

H-E-B Health and Wellness Patch Older Girls (grades 6-12)





Founded in 1905, [H-E-B](#) began with a \$60 investment, as a small family grocery store in Kerrville, Texas. Today, H-E-B has grown into one of the nation's largest independently owned food retailers with over 455 stores and more than 175,000 Partners (employees) throughout Texas and Mexico, and annual sales of over \$50 billion. In addition to their standard H-E-B format, the company also offers more specialized stores including:

- **Central Market** - Inspired by famous European markets, this format first opened its doors in 1994. The store layouts follow a serpentine flow as you're taken through an immersive sensory food adventure punctuated by bright pops of fresh color, intriguing scents, and flavors from around the globe.
- **Joe V's Smart Shop** - Launched in 2010, this proud brand of H-E-B offers a price-conscious shopping experience that provides a distinctive assortment of community focused products, from your favorite H-E-B brands to well-known national brands.
- **Mi Tienda** - Designed to resemble an open-air mercado or village, these large-scale stores provide an immersive cultural experience with a focus on authentic Mexican flavors and specialized goods.

What makes H-E-B truly stand out is its commitment to customers beyond stores. H-E-B demonstrates this deep commitment through public service involvement in the communities where it operates. Known as the H-E-B [Spirit of Giving](#), its roots can be traced to the company's earliest days when H-E-B founder Florence Butt and her youngest son, Howard, took food baskets to the homeless that lived along the banks of the Guadalupe River.

The *Spirit of Giving* is still an integral part of everyday business at H-E-B and a tradition that it proudly continues. The company donates five percent of its annual pre-tax earnings to charitable organizations that are committed to: arts and humanities, disaster relief, diversity and inclusion, education, and literacy, environmental and sustainability, health and wellness, hunger relief, military and veteran support, and social services. This is H-E-B's way of saying thank you for being our neighbor.

Girl Scouts of Southwest Texas are proud to have H-E-B as the corporate sponsor of the Health & Wellness Initiative. 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.

PATCH EARNING INTRODUCTION

We appreciate your dedication and leadership in guiding your Girl Scouts through these enriching and educational activities. The core purpose of these programs is to provide a comprehensive, hands-on learning experience that promotes skill development, teamwork, and a sense of accomplishment.

Fulfilling the Badge Criteria

To ensure every Girl Scout has a well-rounded and deeply engaging experience, the requirements for earning the associated badge are structured as follows:

Total Activities Required: Each individual Girl Scout must successfully complete a minimum of **six (6) distinct activities** from the provided curriculum. "Successfully complete" means the Girl Scout has participated fully, demonstrated an understanding of the concepts, and met the objective outlined for that specific activity, as determined by the Troop Leader or Instructor.

Unit Selection Strategy: The full curriculum is organized into **four distinct units**, each focusing on a different thematic area or skill set. To guarantee a broad exposure to the concepts, the six required activities must be strategically selected by the Troop Leader or Instructor according to the following rule:

Select two (2) activities from three (3) of the four available units.

This selection method ensures that while the girls focus deeply on three core areas (two activities in each of the three chosen units), they are still exposed to a diverse range of subjects and are not limited to just one area of focus.

Guidance for Troop Leaders and Instructors

We place our full trust in your professional judgment to facilitate these activities. Please use the following guidelines as you administer the program:

Adaptation and Flexibility: While the six-activity, three-unit structure is mandatory, you are encouraged to adapt the presentation of the activities to best suit the age, maturity level, resources availability, and specific interests of your troop.

Assessment: Your assessment of a Girl Scout's successful completion of an activity is final. Focus on participation, effort, and demonstrated learning over perfection. Assessment check points are noted along the way for you to use with the group to check for understanding

Documentation: We recommend keeping a simple record or log of which six activities (and from which three units) each Girl Scout completes to facilitate the final badge awarding process.

Our goal is for these activities to be both educational and profoundly engaging, resulting in a sense of true achievement for every Girl Scout who earns this badge.

TABLE OF CONTENTS

Sixth through Twelfth Grade		
UNIT	ACTIVITY	PAGE
Exercise	Relay Play	6
	Stretch and Movement	9
	Movement Challenge	12
Nutrition	Culinary Tour: Healthy Dips	16
	Nutrition Taboo	19
	Essential Nutrients Research & Poster	22
Wellness & Mental Health	Mindful Meditation	26
	Nutrition Scavenger Hunt Store Tour	28
	Freedom & Responsibilities	28
	Nature's Alternatives	34
Leadership	Take Action	38
	Learning about Leadership: Florence Butt	42
	Teach a Younger Girl	46
	Socratic Seminar: It's Your Choice	49
Career Exploration & Advocacy	College & Scholarship Planning	53
	Career Planning & Budgeting	56
	Community Advocacy Projects	59

EXERCISE

Relay Play

Grade Level: 6th - 12th

Time: 20 - 30 minutes

Theme: Exercise

Lesson Overview In this engaging lesson, students will take part in a relay activity that promotes teamwork, physical fitness, creativity, and the practice of safe and respectful behaviors.

Objectives • Develop teamwork and collaboration skills through a group relay activity. • Improve physical fitness with engaging and diverse exercises. • Foster creativity by allowing students to design their relay course. • Emphasize safe practices and respectful communication among peers.	Materials Needed • Cones or markers for start and finish lines • Balloons (1 per student, plus a few extras) • Bubble solution and wands <i>or</i> balloons and a net for volleyball • A chair for each team (for the balloon pop station) • Space: A gym, field, or open area large enough for team relays
TEKS Alignment Physical Education: 6.1 (A, F, J), 6.2 (A, B), 6.3 (C), 6.7 (B), 7.1 (A, G), 7.3 (C), 7.7 (B), 8.1 (A, G), 8.3 (E), 8.7 (B), 116.62 (4) (B, C)	

Lesson Structure

Introduction

1. Greeting and Warm-Up: Start with a brief warm-up to prepare students. Encourage stretching and jogging in place for 2-3 minutes.
2. Introduction to Relay Play: Explain the activity and highlight the importance of teamwork, creativity, and safety.

Discussion Questions Before the Activity:

- What are some key elements that make a team work well together?
- How can creativity play a role in physical activities?
- Why is it important to communicate safely and respectfully during a game?

Activity Instructions

1. Divide into Teams: Organize students into teams of threes or fours. Each team member will complete a different part of the relay.
2. Explain Relay Steps:

Station 1 – <u>Crab Walk</u>: • The first team member begins here. • Crab walks to the finish line. • At the finish line, complete “Head, Shoulders, Knees, and Toes” 10 times. • Tags the second team member.	
Station 2 – <u>Bear Walk</u> and Pushups: • The second team member starts at the finish line. • Bear walks back to the start line. • Completes 10 push-ups. • Tags the next two team members.	
Station 3 – <u>Wheelbarrow Walk</u>: • Third and fourth team members perform a wheelbarrow walk together (one holds the ankles of the other) from the start line to the finish line. • After reaching the finish line, both students tag the final team member.	
Station 4 – <u>Balloon Pop Relay</u>: Each student takes a turn: • Blow up and tie their own balloon. • Place it between their knees and hop to a chair set a short distance away. • If the balloon falls, return to the start and try again. • Once at the chair, sit on the balloon to pop it.	

