

# H-E-B

## Health & Wellness Initiative



## Girl Scout Daisies

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To learn more about H-E-B and their mission, visit: [www.heb.com](http://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 Patch Partner Initiative (PPI) 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 PPI, they have earned the PPI patch.

### 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. Email our Customer Care team at [customercare@girlscouts-swtx.org](mailto:customercare@girlscouts-swtx.org) with the following information:
  - Your name and role.
  - Name and Girl Scout Grade Level of each girl who completed the requirements to earn the patch.
2. Mailing address to receive the patches.

### 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: Animal Race

**Materials:** No materials are necessary, feel free to have your girls be creative and design a race track! Number of materials is contingent on the desires of the girls and the number of girls participating.

**Directions:**

1. Ask girls to name their favorite animal.
2. Each girl should demonstrate how her favorite animal walks.
3. Have the girls practice their animal walks together.
4. Designate a starting line and a finish line.
5. Girls should line up at the starting line.
6. Walking like their favorite animal, girls should race (by walking) to the finish!

**Note:**

Girls should be aware of safe practices and respectful competition. If at all possible, girls should create their own rules and explain why these rules matter.

**Accommodations:**

For girls wanting a little more guidance, have the girls brainstorm different types of animals. If girls are comfortable, ask them to demonstrate how these animals walk. Leaders should model the appropriate behavior by demonstrating how animals walk to encourage girls' self-confidence and promote efficacy. If necessary, assign girls specific animals for the race.

For girls that would like more of a challenge, leaders should call out different animals during the race that girls have to stop and "transform" into before continuing. If the girls do not "transform" into the animal before continuing, they must start from the beginning!

## Exercise: Balloon Ball

Materials: Number of materials is contingent on the number of girls participating. Feel free to help girls to create their own arena!

1. 1 to 5 inflated balloons (not helium)

### Directions:

1. Girls should be aware of the designated arena.
2. Girls form a circle inside of the arena with the leader in the center holding the inflated balloon.
3. The leader will push the balloon into the air and exit the arena to start the game.
4. Girls work together to keep the balloon in the air and inside of the arena.
5. Add more balloons for more giggles!

### Note:

Girls should be aware of safe practices and respectful competition. If at all possible, girls should create their own rules and explain why these rules matter.

### Accommodations:

For girls wanting a little more guidance, break into smaller teams without a designated arena. Different colored balloons may help girls differentiate between each of their teams.

For girls that would like more of a challenge, slowly shrink the arena and if the girls step outside of the arena then add another balloon. If a balloon exits the arena, the challenge starts all over again!

## Exercise: Freeze Dance

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating. Feel free to have girls pick age-appropriate music!

**Directions:**

1. Girls should stand at least 2 feet apart.
2. The leader will start the music.
3. Girls should dance when the music is playing.
4. The leader will choose when to pause the music.
5. When the music is not playing, girls should freeze in place (the sillier, the better!).
6. Girls should not move from their frozen positions until the leader restarts the music.

**Note:**

Girls should be aware of safe practices and respectful communication. If at all possible, girls should also discuss encouragement and helping friends when they fall. Girls should explain why respecting each other is important.

**Accommodations:**

For girls wanting a little more guidance, when the music stops the girls may sit down and when the music restarts the girls get up and dance! Some girls may prefer chairs to sit.

For girls that would like more of a challenge, girls should dance like their favorite animals!

# NUTRITION

## Nutrition: From Farm to Table

**Materials:** No materials are necessary, girls may use this opportunity to be creative and make costumes to match their favorite healthy foods! Number of materials is contingent on the desires of the girls and the number of the girls participating.

**Directions:**

Leader will inform the girls that they will be acting out a story about how food comes from a farm and ends up at their tables. Girls should act out each part as it is told.

1. "Pretend that you are a seed; get as small as you can. You are being planted by a farmer in the fields. "
2. "You get water and sunlight. You start to slowly grow, taller and taller."
3. "You are now big, ripe, and reaching to the sky. "
4. "The farmer comes to harvest you and you've been picked by the farmer!"
5. "Now the farmer takes you to the market in a big wagon with other healthy foods."
6. "The market clerks stock you in the store. Look as pretty as you can for the shoppers."
7. "Yay, you've been bought and now you're being taken home to help make other girls healthy!"

