



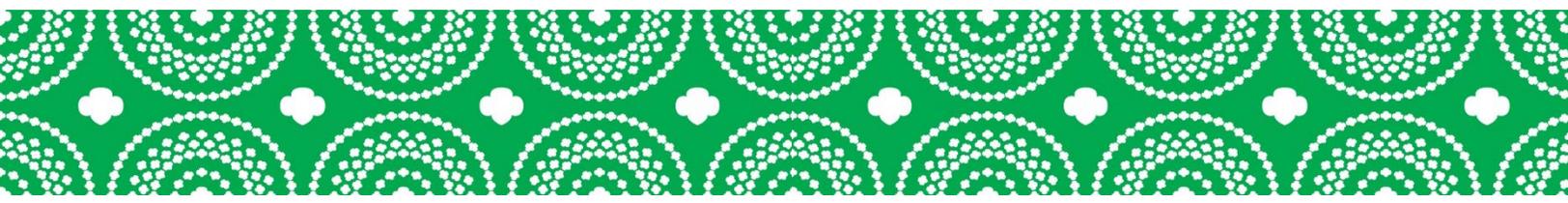
H-E-B Health & Wellness Initiative



Girl Scout Juniors

Girl Scouts of Southwest Texas
811 North Coker Loop
San Antonio, Texas 78216
(210) 349- 2404 or 1-800-580-7247
www.girlscouts-swtx.org

To learn more about H-E-B and
their mission, visit:
www.heb.com





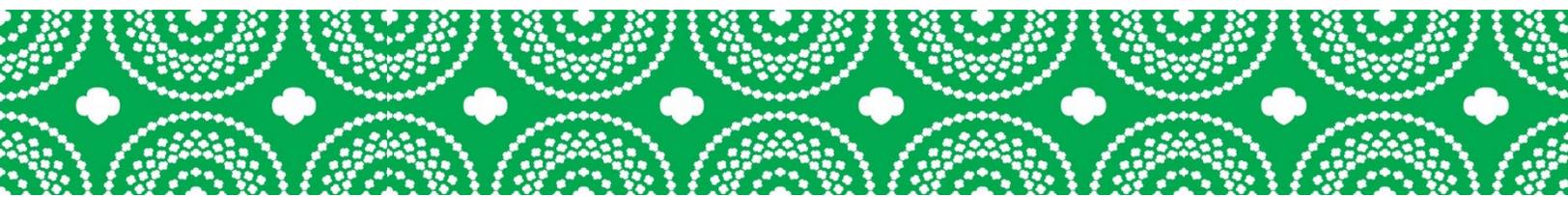
About

The story of [H-E-B](#) began more than 100 years ago in a tiny family shop in Kerrville. Today H-E-B serves families all over Texas and Mexico with 340 stores and more than 76,000 partners (employees). H-E-B's commitment to excellence has made it one of the nation's largest independently owned food retailers, yet H-E-B's success has not changed its commitment to giving the customer exceptional service, low prices, and friendly shopping. In 1905, Charles C. and Florence Butt moved their three sons from Memphis, Tennessee, to Kerrville in the Texas Hill Country. With an initial investment of only \$60.00, Florence opened the C.C. Butt Grocery Store on November 26. The youngest son, Howard E., became intrigued with the grocery business. He took over the family business in 1919 upon his return from World War I. In 1924, he expanded the Butt Grocery Company with a new store in Junction, about 60 miles from Kerrville. Howard's motto was, "He profits most who serves best." Charles, the youngest son of Howard E. Butt, became president of the H.E. Butt Grocery Company in 1971. Today, Charles Butt is chairman and CEO of H-E-B, having grown the business from sales of \$250 million in 1971 to \$18 billion in 2012. Florence Butt opened her first store with a set of beliefs that were passed on to her sons, grandsons, and great-grandsons. Good principles and a can-do attitude, whether times are good or bad, are at the heart of H-E-B's success.

