel about yourself?
9. How do you think your family can affect the way you feel about yourself?
10. How do you think the media can affect the way you feel about yourself?
11. What is your favourite healthy food?
12. If you are having a bad day, how do you try to make yourself feel better?
13. What is something that you do to take care of yourself?
14. When you hear the term 'mental health', what do you think it means?
15. What is something that stresses you out?
16. Do you ever feel pressure to look a certain way? Where does this pressure come from?
17. Does your mood affect the type of clothing you choose to wear?
18. Have you ever felt peer pressure before? How did you deal with it?
19. What is something that makes you unique?
20. When you hear the term 'self esteem', what do you think it means?



# Self-Care Boxes

Sometimes life can be stressful and, although some stress can help you through situations, long-term stress is not good for your health. Practising self-care will help alleviate the stress and improve your overall health. Self-care is any activity that you do to take care of your physical, mental or emotional health.

1. Ask the girls what they think the term 'self-care' means and ask for some examples.
2. Explain that they are going to make boxes to store some self-care items. Girls can keep them under their beds or in their closets and pull them out when they are having a bad day or feel stressed out.
3. Hand out boxes and decorating supplies.
4. Ideas for decorating:
  - Use your favourite colour or a colour that you find relaxing
  - Write some positive affirmations (I am awesome, I believe in myself, I matter, I accept myself, etc.)
  - Draw or glue pictures that make you happy (a cute puppy, waterfall, etc.)
5. When girls are finished, hand out an item or two for each girl to put in their self-care box and give them some ideas of what else they can put in them
6. Ideas for self-care box items:
  - bath salts/bubble bath
  - favourite CD
  - stress ball
  - tea
  - favourite book
  - journal and pen/pencil
  - picture of you and your family or friends
  - a note or card that you received
  - small stuffed animal
  - list of things you like about yourself, list of accomplishments that you are proud of, or list of things you are grateful for
  - candle
  - anything that makes you feel better

## Supplies

- shoeboxes or any other small cardboard box
- construction paper or colourful cardstock
- glue
- pencil crayons or markers
- magazines with pictures of nature, animals, etc.
- small self-care items to start their box



## Media Literacy: Magazines & Body Image

Body image refers to the thoughts and feelings that you have about your body. You can think of body image as being on a spectrum, with healthy body image at one end, and unhealthy body image on the other.

Healthy body image:	Unhealthy body image:
<ul style="list-style-type: none"> <li>• accepting of different body sizes and shapes</li> <li>• comfortable with your body</li> <li>• can point out what you like about your body</li> <li>• able to criticize media messages about body ideals</li> </ul>	<ul style="list-style-type: none"> <li>• spends a lot of time thinking about how they look</li> <li>• worries about their appearance for other people</li> <li>• uncomfortable or unhappy about how they look</li> </ul>

1. Have a discussion about what body image is and what it means to have a healthy or unhealthy body image.
2. Ask the girls how they think the media (TV, movies, commercials, magazines, etc.) influences their body image.
  - the media sets unrealistic standards (airbrushing and Photoshop)
  - perfectly groomed actors playing younger characters
3. Ask girls what kinds of magazines they like to read and why. Do they think the magazines they like to read promote a healthy or unhealthy body image?
4. Split girls up into small groups. Hand out a magazine and some markers to each group.
5. Instruct girls to go through the magazine and circle as many articles, pictures, or ads that promote an unhealthy body image.
 

Example: references to weight loss or dieting

  - “lose 20 pounds in two weeks” → unhealthy
  - “shed two sizes”, “get thin fast”
  - “get a bikini-body” → why aren’t all bodies ‘bikini-bodies’?
  - These messages are constantly telling the reader that their bodies are not good enough.

Example: mocking celebrities that have gained weight (body shaming)

  - “45 best and worst beach bodies”
  - “\_ can’t stop gaining weight” “stuck at \_ lbs”
6. Ask the girls to share some things that they have found with the whole unit
7. Have a discussion:
  - How do these messages in magazines make you feel?
  - Does this mean you should avoid these magazines?
8. It’s important to use critical thinking when looking through these magazines (and when viewing any type of media) and recognizing the messages that are given.
9. Check in with yourself - having a bad body image day? Maybe save the magazine for later.