**Note:**

Leaders may use this opportunity to teach girls about a nutritious and balanced diet of the food groups or to discuss the benefits of local farms and H-E-B's support of locally grown produce.

**Accommodations:**

For girls wanting a little more guidance, leaders should read the story before asking the girls to act out the parts. The girls may act out the story in a seated position using only their hands. The leader may wish to model the behavior as the girls act out the story together.

For girls that would like more of a challenge, tell the story slowly then repeat the story at a faster and faster and faster pace!

## Nutrition: Red Light, Green Light

**Materials:** No materials are necessary, feel free to have your girls be creative and design a start and finish line! Number of materials is contingent on the desires of the girls and the number of girls participating.

**Directions:**

1. The girls will line up at the starting line.
2. The leader will be positioned at the finish line.
3. When the leader calls out a healthy food, the girls may walk towards the finish line.
4. When the leader calls out an unhealthy food, the girls must freeze in place.
5. If the girls move before a healthy food has been called then they must begin again from the starting line.

**Note:**

Leaders may want to discuss with the girls what healthy foods are and have the girls list their own healthy and unhealthy foods. Girls should be aware of safe practices and respectful competition. If at all possible, girls should create their own rules and explain why these rules matter.

**Accommodations:**

For girls wanting a little more guidance, practice rounds help girls to learn by doing. Girls may also feel more comfortable when they buddy up to work cooperatively. The leaders that are acting as the “caller” may also wish to provide behavioral cues to the girls by turning their backs to the girls when a healthy food is called and turning around to face the girls when an unhealthy food is called.

For girls that would like more of a challenge, girls may run toward the finish line instead of walking if all safety precautions are observed.

Girls may also want to take turns being the “caller.”

## Nutrition: City Farms, City Foods

Materials: No materials are necessary, feel free to have your girls be creative and design a chart of the foods that grow locally near them! Number of materials is contingent on the desires of the girls and the number of girls participating.

### Directions:

1. Leaders should read:

*“Miriam Manion grew up in Pittsburgh. Her father was a vegetable grower who was proud of his tomatoes. Now Miriam is in charge of Grow Pittsburgh, which gets farms and gardens growing right in the city. This lets people enjoy fresh food close to where they live.*

*When food doesn’t have to travel far to get to the people who eat it, it’s better for people and the planet.” (Between Earth and Sky, p.51)*

2. Ask girls to name foods that grow on a farm.
3. Ask girls about where they live.
4. Ask girls if they have seen foods growing near where they lived.
  - Girls should list what foods grow near them.

### Note:

Girls should engage in respectful communication and practice effective group dynamics. Girls may be encouraged to create rules for the discussion as well as explain why these rules are important.

### Accommodations:

For girls wanting a little more guidance, have the girls name fresh foods they find in the produce section of the grocery store instead of foods grown on a farm. Some girls may wish to draw different foods and allows other girls to help in naming the freshly farm-grown foods.

For girls that would like more of a challenge, ask girls to talk to their parents about local farms and gardens in their neighborhood or visit a local H-E-B grocery store and return to this activity for a more in-depth discussion later on.

# WELLNESS



## Wellness: Suds & Songs

Materials: No materials are necessary, feel free to have your girls make a song book or posters! Number of materials is contingent on the desires of the girls and the number of girls participating.

### Directions:

1. Girls should learn one of these three songs:

#### “Twinkle, Twinkle Little Star”

Twinkle, twinkle little star  
Look how clean my two hands are  
With soap and water, wash and scrub  
Got those germs off, rub-a-dub-dub  
Twinkle, twinkle little star  
Look how clean my two hands are

#### “If You’re Dirty and You Know It”

If you’re dirty and you know it Wash  
your hands  
If you’re dirty and you know it Wash  
your hands  
If you’re dirty and you know it Then  
your hands will surely show it If you  
dirty and you know it  
Wash your hands.

#### “Wash, Wash, Wash Your Hands”

Wash, wash, wash your hands  
While you sing this song  
Rub and scrub, rub and scrub  
The germs swirl down the drain  
  
Scrub, scrub, scrub your hands  
While you sing this song  
Rub and scrub, rub and scrub  
The germs swirl down the drain

### Note:

Repeating the song whenever girls should be washing their hands helps the girls remember the words. Singing together also helps create positive peer pressure for girls to engage in healthy habits.

