

# Daisies

## **Program: Simply Scraps**

**Duration: 35-50 Minutes**

**Petal:** Use Resources Wisely®

**Historical Theme:** How people in the past reused scraps to make quilts, dolls, and everyday items.

### **Materials:**

- Quilt and doll examples or photos
- Fabric scraps, yarn, buttons, ribbon
- Paper, markers, glue sticks
- Scissors (safety)

### **Teaching Points:**

- In the past, people didn't have stores like we do. They saved every little piece of cloth and reused it.
- Quilts were made from old clothes and fabric scraps—each piece had a story.
- Children made dolls from scraps because toys were often homemade.

### **Show & Tell (10–15 minutes):**

- Display examples or images of:
  - Patchwork quilts
  - Homemade dolls
  - Fabric scrap boxes or sewing kits
- Ask:
  - “Why do you think people saved scraps?”
  - “Do you have anything made by someone in your family?”

### **Activity Stations:**

#### **1. Make a Rag Doll (15–20 minutes)**

- Pre-cut strips of fabric and yarn.
- Show how to tie the pieces together into a simple rag doll shape.
- Let each girl personalize with buttons, markers, ribbon scraps, etc.

#### **2. Scrapbook Page (10–15 minutes)**

- Provide colored paper, fabric scraps, stickers, and crayons.
- Girls create a memory page and write (or dictate) one way they can reuse at home.

### **Wrap-Up Discussion:**

- “What did you make today from scraps?”
- “How can we use things more than once?”

## **Program: Tree Hugger**

**Duration: 35-50 Minutes**

**Petal:** Make the World a Better Place®

**Historical Theme:** Sustainable farming and gardening in Elk Grove’s past.



### **Materials:**

- Native seeds and compostable pots
- Soil and spoons
- TP tubes, peanut butter/Crisco, birdseed, yarn
- Photos of historic gardens/farms



### **Teaching Points:**

- Early Elk Grove farmers had to work with the land carefully—no chemicals or water wasting.
- People used compost, native plants, and crop rotation to protect the land.
- Gardens helped feed families and neighbors.



### **Show & Tell (10 minutes):**

- Display or discuss:
  - Photos of early Elk Grove gardens or farms.
  - Tools used in early gardening (real or replicas).
- Ask:
  - “What do you think they planted?”
  - “How did they water plants without hoses?”



### **Activity Stations (choose one or both):**

#### **1. Native Seed Planting (15–20 minutes)**

- Girls plant a native seed (e.g., California poppy or milkweed) in a compostable pot.
- Teach: Sunlight, water, soil, and patience!

#### **2. Simple Birdfeeder Craft (15–20 minutes)**

- Roll toilet paper tube in Crisco or peanut butter and birdseed.
- Tie with yarn to hang outside.
- Talk about how birds help gardens (pollination, pest control).



### **Wrap-Up Discussion:**

- “What can we do to help plants and animals at home?”
- “Why is planting good for the Earth?”

## **Program: Respect Authority**

**Duration: 30-45**

**Petal:** Respect Authority®

**Historical Theme:** Local laws and the history of justice in Elk Grove

### **Materials:**

- Cards for rules sorting game
- Jail/courtroom tour plan
- Drawing supplies (optional)

### **Teaching Points:**

- The 1850s prison ship and early Elk Grove laws helped keep the community safe.
- Today, we have rules like traffic laws, school rules, and laws that protect people and nature.
- Police officers, judges, and others help us by making sure rules are followed.

### **Tour Activity (20–30 minutes):**

- Guide the girls through the **San Joaquin Township Justice Court & Jail**.
- Highlight:
  - The last two original 1850 Sacramento prison ship cells.
  - Changes in law enforcement over time.
- Use language like: “This is where people who broke the rules stayed while they learned to do better.”

### **Interactive Activity: “Rules Sorting” Game (10–15 minutes)**

- Prepare cards ahead of time with sample rules.
  - Examples: “Always cross at the crosswalk,” “Don’t hit your friends,” “Eat candy before dinner.”
- Girls sort into piles: *Good Rules* or *Maybe Not!*

### **Reflection Drawing (optional):**

- Girls draw themselves being a helper or following a rule.

### **Wrap-Up Discussion:**

- “Who helps keep you safe?”

- “Why are rules important?”



## General Tips for Working with Daisy Girl Scouts (Ages 5–7)



### 1. Understand Their Developmental Stage

- **Short attention spans** (10–15 minutes per activity)
- **Concrete thinkers:** They do best with simple, clear instructions and hands-on experiences.
- **Imaginative & curious:** Use pretend play, storytelling, and exploration.
- **Emotional learners:** They thrive on praise, empathy, and a sense of belonging.



### 2. Set Clear, Simple Goals

- Break badge requirements into small, manageable activities.
- Use child-friendly language like:
  - “Let’s explore...”
  - “Can you find...”
  - “What do you think would happen if...”



### 3. Keep Activities Hands-On & Play-Based

- Prioritize **movement, crafts, music, and games**.
- Rotate between quiet and active tasks.
- Examples:
  - Planting seeds 🌱 (for an Earth-themed badge)
  - Role-playing community helpers 🚒
  - Making simple crafts or collages 🎨



### 4. Keep Sessions Short & Structured





- Ideal session: **45–60 minutes**
- Use a routine, like:
  1. Welcome & opening circle
  2. Badge activity #1
  3. Snack or movement break

4. Badge activity #2
5. Reflection or closing circle

## 5. Encourage Teamwork & Sharing

- Focus on **cooperation over competition**.
- Assign buddy partners or small teams.
- Praise kind behaviors like helping, listening, or taking turns.

## 6. Celebrate Small Successes

- Daisy girls LOVE recognition!
- Use:
  - Stickers 
  - Verbal praise 
  - High-fives 
  - Mini “petal” certificates 

## 7. Use Positive Language & Gentle Redirection

- Instead of “Don’t do that,” try:
  - “Let’s try it this way.”
  - “Can you show me a better way to do that?”
- Set clear, consistent rules: e.g., “Listening ears on,” or “Walking feet only.”

## 8. Be Flexible & Follow Their Interests

- If they’re really into bugs, dance, or drawing, **lean into it!**
- Adapt badge requirements creatively (as long as they meet the intent).

## 9. Incorporate Stories & Visuals

- Read books or tell short stories related to the badge topic.
- Use visuals, puppets, or props to explain ideas.

## 10. Make It Meaningful

- Connect badge activities to real life.
- Example: While earning the “Respect Myself and Others” petal, ask:

- “What are ways we can show respect to our friends at school?”



## **SUPPORTING THE GIRL SCOUT MISSION**

Each activity supports one of the petals from the **Girl Scout Law**, reinforcing values like responsibility, respect, environmental care, and historical understanding. Your role as an Elk Grove Historical Society instructor is to:

- Make the history of Elk Grove fun and meaningful.
- Help connect the past to what girls are learning today.
- Encourage questions and creativity.



## **Instructor Tips for All Activities**

### **✓ Group Management:**

- Divide into small teams for rotations. If group is large.
- Assign simple roles (e.g., Timekeeper, Materials Helper) to girls.

### **✓ Inclusion & Engagement:**

- Ask open-ended questions: “What does this remind you of?”
- Offer multiple ways to engage (drawing, talking, moving).

### **✓ Safety First:**

- Check for allergies before nature-based or planting activities.
- Review boundaries and rules before nature walks.

### **✓ Supplies:**

- Always bring extras (pencils, water, paper towels).
- Encourage girls to reuse and recycle where possible.