For more than 100 years, H-E-B's commitment and involvement in the community has been recognized as an important part of the way they do business. They consistently strive to earn, build, and maintain a positive relationship of trust creating a tradition of caring that has come to be known as H-E-B's Spirit of Giving. In this spirit, the company has contributed five percent of its pre-tax earnings to public and charitable programs since the 1930's, and remains one of the few companies in the nation to give at such a level.

Girl Scouts of Southwest Texas is proud to have H-E-B as the corporate sponsor of the Health & Wellness Initiative. This is just one of the many ways in which H-E-B continues its [Spirit of Giving](#).

Through this sponsorship, girls will acquire the skills and knowledge needed to become educated consumers who are aware of the many ways they can lead a healthy lifestyle. As the leaders and consumers of tomorrow, girls can make a conscious effort to join H-E-B in their commitment to excellence and a safe and healthy environment for all.



Girl Scouts of Southwest Texas & H-E-B
are proud to bring to you the...
H-E-B Health & Wellness Initiative



Through Health & Wellness programs, girls focus on physical and emotional health. By participating in this initiative, girls learn the skills they need to keep their bodies healthy, their minds engaged and their spirits alive. This is the first step to helping every girl attain her personal best in life! By building strong, healthy bodies and learning problem-solving techniques, girls gain the self-confidence and skills needed to develop healthy relationships in which they give and receive the respect and trust every child seeks. Through Health & Wellness programs, girls focus developing holistic wellness. They play an important role in ensuring the well-being of themselves and others. Girls discover the connection between their everyday actions and the long-term effects, and how to make those effects positive.

Girl Scouts who complete the H-E-B Health & Wellness Initiative can work on a variety of projects, everything from learning about locally grown foods to learning the importance of exercise as a daily practice.

Girl Scouts of Southwest Texas and H-E-B are proud to announce the H-E-B Health & Wellness Partnership. Through this partnership, girls have the ability to earn a patch on this important initiative through an introduction into key topics while offering suggestions on how to carry on the work in their own community.

Steps to Earn the H-E-B's Health & Wellness Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at lderemiah@girlscouts-swtx.org.

Step One:

1. Read through the Activities
2. Think about what you would like to do
3. Choose 3 out of the 4 Units
4. Complete 2 Activities from the 3 Units you chose

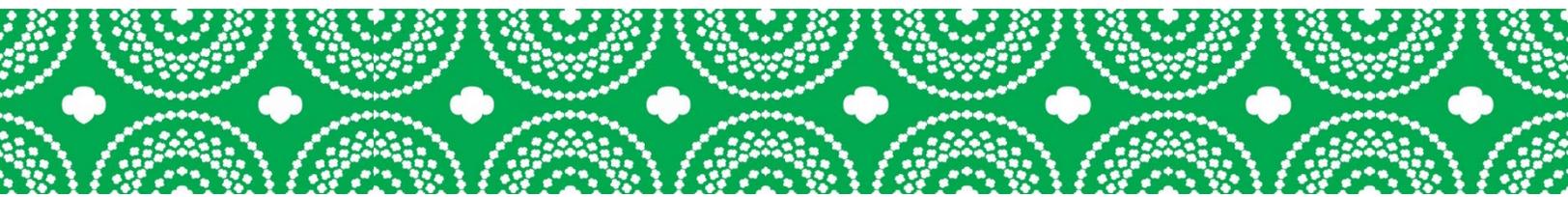
Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:
Girl Scouts of Southwest Texas
ATTENTION: Program
Phone: (210) 319- 5775
Toll Free: 1-800-580-7247
Fax: (210) 349- 2666
lderemiah@girlscouts-swtx.org



Step Three:

1. Receive your H-E-B's Health & Wellness Patch!



The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect

Girls care about, inspire, and team with others locally and globally.

Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission:

Building girls of courage, confidence and character, who make the world a better place.



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EXERCISE

Exercise: Popcorn Pushups

Materials: Feel free to have your girls make the popcorn for this activity!
Number of materials is contingent on the desires of the girls and the number of girls participating.