• Run back and high-five the next teammate. The relay ends when the last teammate pops their balloon and returns.	
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3. Safety and Communication: Encourage students to discuss and set their own rules for safe and respectful play.

Relay Play

1. Conduct the Relay: Allow students to engage in the relay play, ensuring they follow the rules and demonstrate teamwork and sportsmanship.
2. Cheer and Support: Once a team finishes, encourage them to cheer on the remaining teams.

Reflection and Cool Down

1. Reflection: Gather students to share their experiences. Discuss what they enjoyed, challenges faced, and how they worked together as a team.
2. Cool Down: Lead students in a cool-down session with light stretching and deep breathing exercises.

Discussion Questions After the Activity:

- What strategies did your team use to work together effectively?
- What challenges did you encounter and how did you overcome them?
- How did the relay activity help improve your communication skills?

Accommodations

- Encourage students seeking more of a challenge to brainstorm and incorporate additional physical activities into their relay.
- Provide guidance for students who need more direction or assistance in developing their relay course.

Conclusion

- Conclude the lesson by emphasizing the importance of teamwork, creativity, and physical activity in daily life. Encourage students to continue practicing these skills beyond the classroom.

Stretch and Movement

Grade Level: 6th - 12th

Time: 20 - 30 minutes

Theme: Exercise

Lesson Overview In this lesson, students will participate in a fun "Spin to Stretch" game that promotes the importance of stretching while encouraging teamwork, balance, flexibility, and safe physical activity practices.

Objectives • Understand the importance of stretching before engaging in physical activities. • Demonstrate proper stretching techniques and safe practices. • Encourage teamwork and respectful competition through a fun and engaging physical activity.	Materials Needed • Twister game (mat and spinner) (optional) • Materials to create additional spinners and mats (optional, based on number of participants and creativity) • Space • Stretch App (optional)
TEKS Alignment Physical Education: 6.2 (B), 6.3 (C, F), 6.5 (A, C), 7.3 (C), 7.5 (C), 8.3 (E, F), 8.5 (C), 116.62 (2) (A), 116.62 (3) (A, B, F, I)	

Lesson Structure

Introduction

Warm-Up Discussion:

- Begin the session with a brief discussion on the importance of stretching before physical activities. Highlight benefits such as increased flexibility, reduced injury risk, and improved performance.

Before Activity Discussion Questions:

- Why do you think stretching is important before engaging in physical activities?
- What are some of your favorite stretches, and why do you like them?

Activity Instructions: Practice and Participation

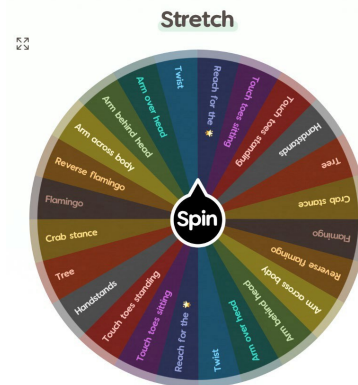
Option 1: Game Explanation with Twister:

- Safe Practices Demonstration: Demonstrate safe stretching techniques and emphasize the importance of safety and respect during gameplay.
- Game Setup: Divide the students into groups, depending on the number of mats available. Assign roles: one student as the spinner and the rest as participants around the mat.
- Briefly go over the rules of the game with Twister:
 - A leader or participant spins the spinner.
 - Participants must place the indicated body part of the specified color on the mat.
 - If a participant's knee or elbow touches the mat, or they fall, they must exit the mat.
 - The last player standing will spin in the next round.
- Game Play:
 - Begin the game, with the spinner calling out the body part and color.
 - Encourage students to focus on balance, flexibility, and strategy to remain on the mat.



Option 2: Spin and Stretch without Twister:

- Girls will find a spot to stand with enough room to stretch.
- Use a digital app for the “Spin and Stretch” activity. The app allows you to customize the spinner by adding your own stretches or incorporating stretches suggested by the girls during the warm-up discussion. [Click Here for the app.](#)
- Stretch each position for 20 seconds before spinning again. Repeat for about 10 - 15 minutes.



Conclusion

1. Cool Down and Reflection:

- Lead the students in a series of cool-down stretches, emphasizing relaxation and steady breathing.
- Encourage students to reflect on the activity, discussing what they enjoyed and how they felt during the game.
- Reinforce the importance of teamwork, respect, and safety during physical activities.

2. Closing Remarks:

- Thank the students for their participation and highlight the skills and knowledge gained during the lesson.
- Encourage them to incorporate stretching into their daily routines for better physical health and well-being.

After Activity Discussion Questions:

- How did teamwork play a role in today's activity?
- What did you learn about the importance of stretching through this game?

Movement Challenge

Grade Level: 6th - 12th

Time: 20 - 30 minutes

Theme: Exercise

Lesson Overview This mini-lesson encourages students to adopt small, achievable wellness habits through discussion, goal-setting, and peer support.

Objectives • Understand the significance of incorporating small daily wellness habits into their routines. • Commit to maintaining a personal health pledge over five days. • Develop a plan to independently monitor and reflect on their progress.	Materials Needed • Journals, notebooks, or blank paper • Optional printed or digital 5-Day Tracker
TEKS Alignment Health: 6.3 (C, E, F), 7.3 (C, F), 8.3 (E, F, G), 116.62 (3) (E, F, G, H, I), 116.62 (5) (A)	

Lesson Structure

Introduction Quick Discussion: Begin with a brief class discussion to engage students. Prompt them with the questions below to encourage sharing. Aim for 2–3 students to share their thoughts and experiences with the class. This will help set the tone for the lesson and allow students to connect personally with the topic.

Prompt Questions:

- “What’s one healthy habit you wish you stuck with every day?”
- “Why is hydration, movement, or outdoor time important—especially for teens?”

Introduce the Pledge

Read the pledge aloud and discuss each element briefly. Ask the students if they have any suggestions or modifications they would like to add to the pledge. Tell them to feel free to personalize the pledge as a personal goal of theirs. Encourage students to think about how they can incorporate these habits into their daily lives. Invite them to sign and personalize their pledge cards or write them in their journals. Help them choose a start date for their challenge.

Share the pledge with the students:

“On my honor, I pledge that for 5 days:

- I will exercise for at least 20 minutes each day.
- I will stretch before any strenuous activity.

- I will spend at least 30 minutes outside each day.
- I will drink at least 8 cups of water each day.
- And I will share my healthy living pledge with my community.”

Plan in Pairs or Small Groups

Organize students into pairs or small groups. Encourage them to discuss the prompts and quickly sketch or write down their plans. Have them share their plans with their partner, providing feedback and support to each other.

Discussion Prompts:

- What type of activity will you do for 20 minutes?
- Where can you go outside daily?
- How will you remind yourself to stay on track?
- Will you track your progress on paper, your phone, or a notes app?

Independent Tracking (To Be Done at Home)

Provide students with the 5-Day Tracker (optional handout or Google Doc link). Explain the importance of tracking their progress independently. Offer students the option to use the provided tracker or any method they find effective. Encourage them to reflect on their progress at the end of each day.