### Accommodations:

For girls wanting a little more guidance, the leader may wish to hum the tune to the familiar song and then all the girls should hum the tune to the familiar song. The leader should then sing one line at a time allowing for the girls to sing back and become comfortable with the new lyrics. After these steps, everyone should sing the whole song together alleviating any undue anxiety.

For girls that would like more of a challenge, girls may want to learn all three songs. Have them pick one of the songs that they learned and teach the song to their parents/guardians, their siblings, or their friends!

## Wellness: Pass the Germs

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

1. Glitter or a nontoxic, edible substance
2. Sink with Soap and Water
3. Paper Towels or Hand Dryer

Directions:

1. Girls stand in a circle.
2. The leader deposits a small amount of glitter or a nontoxic, edible substance into each girls' hand.
3. The leader asks the girls to shake hands with the girl to her right.
4. Girls should look at their hands and observe if they have more or less of a mess in their hand.
5. The leader asks the girls to shake as many hands as they can in 30 seconds.
6. Girls should look at their hands, observing more or less of a mess.
7. The leader reveals that the glitter or a nontoxic, edible substance represents germs and that germs are not often seen.
8. Girls should wash their hands to remove the mess.
9. After washing their hands, girls should observe their hands and reflect on the importance of hand washing.
10. The leader should ask the girls why it is important for people to wash their hands.

Note:

Girls should engage in respectful communication and practice effective group dynamics. Girls should focus on reminding each other about healthy habits rather than putting another person down because germs do not pick and choose.

Accommodations:

For girls wanting a little more guidance, begin by telling the girls about germs and that they are not often seen. Explain why they will be putting glitter or non-toxic edible substance on their hands and what it represents. If leaders wish to use nontoxic, edible substances other than glitter, leaders should be aware of and consider all food sensitivities and allergies.

For girls that would like more of a challenge, ask girls to sing one of the songs from Suds & Songs that they learned while washing their hands. Point out that girls should wash all surfaces thoroughly including the wrists, palms, back of the hands, and under the fingernails. Let girls practice having the cleanest hands in a friendly competition!

## Wellness: Hygiene Charades

**Materials:** No materials are necessary; girls may use this opportunity to create their own playing cards! Number of materials is contingent on the desires of the girls and the number of girls participating.

**Directions:**

1. Girls sit in front of the leader.
2. Without speaking, the leader acts out a healthy habit such as brushing the teeth.
3. Girls raise their hand and guess what action the leader is acting out.
4. The girl that answers correctly then takes the place of the leader and acts out a healthy habit, such as sleeping.
5. Repeat steps 3 and 4 until every girl has had an opportunity to act out a healthy habit.

**Note:**

Girls should engage in respectful communication and practice effective group dynamics. Girls should be encouraged to laud one another after acting out a healthy habit and reflect on why the habit is healthy.

**Accommodations:**

For girls wanting a little more guidance, make a list with the girls of different healthy habits such as: walking, swimming, jump roping, brushing your hair, washing your hands, etc. Girls should practice how they would act out some of these healthy habits before beginning the game.

For girls that would like more of a challenge, girls may split into 2 teams. Each team will send one member to act out a healthy habit chosen by the leader. The team that answers correctly first sends another member to act out a healthy habit. The first team whose members have all acted out a healthy habit wins the game.

# LEADERSHIP

## Leadership: Florence Butt

Materials: No materials are necessary. Number of materials is contingent on the desires of the girls and the number of girls participating.

Directions:

1. Leaders should read:

*Florence Thornton Butt was born in Buena Vista, Mississippi, on September 19, 1864. She would go on to enroll in Clinton College, the only female in her class, and graduate with highest honors. She moved to Texas in 1904, first settling in San Antonio and then relocating to Kerrville. She used her business sense to accumulate a small inventory of groceries and in 1905 Florence invested \$60.00 to open a C. C. Butt Grocery Store in Kerrville. Her store was located on Main Street on the first floor of a two-story building; her rent was \$9.00 a month. To save money, she moved her family into the second story, above her store. Florence launched and successfully continued to run her own business until 1919. It wasn't until a year later, in 1920, that women would be guaranteed the right to vote. Her son would continue her business legacy and today we recognize that a woman leader helped establish H-E-B!*

2. Ask girls to name what they liked most about Florence's story.
3. Ask girls how Florence's story may help them become better leaders.
4. Leaders should feel free to share their own impressions.
5. Leaders may pose more open-ended questions for deeper understanding.