1. One popcorn bowl
2. One bag of popped popcorn

Directions:

1. Each girl will have the opportunity to compete.
2. One girl will lie face-down on the ground with her hands, palms down slightly wider than her shoulder width, flat on the ground under her body.
3. The girl on the ground will raise her body up off of the floor by extending her arms and keeping her body straight.
4. The bowl of popcorn will be placed beneath the girl's face.
5. The girl will then lower her body to the ground by bending her arms while keeping her body straight. She will use her mouth to catch a piece of popcorn.
6. The girl will again push her body upward and eat the popcorn.
7. The other girls will count each pushup out loud.
8. Repeat steps 5 through 7 until the girl says that she is finished.
9. Each girl will do as many pushups as she is able and the girl with the most pushups will be congratulated!

Note: Girls should be aware of safe practices and respectful competition. Girls should discuss respect for their peers and, for deeper understanding; leaders may want to ask girls to explain why mutual respect is important.

Accommodations:

For girls wanting a little more guidance, Leaders should demonstrate a push up for the girls and have them practice the appropriate behavior. If girls are more comfortable completing a push up on their knees rather than their toes, please feel free to have them do so.

For girls that would like more of a challenge, girls should eat their popcorn with arms bent before returning to the upright position.

Exercise: Bubble Catch

Materials: Feel free to have girls be creative and design an arena.
Number of materials is contingent on the number of girls participating.

1. Bottle of bubbles
2. Bubble wand

Directions:

1. Girls should stand at least an arm's length apart from one another in a designated arena.
2. The leader will ask girls to count out loud the number of bubbles that they are catching. The girls must catch each bubble by closing their hands around it and popping the bubble between their palms.
3. Girl should feel free to jump up and down, walk throughout the arena, and crouch low to the ground with the understanding that they must be aware of the other girls' locations and actions at all times.
4. The leader will then blow bubbles above the girls' heads.
5. Each round will last 60 seconds.

Note: Girls should be aware of safe practices and respectful communication. Girls should also compose their own rules for in-arena behavior and explain why their rules are important.

Accommodations:

For girls wanting a little more guidance, have the girls pair up with a buddy and help count how many bubbles they catch. Girls may also feel more comfortable with a shortened round lasting only 30 seconds.

For girls that would like more of a challenge, have the girls split into teams to compete. Leaders may also give each girl a wand to catch the bubbles without popping them, once they have caught a bubble they may blow the bubble back into the arena and catch another bubble. Girl should only count the unpoped bubbles!

Exercise: Charges and Conductors

Materials: Feel free to let girls create their own Charges and Conductors field with safety zones! Number of materials is contingent on the desires of the girls and the number of girls participating.

1. Glow sticks or two strings of lights
2. Glow in the dark necklaces

Directions:

1. One girl or the leader will volunteer to be the Charge. Girls should divide into two teams, each team will line up at opposite ends of the field inside of their safety zones, marked with either glow sticks or a string of lights. The field should be darkened so that the girls may see the glowing and each other.
2. The Charge will announce, “Energy makes things GO!”
3. The conductors must exit their safety zones and cross the field to the opposite safety zone without being tagged by the Charge.
4. If a Conductor has been tagged by the Charge, the Conductor will become a part of the Grid. Once a girl is part of the Grid, she must stand in place on the field. The Grid girls may tag passing conductors but must not move their feet from the spot where they were tagged by the Charge.
5. Repeat steps 2 through 4 until one girl remains. The remaining girl will become the Charge for the next round.

Note: Girls should be aware of safe practices and respectful communication. If at all possible, girls should also discuss encouragement and helping friends. Girls should also compose their own rules and explain why their rules are important.

Accommodations:

For girls wanting a little more guidance, hold a practice round and insist that all players walk through the arena. Create a rule that after the Charge says “go” every conductor must leave the safety zone and may not return or they are out. If a girl becomes part of the Grid, she may want to sit down during each round.

For girls that would like more of a challenge, have two Charges for each round or play the game in the shallow end of a pool during the day.

NUTRITION

Nutrition: Think Like a Chef

Materials: Reference your Simple Meals Legacy Badge in your Junior Handbook. Number of materials is contingent on the desires of the girls and the number of the girls participating.