Options for Engagement:

- Offer prizes or certificates for completion to motivate students.
- At the end of the week, conduct a reflection session with a quick 2-question exit ticket:
 - “What changed after 5 days?”
 - “What would you keep doing?”

Optional Add-Ons (if time allows or for enrichment)

- Create a Wall of Pledges in the classroom for display and motivation.
- Encourage students to challenge friends or family to join them.
- Use this activity as a starting point for a Silver Award or a more extensive wellness campaign.

Habit Tracker

DATE : _____

M T W T F S S

MORNING HABITS

1 2 3 4 5 6 7 8 9 10

AFTERNOON HABITS

1 2 3 4 5 6 7 8 9 10

EVENING HABITS

[illegible]

1 2 3 4 5 6 7 8 9 10

NOTES

NUTRITION

Culinary Tour: Healthy Dips

Grade Level: 6th - 12th

Time: 20 - 30 minutes

Theme: Nutrition

Lesson Overview In this lesson, students will explore nutrition and cultural diversity by preparing and sharing healthy dips, learning about balanced diets and multicultural food traditions through a hands-on culinary experience.

Objectives • Understand the importance of nutrition and a balanced diet. • Explore multicultural culinary traditions through dip preparation. • Develop practical cooking skills and teamwork. • Reflect on the nutritional content and cultural significance of various foods.	Materials Needed • Ingredients for ◦ Chickpea hummus ◦ Guacamole ◦ Tzatziki dip • Healthy dipping foods (e.g., whole wheat bread, carrots) • Access to online resources or cookbooks for recipe research • Kitchen utensils and equipment for dip preparation • Small paper plates for tasting. • Notebooks or devices for research and note-taking
TEKS Alignment Health/Nutrition: 6.1 (A, B), 7-8.3 (B, D, E), 115.38 (c)(5) (A, B), 115.38 (c)(6) (A, B, C), 115.38 (c)(7)(A), 115.38 (c)(8)(A) Physical Education: 6.7 (B), 7-8.12 (B)	

Lesson Structure

Preparation

- Ensure the kitchen or workspace is equipped with necessary utensils and equipment.
- Check for any food sensitivities or allergies among participants.
- Schedule a visit to a local H-E-B store, if possible, to explore multicultural food options.

Introduction

1. Welcome and Overview: Introduce the lesson, explaining that students will create a healthy dip and learn about nutrition and cultural diversity.

2. Discuss the Importance of Nutrition: Emphasize the significance of a balanced diet and the role of different cultures in enriching our food landscape.

Activity

1. Divide into Groups: Have students form small groups and select one of the three dips: chickpea hummus, guacamole, or tzatziki dip.
2. Recipes: Guide each group to read the chosen dip recipes, focusing on healthy ingredients and nutritional content.
3. Each group gathers their ingredients and equipment.
4. Allow time for students to prepare their dip following their chosen recipe.
5. Provide healthy dipping foods like whole wheat bread and carrots.

Taste Testing and Feedback

1. Groups present their dips to the class, sharing nutritional benefits and cultural significance.
2. Have the students use a spoon to place a small amount on their paper plate to taste each group's dip.
3. Lead a discussion on nutrition, cultural diversity, and cooking.

Accommodations

- Guidance: Arrange a field trip to a local H-E-B for hands-on learning about multicultural food options.
- Challenge: Encourage students to explore family heritage recipes and consider starting a class cookbook.

Assessment

- Participation in group activities and discussions.
- Successful preparation and presentation of a healthy dip.
- Reflection on the nutritional content and cultural significance of their dish.



Chickpea Hummus Recipe

- 1 (15 ounce) can no-salt-added chickpeas
- $\frac{1}{4}$ cup tahini
- $\frac{1}{4}$ cup extra-virgin olive oil
- $\frac{1}{4}$ cup lemon juice
- 1 clove garlic
- 1 teaspoon ground cumin
- $\frac{1}{2}$ teaspoon chili powder
- $\frac{1}{2}$ teaspoon salt

Directions: Drain chickpeas, reserving $\frac{1}{4}$ cup of the liquid. Transfer the chickpeas and the reserved liquid to a food processor. Add tahini, oil, lemon juice, garlic, cumin, chili powder and salt. Puree until very smooth, 2 to 3 minutes. This can be stored in an airtight container and refrigerated for up to 5 days.



Guacamole

- 2 ripe Hass avocados (they use Mexican, Dominican and Californian avocados)
- 2 teaspoon lime juice
- 2 tablespoon cilantro, chopped
- $\frac{1}{4}$ cup red onion, diced
- $\frac{1}{2}$ jalapeño including seeds, diced (or green pepper if you don't love spice)
- $\frac{1}{4}$ teaspoon kosher salt

Directions: Cut avocados in half and remove pits carefully, then scoop the avocados into a bowl. Toss and coat with lime juice. Add salt and mash until it's a smooth consistency. Fold in the remaining ingredients and mix. Taste the guacamole and adjust seasoning if necessary.



Tzatziki Dip

- 1 large cucumber, unpeeled, halved and seeded
- $\frac{3}{4}$ cup whole-milk plain yogurt
- 2 teaspoons chopped fresh dill
- 1 small clove garlic, grated
- $\frac{1}{2}$ teaspoon grated lemon zest
- $\frac{1}{2}$ teaspoon salt
- Freshly ground black pepper to taste

Directions: Coarsely shred cucumber over a clean kitchen towel. Wrap the towel around the shredded cucumber; gently squeeze to remove excess liquid. Transfer the cucumber to a medium bowl. Add yogurt, dill, garlic, lemon zest and salt; stir to combine. Season with pepper to taste. Refrigerate in an airtight container for up to 3 days. Stir well before serving.

Nutrition Taboo

Grade Level: 6th - 12th

Time: 20 - 30 minutes

Theme: Nutrition

Lesson Overview Students will play a fun, interactive card game to identify healthy foods and reinforce balanced nutrition concepts while developing teamwork and decision-making skills.

Objectives • Identify and categorize healthy food options based on their nutritional content. • Analyze the role of specific nutrients in supporting health and preventing disease. • Develop critical thinking and communication skills through group discussion. • Collaborate respectfully in group settings while defending or re-evaluating answers.	Materials Needed The number and type of materials will vary based on the group size and preferences. Students may also create their own custom playing cards for the activity. • Bell or buzzer and a timer. • Video: 10 Best Healthy Snacks, According to a Dietitian • TABOO Nutrition Cards
TEKS Alignment Physical Education: 6.1 (A, B), 7-8.3 (D, E), 115.38 (c)(5) (A, B), 115.38 (c)(6) (A, C), 115.38 (c)(7)(A), 6.7 (B)	

Lesson Structure

Introduction

Begin the lesson by asking students, “What makes a snack healthy?”, to spark curiosity and activate prior knowledge. Guide a brief discussion and review examples of healthy snack categories such as foods high in fiber, low in added sugar, rich in protein, whole grain options, and those packed with essential vitamins. Use this conversation to introduce the day’s activity, explaining that students will explore different types of healthy snacks and their nutritional benefits through an engaging and interactive game.



Engage in watching the video: [10 Best Healthy Snacks, According to a Dietitian](#)

Activity Instructions

Part 1: Nutrition Taboo

This game is a variation to the popular Taboo game.

You need a bell or buzzer and a timer.