### Supplies

- popular magazines
- markers



## Sticky Situations

1. Explain the strategy (see below) for dealing with sticky situations and provide an example.
2. Divide the girls into groups of three or four.
3. Give each group a different situation.
4. Ask each group to use the strategy to determine what they would do.
5. Once girls are ready, groups take turns reading out their situations and going through their strategy for dealing with it.
6. After each group is done, ask the audience if they can think of any other choices or whether they would have dealt with it differently.

### Supplies

- situations cards (next page)

## Inspiring Art

1. Have girls share some of their favourite inspiring or motivational quotes and share some of your own.
2. Have girls write down a few of their favourites and pick the one that really speaks to them. Girls can also come up with their own phrase or inspiring words or images.
3. Hand out material so that girls can creatively write, paint, or represent that quote on a piece of canvas to keep in their room to inspire them.

### Supplies

- canvas in different sizes
- paint
- permanent markers
- lists or books of quotes

### Some famous quotes

- “You miss 100% of the shots you don’t take” - Wayne Gretsky
- “Whether you think you can or you think you can’t, you’re right” - Henry Ford
- “Go confidently in the direction of your dreams. Live the life you have imagined.” - Henry David Thoreau
- “Remember no one can make you feel inferior without your consent” - Eleanor Roosevelt
- “All our dreams can come true -if we have the courage to pursue them.” - Walt Disney
- “It always seems impossible until it’s done.” - Nelson Mandela

## Worth a Thousand Words

1. Decorate the whiteboard/chalkboard.
  - put balloons on the side
  - hang a cute banner or streamers across it
2. Have each girl take turns sitting in front of a board facing away from it while the other girls write nice things about that girl onto the board.
3. The leader takes a picture of the girl with the board in full view behind her.
4. Email or print the pictures for each girl to keep.

### Supplies

- large whiteboard or chalkboard
- whiteboard markers or chalk
- balloons/streamers
- camera



<p><b>Strategy for dealing with sticky situations</b></p> <ol style="list-style-type: none"><li>1. What are the different choices you can make?</li><li>2. What are the consequences of each choice?</li><li>3. Make a decision.</li><li>4. What is the outcome?</li><li>5. Would you make the same decision in the future?</li></ol>	<p>After school, your new friend invites you over to her house. You accept the invitation, and text your parents, letting them know where you will be. When you arrive at her house, you notice that her parents are not home. You and your new friend watch some TV and have a good time. A little while later, Anna's older brother and some of his friends arrive. Her brother mentions that their parents are out of town and pulls beer out of his backpack. He offers you one.</p>
<p><b>Strategy for dealing with sticky situations:</b></p> <ol style="list-style-type: none"><li>1. What are the different choices you can make?</li><li>2. What are the consequences of each choice?</li><li>3. Make a decision.</li><li>4. What is the outcome?</li><li>5. Would you make the same decision in the future?</li></ol>	<p>You have an important exam tomorrow and know that you need to study in order to receive a good grade. At lunchtime, your best friend runs up to you very excited. She said that the person she likes just invited her to see a movie tonight with some of their other friends and that she absolutely needs you to be there with her. You mention having an exam tomorrow, but she insists that you have to be there with her if you are really her best friend and that you will do fine on the exam.</p>
<p><b>Strategy for dealing with sticky situations:</b></p> <ol style="list-style-type: none"><li>1. What are the different choices you can make?</li><li>2. What are the consequences of each choice?</li><li>3. Make a decision.</li><li>4. What is the outcome?</li><li>5. Would you make the same decision in the future?</li></ol>	<p>You have just transferred to a new school and are anxious about fitting in and making friends. A group of four popular girls invite you to shop at the mall after school with them. You seem to get along well and want to make a good impression so you can hang out with them again. You are at a store looking at makeup together when you notice one of the girls sneak a lipstick into her purse.</p>
<p><b>Strategy for dealing with sticky situations:</b></p> <ol style="list-style-type: none"><li>1. What are the different choices you can make?</li><li>2. What are the consequences of each choice?</li><li>3. Make a decision.</li><li>4. What is the outcome?</li><li>5. Would you make the same decision in the future?</li></ol>	<p>You and your crush sit beside each other in French class. You both don't like learning French and don't like your French teacher; however, you do have fun passing notes to each other in class. One day, your crush asks you to skip class and hang out.</p>