1. One deck of playing cards

Directions:

1. In the deck of cards, the clubs will represent a protein, hearts will represent a fruit or a vegetable, spades will represent a starch, and diamonds will represent junk food.
2. The girls will stand in a circle and each girl will be given a card face down.
3. The girls will hold their card up to their forehead without having looked at the card. The girls will be able to see everyone's card except for their own.
4. The girls will then go around the room asking close-ended questions to determine what type of card/food they have on their forehead.
5. Acceptable questions include, "Am I good for the body? Do I help give someone more energy? Do I help build muscles?"
6. Questions that are not allowed are "Am I a protein? Am I a starch? Am I fruit or vegetable?"
7. Girls may only answer yes or no to the questions posed by other girls.
8. The round will be completed when each girl has asked one question from every other girl in the group.
9. The girls will then guess their card/food.

Note: Girls may use this opportunity for learning the different food groups as well as the benefits of a nutritious and balanced diet. Leaders may also take this learning opportunity to help girls research different and/or foreign types of healthy foods.

Accommodations:

For girls wanting a little more guidance, instead of using a deck of cards girls may make their own cards. Girls should have an open discussion about each of the food groups and then hold a practice round.

For girls that would like more of a challenge, have each girl create her own card depicting a specific food, no one else should see the card until the game has begun. The cards will be distributed anonymously to every girl. Each girl will be given a twenty question limit or five minute investigation period to discover their card/food.

Nutrition: Food for Thought

Materials: Consult your Simple Meals Legacy Badge in your Junior Handbook and your Get Moving journey book! Number and type of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Choose from these three simple meals:
 - a. Breakfast Burrito
 - b. Any Bean Soup
 - c. Walking Salad for One
2. Girls should identify their favorite healthy foods.
3. Girls should then choose one of the simple options that best fits their favorite healthy foods.
4. Girls will think about how they can make the simple meal healthier or more organic.
5. Girls will create a simple meal.

Note: Leaders should be attentive to all food allergies and sensitivities. Leaders should use this learnable moment to teach girls about the benefits of healthy food for energy. Discuss how the different nutritious characteristics of each food group help a girl stay alert and focused.

Accommodations:

For girls wanting a little more guidance, leaders should decide on the simple meal and create the food together with the girls.

For girls that would like more of a challenge, girls may wish to create a group recipe book for their family and friends. Girls may research other healthy alternatives to their favorite foods to try out and share at the next meeting.

Nutrition: Label Scavenger Hunt

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Girls may wish to complete this activity at a local H-E-B store. Girls will choose one side of an aisle to complete the activity.
2. Girls may wish to complete this activity at home. Girls will choose from the foods located in their pantry or food storage area.
3. Each girl will be expected to read the labels on different foods.
4. Girls will identify the food with the highest sugar.
5. Girls will identify the food with the highest sodium.
6. Girls will identify the food with the highest cholesterol.
7. Girls will identify the food with the highest protein.
8. Girls will identify the food with the highest dietary fiber.
9. Girls should share their findings with one another in an open discussion.

Note: Leaders may wish to use this as a learning opportunity to teach the importance of reading food labels including information about serving size, Percent Daily Values, calories and calories from fat, and cholesterol.

Accommodations:

For girls wanting a little more guidance, leaders may wish to ask girls to bring one non-perishable item from home. From this selection, leaders will read each label out loud to the girls. Girls will have time to think about what has been read. After each label has been read, girls will then complete the scavenger hunt. Girls may wish to have a partner.

For girls that would like more of a challenge, girls may wish to visit a local H-E-B grocery store and talk to an employee about food labels and how to locate the healthiest foods inside of the store. Girls may then make their own scavenger hunt based on what they have learned and ask their friends or family to complete the activity.

WELLNESS

Wellness: Today's Tweens

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating. Feel free to have girls be creative create a tween board!

Directions:

1. With parent/guardian permission, girls should look through magazines, read books, or watch a television program or movie featuring girls 9–12 years old.
2. Girls should pay attention to the clothing, behavior, attitude, speech, and activities of the character(s).
3. Girls should have an open discussion about what they saw.
4. Leaders may wish add personal anecdotes about their experiences when they were a tween.
5. Leaders may also ask girls to share with their parents/guardians and other family members what they have learned and to glean insight from other people's experiences.