1. Choose a participant to come to the front of the room. Ask them to sit with their back against the board or flip chart.
2. Write the key word on the board. Then write all the taboo words under it.
 - Example: Key word: Perishable
 - Taboo words: fruit, vegetable, decay, meat, go bad
3. Explain the rules.
 - Choose one participant to describe the key word to the participant at the front. They cannot use any 'taboo' words. If they use any taboo words, ring the bell and then choose another participant to describe the keyword.
 - Keep going until the participant at the front guesses the keyword.
 - Choose a different participant to be at the front.
 - Choose a different keyword and repeat the process.
4. Use one of the three lists on the following pages for key words and taboo words. Or create your own—invite participants to come up with key/taboo words.

Conclusion (5 minutes)

Cool Down & Reflection: "List one new healthy snack and what makes it healthy."

Accommodations

- Support: Use food visuals, sentence starters, or partner brainstorming.
- Challenge: Let students create their own category cards or quiz questions.

Nutrition Taboo Cards

<u>Keyword</u> <u>Fruits and Veggies</u> Taboo words • Food group • Orange • Carrots • Potatoes • Onions	<u>Keyword</u> <u>Grain products</u> Taboo words • Food group • Bread • Bannock • Muffin • Pasta	<u>Keyword</u> <u>Food Guide</u> Taboo words • Four food groups • Portion size • Servings per day • Healthy diet • Choices
<u>Keyword</u> <u>Milk and Milk products</u> Taboo words • Food group • Milk • Yogurt • Cottage cheese • Cheddar	<u>Keyword</u> <u>Types of Meat</u> Taboo words • Fish • Chicken • Pork chops • Eggs • Beans	<u>Keyword</u> <u>Healthy snacks</u> Taboo words • Apple • Carrot sticks • Whole grain cereal • Hard boiled egg • Berry smoothie
<u>Keyword</u> <u>Nutrition Facts</u> Taboo Words • Serving size • % Daily Value • Total fat • Calories • Consumer info	<u>Keyword</u> <u>Food labels</u> Taboo Words • Nutrition facts • Ingredients list • Consumer info • Packaged foods	<u>Keyword</u> <u>Shopping List</u> Taboo Words • Plan • Ingredients • Menu • List • Needs
<u>Keyword</u> <u>Menu</u> Taboo Words • Plan • Breakfast • Lunch • Supper • Weekly	<u>Keyword</u> <u>Cook</u> Taboo Words • Boil • Bake • Oven • Burner • Thermometer	<u>Keyword</u> <u>Nutrient content</u> Taboo Words • Zero fat • Low sugar • Lean ground beef • Good source of fibre • Rich in Vitamin D

Essential Nutrients Research & Poster

Grade Level: 6th - 12th

Time: 30 - 40 minutes

Theme: Nutrition

Lesson Overview Students will research key vitamins and minerals and create informative displays to educate others about their importance, promoting nutritional literacy and personal wellness.

Objectives - Identify essential vitamins and minerals and their functions in the body. - Research sources and benefits of nutrients that are critical to overall health. - Create a visual display to educate peers or younger students. - Reflect on how nutritional knowledge can support personal and community well-being.	Materials Needed - Poster board, chart paper, or presentation supplies (markers, glue, scissors) - Printed nutrition guides, tablets/laptops, or textbooks for research - Optional: food packaging labels for real-world application - Blanks template (for guided learners) or sample chart
TEKS Alignment Health/Nutrition: 6.1 (A, B), 7-8.3 (D), 115.38 (c)(5) (A, B), 115.38 (c)(6) (A, B, C), 115.38 (c)(8)(A), 115.38 (c)(11)(A), 6.7 (B)	

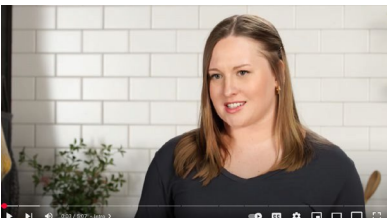
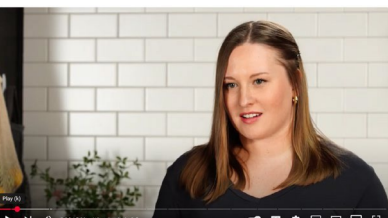
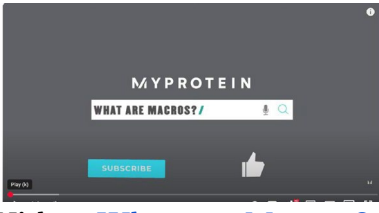
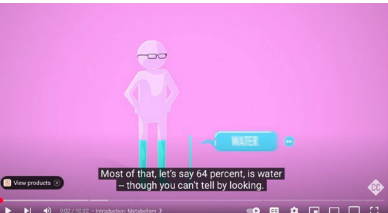
Lesson Structure

Introduction Ask: “Why are vitamins and minerals important for our health?” Introduce the lesson goal: *Students will research a selection of essential nutrients and use what they learn to design a visual display that educates others on their health benefits.* Explain that the project will focus on real-world impact, including the importance of reading food labels and making informed choices.

Activity Instructions

Part 1: Research & Brainstorm

- Assign or allow students to choose a vitamin or mineral (e.g., Vitamin C, Iron, Calcium, Potassium, Vitamin D). The girls can watch the videos below and research other videos as well.
- Students research their nutrient’s:
 - Function in the body
 - Best food sources
 - Symptoms of deficiency or excess
 - Any related public health relevance
- Optional support: Use fill-in-the-blank charts for guided learners.

 Video: 6 Essential Nutrients	 Video: 10 Foods that Have More Calcium Than a Glass of Milk	 Video: 10 Carbs You Should Eat Every Week
 Video: 10 Foods with More Protein Than an Egg	 Video: What are Macros?	 Video: Metabolism & Nutrition, Part 1: Crash Course Anatomy & Physiology

Part 2: Create the Display (8–10 minutes)

- Students (individually or in small groups) create a poster, flyer, infographic, or ad that includes visuals, facts, and tips.
- Encourage use of color, food examples, or real packaging to reinforce their points.
- Advanced students can include QR codes linking to resources or develop slogans to promote awareness.

Conclusion (2–5 minutes)

To close the lesson, engage students in a reflection by asking, “How does understanding nutrition help you make healthier choices?” Invite a few students to briefly share one interesting fact from their display with the class. As an optional extension, encourage students to take their learning further by teaching what they’ve learned to younger peers or by showcasing their displays in a visible area, such as a school hallway or cafeteria, to help educate others in the community.

Accommodations

Support:

- Provide pre-structured templates or a chart with nutrient categories.
- Pair students for collaborative brainstorming.
- Offer food label examples for hands-on connections.

Challenge:

- Task students with teaching a short lesson to a younger class.
- Incorporate their work into service hours (Leadership in Action or Program Aide).
- Ask students to propose a school-wide campaign promoting nutrient-rich snacks.

WELLNESS

Mindful Meditation

Grade Level: 6th - 12th

Time: 20 - 30 minutes

Theme: Wellness

Lesson Overview Students will engage in guided silence and focused breathing exercises to promote relaxation, self-awareness, and stress management, followed by reflection on mindfulness's benefits for emotional and physical health.