# Jenga Self Esteem

*Credit: Becca Stephen.*

## Before the meeting

Using a permanent marker, write the numbers that correspond with the statements on the top of the Jenga blocks. You can add statements of your own so you have one per brick or you can have them on a select number of bricks. Statements could also be repeated if you want more answers for them.

### Supplies

- Jenga set
- permanent marker
- list of self-esteem statements

## Directions

1. Set up the tower by placing 3 blocks facing left/right. Top this with three blocks facing up/down, then three facing left/right. Continue stacking blocks in this pattern until all the blocks have been stacked and the tower is built.
  2. The person who built the tower moves first. They remove one and only one block from any level below the top level. Only one hand should be used to remove the block.
  3. Once the block is removed, they match the number on the block with the corresponding number on the self-esteem sheet. If there is a matching number, they should respond to it as indicated.
  4. Once the response has been given, play moves to the person on their left.
  5. The game ends when the tower falls.
-





## Jenga Self Esteem Statements

1. Say a positive word about the person on your left.
2. Share something good that happened this week.
3. What is something positive you've learned this week?
4. My role model is ... The qualities we have in common are ...
5. I Like myself because ...
6. I'm good at ...
7. My favourite place to go is ...
8. My friends would say I'm ...
9. I feel good when I ...
10. I like to ...
11. I'm thankful for ...
12. I love my ...
13. I appreciate...
14. My favourite form of relaxation is ...
15. My greatest talent is ...
16. Share a trait that the person across from you has that you admire.
17. The best compliment I've received is ...
18. My parents encourage me by ...
19. The unique quality that makes me special is ...
20. Share a time when you tried something you were afraid to try. How did it made you feel?
21. When you're feeling confident what emotions do you experience?
22. What is your favourite thing to do and how do you feel when doing it?
23. What does it feel like when someone recognizes something you worked hard to accomplish?
24. What makes you feel like a strong person?
25. What do you do when you see a classmate struggling with something?
26. Of the people in your life who makes you feel the most confident?
27. Name 3 qualities you love about yourself.
28. How do you know when you've succeeded with something?
29. My greatest strength is ...
30. The best feeling I ever had was when ...
31. What do you see when you look in the mirror?
32. I am most confident when ...
33. My biggest goal is ...
34. ... makes me happy
35. I help others feel confident by ...
36. I would like to work to improve ...
37. How do you feel when you're given a compliment?
38. What is something you've done well recently?
39. I feel proud of myself when ...
40. What is your favourite positive saying or quote?



# Self Esteem Twister

## Before the meeting

Make a “Twister” board out of a plastic tablecloth – divide it into a grid of 6 x 5 squares and fill letters into each square as shown using a permanent marker.

## Self-Esteem Words

- |               |              |                |
|---------------|--------------|----------------|
| 1. accept     | 9. enjoy     | 17. join       |
| 2. beautiful  | 10. friendly | 18. loving     |
| 3. believe    | 11. generous | 19. optimistic |
| 4. caring     | 12. good     | 20. positive   |
| 5. compliment | 13. happy    | 21. proud      |
| 6. determined | 14. healthy  | 22. respect    |
| 7. encourage  | 15. helpful  | 23. strong     |
| 8. energetic  | 16. hopeful  | 24. success    |