Note: For deeper understanding, leaders should encourage girls to discuss the validity of the character and the accuracy of the portrayal. Girls should develop a strong sense of sense of self through personal reflection. Girls should also discuss the diversity of the multicultural world in the media.

Accommodations:

For girls wanting a little more guidance, ask girls to draw or cut out pictures of their personal activities and interests to create a collage. Using their collages, girls should discuss their personal passions and develop healthy relationships.

For girls that would like more of a challenge, girls should make a tween board and discuss the commonalities and differences they share with the media's portrayal. Leaders may facilitate deeper understanding by encouraging girls to be attentive to negative stereotypes and thinking critically about their role. Girls may research requirements to earn their Girl Scout Bronze Award if they are inspired by this activity!

Wellness: Kinetic Energy Audit

Materials: Consult your Get Moving journey book! Number of materials is contingent on the desires of the girls and the number of girls participating. Feel free to have girls create their own Get Moving Challenge!

Directions:

1. Girls will spend three days logging all of their kinetic energy.
EXAMPLE: 1 hour riding my bike to school. 2 hours of soccer practice.
2. Girls will total their kinetic energy expenditure for each day.
3. Girls will then spend three days logging all of their lack of kinetic energy, excluding sleep.
EXAMPLE: 3 hours watching TV. 1 hour texting and instant messaging.
4. Girls will total the time they spent not exerting kinetic energy each day.
5. Girls should compare how much time they spent being active versus how much time they spent not being active.
6. Girls will share their findings with each other.

Note: Girls should discuss how to empower each other and work together cooperatively to develop healthy habits and promote overall wellness. Girls should gain a deeper understanding through personal reflection and accountability.

Accommodations:

For girls wanting a little more guidance, ask girls to log how much time they spent in one day being active including school time. Girls should think about healthy habits that could increase the time spent being active by one hour. During the next day, girls should implement their healthy habit and log the time they spent being active. Girls should see an increase in the time they spent being active.

For girls that would like more of a challenge, girls should make a Get Moving Challenge and pledge the next 5 days to engage in a list of healthy habits. After girls put their healthy habits into action, girls should share their accomplishments with their community. Consider starting a Get Moving campaign in your school or neighborhood; this is a great opportunity to earn the Girl Scout Bronze award!

Wellness: Brag Bag

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating. Feel free to encourage girls to create Brag Bags for their family and friends!

1. Shoebox or paper bag
2. Index cards

Directions:

1. Girls should use an index card to write at least one positive statement about each other.
2. Girls should also use an index card to write one positive statement about themselves.
3. Girls should collect all of the index cards about them and keep them in their shoebox or paper bag.
4. Girls will read one of the index cards any time that they feel sad or down.
5. Feel free to have girls continue to add to their Brag Bag throughout the year!

Note: Girls should develop positive values and learn how to resolve personal conflict. For deeper understanding, leaders should discuss conflict resolution and behavioral management techniques to promote the emotional health of an individual.

Accommodations:

For girls wanting a little more guidance, girls may wish to draw a fun or silly picture or write down an inspirational quote that they have heard or discovered in a magazine, book, or other media. The Brag Bag may be for all of the girls to use in your troop/group.

For girls that would like more of a challenge, girls may wish to repurpose the Brag Bag for an anti-bullying campaign in their school or neighborhood. Leaders should reference the Agent of Change journey book for making this into a take action project. Girls may research the requirements to earn their Girl Scout Bronze Award if they are inspired by this activity!

LEADERSHIP

Leadership: Bingo Shuffle

Materials: No materials are necessary. Number of materials is contingent on the desires of the girls and the number of girls participating. Feel free to have the girls design their own Bingo circle!

Directions:

1. All of the girls should form a circle and designate the spot where they are standing before the game begins. Girls should be located at least arm's length apart.
2. The leader will stand in the middle of the circle.
3. The leader will begin the game by sharing a statement about herself.
EXAMPLE: "I like animals." or "I wear tennis shoes almost every day."
4. Each girl that shares this quality, characteristic, or interest should stand up and find a new spot to stand in.
5. If one girl and the leader are the only people that share this statement, they will simply switch spots.
6. The girl now in the middle of the circle will share a statement about herself and the girls that also agree with the statement will find a new spot.