Objectives • Practice deep breathing and mindful listening to enhance relaxation. • Identify and reflect on their emotional and physical responses to mindfulness. • Understand the benefits of relaxation and stress management for overall wellness. • Discuss and advocate for self-care strategies that support mental health.	Materials Needed • Quiet, comfortable space for sitting in a circle • Optional: Breathe journey book or mindfulness guide for leaders • Paper and writing or drawing materials for reflection (optional) • 5 minute guided meditation • What is Mindfulness?
TEKS Alignment Emotional and Mental Wellness: 6.1 (C), 7-8.1 (C), 115.38 (c)(3)(A), 115.38 (c)(5)(A), 115.38 (c)(11)(A)	

Lesson Structure

Introduction Begin by asking students to find a comfortable spot in a circle, spaced at least an arm's length apart. Have all students silence or turn off electronic devices to minimize distractions.



What is Mindfulness?

Watch: [What is mindfulness and mindful meditation?](#)

Then, introduce the activity by explaining the purpose of mindful listening and deep breathing to promote relaxation and reduce stress. Invite students to close their eyes and take three deep breaths to center themselves before beginning.

Activity Instructions

Guide students to listen quietly to the sounds around them. Encourage them to focus on identifying one particular sound, such as birds chirping, the hum of a fan, or distant voices. Once a sound is selected, instruct students to focus on it and take three more deep breaths, maintaining attention on that sound for at least five minutes. During this time, you can use the following:

- Guided meditation - [5 minute guided meditation](#)
- Nature Ambiance - [play for 10 minutes](#)
- Relaxing Zen Music with Water Sounds - [play for 10 minutes](#)

After the quiet meditation period, have students slowly open their eyes and spend a few minutes reflecting silently on their feelings and thoughts during the exercise. Facilitate a group discussion where students share what they noticed, felt, or learned about themselves while savoring the silence. Use this time to emphasize the importance of relaxation and breathing exercises for physical and mental health and to introduce the role of consistent sleep and stress management.

Conclusion (2–5 minutes)

Conclude by asking students how practicing meditation, mindful silence and deep breathing might help them in daily life. Invite volunteers to share insights or feelings from the exercise. Optionally, encourage students to practice this exercise daily for at least five days, journaling their experiences, or to explore other relaxation techniques to share with the group at a future meeting.

Accommodations

For support, students may complete the mindful listening activity at home and bring reflections back for discussion. Those who are less comfortable with speaking or writing can express their reflections creatively through drawing, music, or other art forms. For a challenge, students may commit to daily mindfulness practice for five or more days, documenting their experiences and researching additional stress management techniques to present later. These activities may be connected to service projects or leadership awards.

Nutrition Scavenger Hunt Store Tour

Grade Level: Grades 6-12

Time: 30 - 40 minutes

Theme: Wellness

Lesson Overview This lesson helps students build nutrition awareness by learning to read food labels through an interactive scavenger hunt focused on key nutrients.

Objectives • Educate students on the importance of reading food labels. • Enable students to identify and understand key nutritional content: sugar, sodium, cholesterol, protein, and dietary fiber. • Encourage students to make informed dietary choices. • Educate students to recognize recommended serving size. • Empower students to find alternative, healthier choices. • Promote discussion about the significance of nutrition and its role in a balanced diet and how it contributes to overall health.	Materials Needed • What's on the Nutrition Facts Label (PDF) • Food items with labels (from a local H-E-B store or home pantry) • Food items with labels (either from a local grocery store like H-E-B or from home pantry) • Translucent measuring cups with fluid ounces conversion • Notebooks or worksheets for recording findings ◦ Recording Sheet Example ◦ Recording Sheet (3 copies per student) • Pens or pencils • Alternative-smart phones with HEB app downloaded/HEB store website • Optional: Calculators
<i>TEKS Alignment</i> Health Education: 6.1 (A, B), 7-8.3 (D), 115.38 (c)(5) (A, B), 115.38 (c)(6) (A, B, C), 115.38 (c)(8)(A), 115.38 (c)(11)(A), 6.7 (B) English Language Arts and Reading: 6.26 (A, C), 7.26 (A, C), 8.26 (A, C), 110.36 (c)(27) (A, C), 6.11 (B) Mathematics: 6.4 A, 6.4B, 7.4 A, 8.5 A, A.9C	



*****Choices made easy at your H-E-B!**- In this activity, encourage students to explore healthy options brought to you by your partners at H-E-B. Introduce the *H-E-B Select* products at your location. *H-E-B Select* Ingredients is a [private-label line](#) featuring over 1,000 products that exclude more than 200 synthetic ingredients, including high fructose corn syrup and artificial flavors. Identified by a **green checkmark**, this brand offers cleaner, high-quality alternatives to standard products.



Lesson Structure

Introduction: Say to the girls - “Today, we’re going to learn how to read Nutrition Facts labels and ingredients like experts! These labels show us what’s inside the food we eat—like sugar, protein, fiber, sodium, and calories. You’ll use what you learn to go on a Nutrition Label Scavenger Hunt and compare foods to decide which are healthier choices for your body.”

Review Key Label Facts (from FDA handout):

- Begin with a Discussion: Explain the importance of reading food labels and ingredients, highlighting how they provide critical information such as serving sizes, Percent Daily Values, calories, and nutrients like sugar, sodium, cholesterol, protein, and dietary fiber.
- Explain the Activity: Introduce the scavenger hunt activity, detailing how students will analyze labels to identify specific nutritional content in different foods.

Activity Instructions (15 minutes)

1. Choose the Setting:
 - a. At H-E-B Store: Assign each student or pair of students an aisle for their scavenger hunt.
 - b. Home: Students will select food items from their kitchen.
 - c. School Setting: Find products on HEB website or shopping app for review
2. Reading Labels: Each student will read the labels and ingredients on various foods and record their findings in their notebooks or on the worksheets provided.
3. Scavenger Hunt Tasks:
 - a. Select three popular food products from three different departments. Encourage each student or pair to choose items that have not been selected by another student already. For each product:
 - i. Identify the suggested serving size.
 - ii. Refer to the measuring cup to identify the volume of food.
 - iii. Identify the caloric, sugar, sodium, cholesterol, protein, and dietary fiber content.
 - iv. Record findings on [Recording Sheet](#) (3 copies per student).
 - v. Find a similar, comparable food product, ideally one that is a healthier alternative (Most HEB store locations offer food sections with healthier, organic options and alternatives to meet the needs of consumers with dietary restrictions. Guide students to locate these sections, or ask an HEB partner)
 - vi. Repeat steps with the alternative choice.
 - b. Calculate the differences in the nutritional value content of the original product vs. the healthier alternative.

Discussion and Sharing (5-10 minutes)

- Group Sharing: Gather students to share their findings. Conduct a side-by-side comparison of the foods they chose. Discuss which foods had the highest levels of each nutrient and the importance of monitoring these in their diets.
- Guide students to reach the conclusion that small changes in food choices, like finding a healthier alternative, can lead to healthier habits, promoting overall wellness.