Note:

Girls should engage in respectful communication and practice effective group dynamics. Girls may be encouraged to create rules for the discussion as well as explain why these rules are important.

Accommodations:

For girls wanting a little more guidance, leaders should read the mini-biography one time. The girls should take a few minutes to think about what they have heard. After a few minutes, leaders should read the story again before asking what the girls liked most about the story.

Leaders should share their own impressions with the girls for each question to model appropriate responses and behaviors.

For girls that would like more of a challenge, leaders should continue Florence's story by telling the girls that Florence was very active in her church and generous in her community. Leaders should ask girls what they may each do to contribute a lasting impact on their community.

Girls should also think about other environments and opportunities in their daily lives that they may create beneficial change (i.e. school, sports, church, etc.).

## **Leadership: Friendship Trail Mix**

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

Small plastic food storage bags

At least two grains chosen by the girls (i.e. granola and cheerios)

At least two dried fruits chosen by the girls (i.e. raisins and cranberries)

At least two proteins chosen by the girls (i.e. peanuts and sunflower seeds)

One sugary treat chosen by the girls (i.e. mini-marshmallows or dark chocolate chips)

Directions:

1. Girls partner up.
2. Each pair will discuss their favorite grain, fruit, and protein from the variety provided.
3. The girls will then separate and create a special blend of trail mix for their friend based on what they discussed.
4. The girls will exchange the trail mix and tell each other why they chose certain ingredients.
5. The pairs will then reassemble into the group and enjoy their healthy snack all together!
6. Leaders may wish to ask the girls open-ended questions for deeper understanding (specifically active listening and sharing).

Note:

This activity celebrates friendship and nutrition! Girls should engage in respectful communication and practice effective group dynamics.

Leaders should be aware of and consider all food sensitivities and allergies when providing dietary options.

Accommodations:

For girls wanting a little more guidance, leaders should provide a list and/or samples of the different trail mix options for girls to discover. After the girls have had the opportunity to think about and/or try the different options, leaders should have the girls vote on the ingredients. Girls may wish to make trail mix for themselves in order to develop a stronger sense of self.

For girls that would like more of a challenge, girls should visit a local H-E-B store and find the different dietary options available for them. Take this opportunity for deeper understanding by discussing the nutritional labels and benefits of each ingredient.

## Leadership: Healthy Living Banner

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

1. Poster Board or Felt Banner
2. Markers
3. Puff Paints
4. Glitter
5. Glue
6. Magazines
7. Scissors
8. The possibilities are endless!

### Directions:

1. Ask the girls what they have *Discovered* from these activities. Focus on knowledge, values, and skills.
2. Ask girls what their banner should tell others about what they've learned. Focus on cooperation and teambuilding; help them feel *Connected* to their audience.
3. The girls should identify a need in their community; the banner should *Take Action* in educating and inspiring others by promoting health and wellness. Girls should feel empowered by expressing their message.
4. Girls should plan how to make their banner.
  - a. What materials will they use? What materials will they need? May they be able to recycle materials for the banner?
  - b. Will the girls each be designated specific responsibilities?
  - c. Where will the banner be displayed?
5. Girls should put their plan into action with your support and guidance.

### Note:

Girls should engage in respectful communication and practice effective group dynamics. Firstly, ask your girls what unit they would like to focus on (i.e. Exercise, Nutrition, Wellness, or Leadership). Secondly, ask your girls how they would like their banner to look and what materials they are most comfortable using; this activity should be completely Girl-Led!

### Accommodations:

For girls wanting a little more guidance, provide a list of community needs and materials already available to the girls. Help them focus their attention on which activity was the most fun and/or interesting. Use their passion to dictate the message.

For girls that would like more of a challenge, provide an opportunity for girls to think divergently. Let them think critically about other aspects of health and wellness not specifically covered in these activities such as daily vitamins, drinking milk for healthy bones, or staying hydrated at camp.

# 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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