## Supplies

- plastic tablecloth
- permanent marker
- large paper
- pens/pencils

P	P	U	I	J	E
D	A	S	F	N	H
E	H	L	E	O	I
T	R	C	O	G	L
M	U	Y	V	B	F

## Directions

1. Post up a large piece of paper and ask the girls to come up with some words that represent a positive self-esteem. The sample words given here can be made using the “Twister” board.
2. Randomly choose one of the words from the list and have a girl start to spell out the word using her hands and feet on the letters of the board.
3. If the word is longer than 4 letters, or a letter is too far away for the first girl to reach, have another girl join in to continue/complete the word. Keep adding girls until the word is complete. Try to use letters that have not been used yet, but in some cases there are not enough multiples of the letters so you will need to reuse some squares.
4. When a word is complete, start another word. How many words can you make at one time?
5. When it gets difficult to add extra girls to the board (you probably won't want more than 6 girls at a time), clear the board and start again with new girls and new words. Make sure that everyone has a chance to play.
6. After the game, discuss with the girls how there were sometimes multiple self-esteem words being spelled at the same time – do they think that there are many aspects that help us to have a good self-esteem all at the same time?



## ALTERNATE ACTIVITY RESOURCES

The important part of any Girl Guide program is to be flexible while fulfilling the objectives of the program. You are welcome to use the activities listed within this resource, or find alternate activities.

### Fitness Fun

- Active Living Toolboxes – 1996/1997. Available on the BC Girl Guides website: <http://bc-girlguides.org>, select Program > Program Resources > Active Living
- Fun Fitness Activities for Kids. PHE Canada. (PHE=Physical and Health Education) [http://www.phecanada.ca/sites/default/files/fun\\_fitness\\_activities\\_for\\_kids.pdf](http://www.phecanada.ca/sites/default/files/fun_fitness_activities_for_kids.pdf)
- Easy Fitness Activities for Kids: <http://lifestyle.howstuffworks.com/crafts/quick-easy-crafts/easy-fitness-activities-for-kids.htm>
- IDEA Health & Fitness Association, Children/Teens articles: <http://www.ideafit.com/fitness-articles/special-populations/children-teens>
- JumpBunch Sports and Fitness for Kids: <http://jumpbunch.com/kids-click-here/fitness-games/>
- Rubber Chicken Games: <http://bc-girlguides.org>, Program > Program Resources > Games and Activities
- Search online for more resources: <https://www.google.ca/search?q=fitness+activities+for+kids>

### Healthy Eating

- Health Canada (Food Guide): <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
- Mission Nutrition (resources up to grade 8: Sparks to Pathfinders): <http://www.missionnutrition.ca/eng/educators/index.html>
- Discover Healthy Eating (Sparks to Pathfinders) – Toronto Public Health: <http://opha.on.ca/Resource-Documents/Discover-Healthy-Eating!.aspx>
- Healthy Eating Action Resource – Action Schools! BC: <http://www.actionschoolsbc.ca/key-resources-equipment>
- Search online for more resources: <https://www.google.ca/search?q=nutrition+activities+for+kids>

### Self-Esteem

- NEDIC Love Yourself Challenge: <http://memberzone.girlguides.ca>, select Program Resources (at top) > Challenges and Activities (middle of page) > GGC/NEDIC Love Yourself Challenge
- Dove Self-Esteem Resources: <http://www.dove.ca/en/Social-Mission/Self-Esteem-Resources/default.aspx>
- Free Being Me (WAGGGS and Dove): <http://www.free-being-me.com/downloads>
- Looking at Me (Girlguiding UK): [https://www.girlguiding.org.uk/members\\_area\\_go/activities/activity\\_packs/looking\\_at\\_me.aspx](https://www.girlguiding.org.uk/members_area_go/activities/activity_packs/looking_at_me.aspx)



# Program Connections

The Girls First program is girl-driven and designed to be highly flexible and agile. We encourage you to visit the [Digital Platform](#) to best determine how this challenge fits into the Program Areas and Themes.

You may want to start exploring the following Program Areas:

- Explore Identities
- Be Well
- Experiment and Create

This is not a comprehensive list, and remember that you can apply your activities to the Girls First program as you see fit.