Note: Girls should engage in respectful communication and practice effective group dynamics. Girls may be encourage the create rules for behavior during the game as well as explain why these rules are important. Deeper understanding may be gained through leading questions about why sharing with others is important.

Accommodations:

For girls wanting a little more guidance, girls may form 2 parallel lines at least 2 feet apart and face each other. The leader will make a general statement such as "who has a sister," or "sometimes I get nervous speaking in public." If the girls agree with the statement, they step forward to meet the other girls that share this quality, characteristic, or interest. Girls may also prefer to sit in chairs and stand or raise their hand when they agree with a statement.

For girls that would like more of a challenge, girls that are in the middle of the circle 3 times should show the group a special talent, dance, or song!

Leadership: Role Model

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating. Feel free to have girls decide on an age-appropriate movie or book!

Directions:

1. Girls should think about their favorite heroine and choose a book or movie to read or watch with parent/guardian permission.
2. Girls may write a description or draw a picture of why this heroine is important to them.
3. Girls will share their reflections with one another and find the characteristics similar in each heroine.
4. Together, the girls should create a fictional role model exemplifying the characteristics important to them.

Note: Leaders use this opportunity as a teachable moment for the Girl Scout Leadership Experience and as an introduction to the opportunity of achieving higher awards in Girl Scouting.

Accommodations:

For girls wanting a little more guidance, leaders should have girls focus on one attribute of a leader such as courage, confidence, or character. The girls will then identify people that they think exhibit this leadership quality. Girls may use fictional characters or real-life role models. Leaders should encourage girls to think about ways they can develop the leadership quality discussed.

For girls that would like more of a challenge, ask girls to think about the conflicts that their heroine faced and discuss how the heroine overcame adversity. Girls may engage in peer pressure role play to determine the best ways to resolve conflicts.

Leadership: Take Action

Materials: Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Girls should discuss and identify healthy living needs in their community.
2. Girls may choose to either:
 - a. Complete a healthy living take action project to educate the public about an issue, or
 - b. Volunteer at the San Antonio Food Bank
3. Girls should feel connected to their community, locally and globally, by forming healthy relationship through their Take Action Project or volunteerism.
4. Girls should use this opportunity to advocate for themselves and others on issues that are important to them.
5. Girls should feel empowered to make a difference in the world and girls should share their leadership experience with their friends, family, and community.

Note: For more information about volunteering your time, please contact the San Antonio Food Bank at www.safoodbank.org or contact the Volunteer Program Manager at (210) 431-8388. Leaders may also wish to encourage girls to earn the Girl Scout Bronze Award, the highest award a Junior Girl Scout may earn!

YOU DID IT!



CONGRATULATIONS!

For More Information

H-E-B is passionate about providing a wide variety and selection of fresh foods at a great value that fit a healthy lifestyle. It's easy to find foods with the nutritional requirements that you are looking for, like gluten free, less sodium, and reduced calories. It's part of the H-E-B commitment to health, wellness, and good living.

For nutritious foods that moms trust and kids love, H-E-B exclusive [H-E-Buddy Brand](#) delivers healthy snacks, drinks, and meals that are never a source of empty calories.

Visit your local H-E-B and check out the healthy choice options available.

H-E-B invites you to coordinate and schedule a [field trip](#) to your local H-E-B.

Identify smart foods and habits that help keep the body healthy. Investigate nutrition labels to help differentiate between healthy and unhealthy food choices. Learn the benefits of vitamins, minerals, and a balanced diet of the food groups. Explore healthy habits that will last a lifetime—from getting the right amount of sleep to simple ways to get daily exercise.

To continue the conversation, take the girls to a local farmer's market. Show them that H-E-B supports local farmers by buying their fruits and vegetables. Let girls touch, feel, and smell all the fresh items at the market. To find one closest to you visit [Local Harvest](#) or [USDA Agricultural Marketing Service](#).



End of Booklet

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