Accommodations

- **Additional Guidance:** For students needing more help, leaders can read labels aloud, allowing time for reflection. Students may complete the scavenger hunt with a partner if desired.
- **Extension:** For an additional challenge, have students focus on the front packaging of the product and location/placement in the store. What marketing tools do they use to encourage more people to buy this product (i.e. colors, graphics, nutritional benefits (“50% less sugar!”), pricing. Compare findings with alternative products. Discuss how advertising can affect our shopping behavior and consumer choices. Brainstorm ways to make not only healthier, but more economical decisions when we grocery shop.

Conclusion

Conclude the lesson by reinforcing the importance of understanding food labels and ingredients as a tool for making healthier eating choices. Encourage students to apply this knowledge in their daily lives and share it with their families.

Discussion Questions

- Were there any nutritional facts that impressed or alarmed you?
- How will you view your food choices moving forward?
- How will looking at the nutritional value of foods help you when you’re in different environments (i.e. a restaurant, at a sports game, at home)?
- Please address how these nutritional fact labels are meant to be beneficial to the consumer. Encourage students to use this information to help make healthier choices; while reminding them the information is not meant to encourage extreme, potentially dangerous eating habits. Reinforce enjoying all foods in moderation.

Freedom & Responsibilities

Grade Level: 6th - 12th

Time: 20 - 30 minutes

Theme: Wellness

Lesson Overview Students will explore adolescent freedom and responsibility through media analysis and reflection, then write a letter to their future selves to promote self-awareness and positive decision-making.

Objectives • Understand how freedom and responsibility evolve during the teen years. • Analyze media or personal perspectives on teenage decision-making. • Reflect on personal values and future goals through letter writing. • Practice respectful communication and collaboration.	Materials Needed • Age-appropriate movie, book, program, or media chosen by students (with parent/guardian permission) • Writing materials or digital devices for letter composition • Optional: access to teenage peers for interviews
TEKS Alignment Health/Personal Responsibility: 6.2 (A), 7-8.2 (A), 115.38 (c)(5) (A, B), 115.38 (c)(9)(B), 115.38 (c)(11)(A)	

Lesson Structure

Introduction Discuss with students how entering their teen years means gaining more freedom alongside increased responsibilities.

- What does *freedom* mean to you?
- What *responsibilities* come with growing up?
- How do the choices you make now shape your future?

Explain that they will explore this theme through media or interviews and reflect personally on their values and future aspirations.

Activity Instructions

Students choose one of the following:

- Watch a movie featuring a teenager facing choices.
- Read a book from a teen's perspective.
- Interview a teenage friend or sibling about managing freedom and responsibilities.

Here are some resources the students can use.

- Reflection & Writing Resources
 - FutureMe.org (<https://www.futureme.org>): A free online tool where students can write letters to their future selves and schedule them to be emailed years later.
- Short Film Clips (1–5 mins):
 - Search on YouTube or Vimeo for clips about teen choices, decision-making, or coming-of-age themes. Examples:
 - [*“Unplugged / What happens when four teens take a break from social media?”*](#)
 - [*“The Present”*](#) (animated short on empathy)
 - [*“Teenagers and Responsible Decision Making”*](#)
 - [*“Freedom vs. Responsibility: What I Tell Every Teen & Their Parent”*](#)
- Literacy-Based Resources
 - Poems & Short Stories:
 - *“Still I Rise”* by Maya Angelou (resilience)
 - *“The Road Not Taken”* by Robert Frost (choice and consequence)
 - Short memoir or journal excerpts from youth voices or teen anthologies.
 - Articles or Blog Posts:
 - Topics like “Growing Up,” “Handling Responsibility,” “Making Big Decisions” (look for age-appropriate articles on Newsela, Scholastic Choices, or Time for Kids).

After gathering information, have students write a letter to their future selves sharing their current values, goals, and what they hope to achieve.

Conclusion

Facilitate a brief group discussion or journaling session where students may share their letters, insights on balancing freedom with responsibility, and how their values guide their decisions. Emphasize respectful communication during discussions and support for positive habits.

Accommodations

- For additional guidance, leaders may provide examples of successful teens from the community or use role models such as Girl Scout Gold Award recipients.
- For a challenge, students may role play teen decision-making scenarios and develop healthy solutions. They can also compare media portrayals with real-life interviews, analyzing myths versus facts.

Nature's Alternatives

Grade Level: 6th - 12th

Time: 20 - 30 minutes

Theme: Wellness

Lesson Overview Students will research and discuss natural, healthy alternatives to common household chemicals, developing critical thinking and life skills for safer, eco-friendly choices.

Objectives - Identify natural alternatives to household chemical agents and their uses. - Discuss practical applications of baking soda, white vinegar, ketchup, lemon juice, and olive oil. - Develop critical thinking skills to assess health claims and sources. - Encourage safe experimentation and sharing of real-life experiences.	Materials Needed - Access to research materials such as books, tablets, or internet resources - Optional: baking soda, white vinegar, ketchup, lemon juice, olive oil for demonstration or home experiments during the discussion. - Ingredients from the recipes below to create Homemade All-Purpose Cleaner, Homemade Liquid Dish Soap, Homemade Air Freshener - Paper or digital tools for notetaking and sharing results
TEKS Alignment Health/Personal Safety: 6.1 (C), 7-8.3 (B), 115.38 (c)(3)(A), 115.38 (c)(5)(A), 115.38 (c)(11)(A)	

Lesson Structure

Introduction Begin by introducing the concept of natural alternatives to chemical household products. Explain that students will research common natural ingredients and learn about their various uses in cleaning and personal care. Highlight the importance of evaluating information carefully to avoid misinformation.

Activity Instructions

Guide students through researching and discussing the uses of:

- Baking soda for household maintenance (e.g., deodorizing, cleaning)
- White vinegar and ketchup for cleaning chores (e.g., stain removal, surface cleaning)
- Lemon juice and olive oil for personal hygiene and skincare (e.g., natural exfoliation, moisturizing)

Facilitate a conversation on how to cut through contradictory health claims and identify trustworthy sources of information. You can use the discussion questions below during the discussion:

1. Would you feel comfortable trying a DIY cleaner or skincare product at home? Why or why not?
2. How can learning about ingredients like baking soda or lemon juice help you be a smarter consumer?
3. What questions would you ask before trying a new homemade product on your body or in your home?

Next, divide the girls into groups. Each group will choose and make one of the following recipes:



Homemade All-Purpose Cleaner

- 1/2 c white vinegar
- 2 Tbsp baking soda
- 10 drops tea tree, lavender, or lemon essential oil (for their disinfectant properties)

Mix the vinegar, essential oils and a little water before adding baking soda in a clean spray bottle(glass is best). Then fill to the top with water. I use about a 12oz bottle. Gently shake to mix ingredients, and then spray, wipe with a cloth, and allow it to dry.



Homemade Liquid Dish Soap

- ½ cup warm distilled water
- 2 tsp kosher salt
- ½ cup white vinegar
- ½ cup Dr. Bronner's Sal Suds
- 1 tsp lemon juice
- Lemon essential oil (optional)

Combine distilled water with salt, stirring until the salt is dissolved. In a separate bowl, combine the vinegar, Sal Suds, and lemon juice. Stir this mixture into the saltwater mixture, and stir until thickened. You may wish to add 10 – 15 drops of lemon essential oil both for scent and for disinfectant properties. Pour mixture into a recycled dish soap container for storage.



Homemade Air Freshener

- 6-10 drops of pure essential oil (grapefruit, lemon, orange, lavender are favorites)
- 1/2 cup white vinegar
- 1/2 cup water

Combine in a spray bottle, shake, and spray to freshen the room! (Shake before each use).

You can experiment with higher ratios of vinegar to water and upping the essential oil if this is not strong enough for your preference.

Test it out: Invite the girls to test the products they created. As they try them out, ask guiding questions to help them observe how well each one works and reflect on the process.

- Which product worked best?
- Were there any surprises?
- How could you improve your formula next time?

Conclusion

Wrap up by asking students what they learned about natural alternatives and critical thinking in health choices. Encourage them to share practical tips with family or friends and consider how making healthier household choices impacts personal and environmental wellness.

Accommodations

- For added guidance, leaders may demonstrate one natural alternative through a simple experiment and discuss results with the group.
- For a challenge, students with parental consent can research chemical agents used in their homes, find healthier alternatives, and create presentations or projects to educate and inspire family members toward safer living practices.

LEADERSHIP

Take Action

Grade Level: 6th - 12th

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview Girls will identify community health needs, develop leadership and advocacy skills, and create action plans to engage in projects or volunteer work that promote healthy living.

Objectives • Empower girls to identify and prioritize healthy living needs in their community. • Encourage the development of leadership skills through planning and executing a community project or volunteer activity. • Foster advocacy skills and promote awareness of how local actions can have global impacts. • Strengthen community connections by engaging in meaningful projects or volunteerism. • Inspire participants to share their leadership experiences and pursue further leadership opportunities such as the Girl Scout Silver Award.	Materials Needed • Whiteboard and markers • Notebooks and pens • Access to the internet (optional) • Contact information for local community organizations (e.g., Food Bank). Suggestions: ○ H.E. Butt Foundation ○ https://hebfdn.org/ ○ H-E-B Community Support ○ https://newsroom.heb.com/community/ • Parental/guardian permission forms • Chart paper or poster boards around the room labeled with topics: <i>Food Access, Physical Activity, Mental Health, Environmental Health, Clean Water, etc.</i>
TEKS Alignment Health Education: 6.2 (A), 6.6 (C), 115.38 (c)(5) (A, B), 115.38 (c)(11) (A, B), 115.38 (c)(12) (A, B) Career & Technical Education (CTE) – Career Development/Leadership: 130.274 (c)(2) (A, B), 130.274 (c)(3) (A, C), 130.274 (c)(5)(C) Social Studies (Citizenship & Civic Engagement): 6.18 (A), 7.20 (A), 8.29 (B), 113.42 (c)(15)(A)	

Lesson Structure

Introduction Welcome & Interactive Icebreaker (5 minutes)

Activity: Healthy Habit Speed Share

Things to Say “Let’s kick things off with some movement and connection! Turn to someone near you and share one healthy habit you’re proud of—or even one you wish you practiced more.”

1. Set a timer and have participants pair up.
2. In 30 seconds, each person shares one healthy living habit they practice or admire.
3. After 30 seconds, rotate and repeat with a new partner. Do 3–4 rotations.
4. Ask 2–3 volunteers to share a great idea they heard from someone else.

Objective Overview: “Today, you’ll step into the role of a community leader. You’ll identify real needs, design solutions, and leave with a plan to create real change.”

Community Needs Gallery Walk (10 minutes) Students will participate in a Gallery Walk activity to explore and identify community health issues:

- Around the room, place chart paper or posters labeled with categories such as:
 - Food Access
 - Mental Health
 - Physical Activity
 - Environmental Health
 - Clean Water
 - (or others relevant to your community)
- Give students sticky notes to write down issues they’ve seen or heard about that relate to each category.
- Allow about 5 minutes for students to walk around and post their ideas on the appropriate charts. Things to say:

“Take a walk around and think like a community detective—what issues have you seen or heard about that affect people’s health?”

“No idea is too small. If it affects your daily life or your family, it matters.”

“Now that we’ve gathered ideas, let’s step back. Which of these do you feel most passionate about? Which ones need a young leader’s voice?”
- Regroup as a class to briefly discuss and review the responses.
- Provide each student with two dot stickers (or markers) to vote for the issues they feel most strongly about or would like to take action on.

Action Planning: Choose Your Leadership Path (10 minutes)

Present Two Options (visually on slide or handout):

- Option A: Awareness Campaign – Create a public awareness or education campaign for your top issue (e.g., poster, social media challenge, PSA video, podcast).

Examples:



- Option B: Direct Action – Plan a volunteer activity or donation drive for a local org like your local food bank, homeless shelter, or a school garden project. Click on the options below for more information.



<https://newsroom.heb.com/community/>

<https://hebfdn.org/>

Next, students will break into small groups based on the option and community health issue they've chosen:

- Option A: Raise awareness through a public campaign (e.g., posters, social media, videos)
- Option B: Engage in direct service (e.g., volunteering, donation drive, school-based project)

Once in groups, students will complete a quick action plan using a simple worksheet. Each group should:

- Identify the specific issue they're addressing
- Define a clear, realistic goal
- List the materials and resources they'll need
- Assign roles and responsibilities (e.g., leader, researcher, designer, communicator)
- Set a timeline and location for their action

Things to Say:

- “You’re about to take action like real-world leaders. Will you use your voice to raise awareness or jump in with direct service?”
- “What would success look like for your project? Think big—but also think about one thing you can realistically do in the next month.”

- “Every great project needs a team. Who’s taking the lead? Who’s the creative mind? Who’s organizing the materials?”

Connection & Advocacy (5 minutes) During the “Think Global, Act Local” mini-talk, the teacher will guide students in understanding how their small, local actions can contribute to broader change. This moment is designed to inspire students and help them see the larger impact of their leadership efforts.

- Begin by sharing a short story about a young changemaker, such as Mari Copeny ("[Little Miss Flint](#)"), who used her voice to bring national attention to the Flint water crisis.
- Explain that youth leadership is powerful—and it often starts with noticing a problem close to home.
- *Ask students:*
 - *“How can your action ripple out to inspire others beyond your school or neighborhood?”*

Advocacy Tip:

- Introduce this core idea:
 - **Strong message + Real passion = Powerful advocacy**
- Challenge students to think about their messaging by asking:
 - *“How would you tell your story in one sentence to make someone care?”*

Things to Say:

- *“The work you’re doing may start here, but it doesn’t end here. These ideas connect to bigger movements happening all over the world.”*
- *“Young people like you have sparked change in clean water access, school meals, mental health—why not your community, too?”*
- *“If you had just 30 seconds to convince someone to care about your issue, what would you say?”*

Empowerment & Next Steps (5 minutes)

Empowerment Circle:

- Have each participant complete this prompt: *“I can be a leader by...”* and share it aloud or write it on a shared board.

Share Your Story Ideas:

- Suggest ways to share their journey: A Girl Scout meeting presentation, Instagram campaign, School newsletter article, Video diary or photo journal

Wrap-Up Recap:

- Celebrate the group’s creativity and leadership.
- Confirm each group’s next steps.
- Provide assistance to girls who need help identifying local organizations.

Learning About Leadership with Florence Butt

Grade Level: 6th-12th

Time: 35 - 50 minutes

Theme: Leadership

Lesson Overview In this lesson, students learn about Florence Thornton Butt and explore leadership and community service through discussion and a writing and share reflection activity.

Objectives • Recognize Florence Butt as a historical community leader. • Describe qualities of good leadership. • Identify ways they can demonstrate leadership and helpfulness in their daily lives. • Practice respectful communication and listening during group discussions. • Demonstrate leadership skills through public speaking, articulation, and writing. • Recognize that any field or line of work will require a high level of leadership skills.	Materials Needed • Writing paper or graphic organizer • Optional: large monitor to display digital components • Florence Butt Biography
TEKS Alignment Social Studies: 6.2A,B; 6.6A; 6.11A; 6.19 D; 6.21B-D, 7.17A,B; 7.20E; 7.22C; 8.22B; 8.23E; 8.29E; 8.30C,D; 113.21F; 112.22C. 112.C.28F; 111(C)29.A,C Career Development: 127.2.2, 127.A.4 A-F; 127.15.1.C,J	

Lesson Structure

Introduction Warm-Up (5 minutes): Building Background Knowledge

1. Say:
 - a. When you think of careers with leadership skills, which jobs come to mind?
2. Discuss briefly:
 - a. "Who are the founders of H-E-B?"
 - b. "Do you know how H-E-B started? Let's find out!"

3. Read Aloud the Florence Butt Story

Guided Discussion (10 minutes)

Reiterate “meeting norms” as we conduct discussion (i.e. being respectful, open to sharing and exchanging ideas, cognizance of how we are already demonstrating leadership skills by holding this meeting,

Say to students:

1. *What do you think made Florence a good leader?* (e.g., hard work, helping others, being brave by taking risks that benefitted her family, was resourceful)
2. *What parts of Florence’s story did you personally identify with?* (i.e she took initiative the way I do at home when I help my family with xyz; she had struggles and obstacles to overcome)
3. *Debate: Leaders aren’t always defined by being outspoken or being loud. Do you feel Florence Butt was a strong, quiet leader or a strong, extroverted leader?* (Allow discussion. If not brought up, highlight that Florence, though does not get the recognition like her son who founded HEB, she was the woman behind the founding of this business.)
4. Briefly share out some of the roles and responsibilities the girls currently have (i.e. volunteer/service jobs, chores, part-time jobs)
5. *Today we are going to write a reflection piece on how we are currently and/or potentially leaders in the community. We will then share our findings with our peers.*

Leadership Buzz Words (5-10 minutes)

On a piece of paper, each girl scout will write a mini-reflection answering the following questions. Students will then present to the group their findings.

What roles and responsibilities do you currently hold? List the type of leadership qualities these roles require.

Compare: Think about Florence Butt or another community leader of choice, past or present. *What leadership qualities do they have? How are you like this person now? How do you aspire to be like this person?*

Reflect: Choose one parent or guardian. *What is their current career or line of work? How are they a leader?*

What career or vocation do you wish to have in the future? What are the responsibilities of this job position? How are people in this position leaders in the community?

Think about a career or line of work that you DO NOT wish to go into. *What do you think are the responsibilities of this position? How are people in this position leaders in the community?*

Share & Discuss (15-25 minutes)

As each student finishes sharing out, encourage discussion and questions from the audience. Help facilitate an open environment where students can explore careers and vocations outside of their consideration set and guide the group into an appreciation for all roles in the community. Students should come to the understanding that all roles in society require leadership skills, regardless of how small or big they are generally considered in society.

Florence Butt's Story (5 minutes)

Digital Resource: [Florence Butt Biography](#)



Florence Butt: Pioneer of a Texas Grocery Legacy

Early Life and Background

Florence Thornton Butt was born in 1864 in Buena Vista, Mississippi. She grew up during a time when opportunities for women in business were extremely limited, but she carried with her a strong sense of determination, thrift, and community spirit — qualities that would define her later success.

The Founding of H-E-B

In 1905, after moving with her family to Kerrville, Texas, Florence decided to open a small grocery store to help support her family while her husband battled tuberculosis. With only \$60 in savings, she launched the C.C. Butt Grocery Store on the ground floor of her home. The store's guiding principles were simple but powerful: offer quality products, treat customers with honesty, and provide friendly service.

Florence's approach was deeply personal — she knew her customers by name and extended credit to struggling families when they needed help. Her dedication to integrity and service quickly built a loyal customer base and a strong community reputation.

Passing the Torch and Growth

In 1919, her son Howard E. Butt returned from World War I and took over management of the family business. Under his leadership, the company expanded across Texas, and the business name evolved into H-E-B, a brand that carried both his initials and his mother's legacy of care and commitment.

Influence and Legacy

Florence Butt's quiet entrepreneurship and values-driven leadership laid the foundation for what would become one of the largest and most respected supermarket chains in the United States. Today, H-E-B is still privately owned by the Butt family and is widely recognized for its community involvement, philanthropy, and commitment to quality — all rooted in Florence's original vision.

Though Florence passed away in 1954, her impact endures in every H-E-B store, which continues to reflect her principles of service, fairness, and dedication to customers.



Photo of Florence Thornton Butt Behind the Counter. Image courtesy of San Antonio Express News.

Teach a Younger Girl

Grade Level: 6th - 12th

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview This lesson empowers young girls to build leadership skills and confidence by teaching health and wellness to younger peers, encouraging community impact and personal initiative.

Objectives • Develop leadership skills by teaching health and wellness concepts to younger girls. • Foster self-confidence and creativity in young leaders. • Encourage reflection on teaching experiences to identify successes and areas for growth. • Inspire participants to consider expanding their activities into a larger community project, such as a Girl Scout Silver Award.	Materials Needed • H-E-B Health & Wellness Initiative booklet (if available) • Notebooks and pens for reflection • Art supplies (optional, for creating visual aids) • Any additional materials required for chosen activities
TEKS Alignment Career & Technical Education (Leadership & Planning): 130.274 (c)(2) (A, B), 130.274 (c)(3)(C) English Language Arts (Communication & Reflection): 6.26 (A, C), 7.26 (A, C), 8.26 (A, C), 110.36 (c)(27) (A, C), 6.11 (B)	

Lesson Structure

Introduction (5 minutes)

1. **Discuss Leadership Concepts:** Kick off with an engaging discussion about leadership and its power to uplift others. Emphasize how teaching is a transformative form of leadership that benefits both the mentor and the mentee.
2. **Highlight Health and Wellness:** Illuminate the importance of health and wellness education as a pivotal leadership activity for young girls.

Activity 1: Health and Wellness Activity Selection (5 minutes)

Students will choose an activity from the H-E-B Health & Wellness Initiative booklet. The options may include organizing a healthy snack preparation, leading a fitness session, or teaching mindfulness exercises.

Steps:

Selection: Choose an activity that resonates with the student's interests and strengths.

Preparation: Gather necessary materials and review the steps outlined in the booklet.

Execution: Lead the activity while encouraging participation and interaction.

Support: Provide guidance and answer any questions the Brownie may have.

Activity 2: Teach a Healthy Habit Students will identify a younger sibling or friend and teach them one healthy habit. This could range from demonstrating proper handwashing techniques to creating a balanced meal.

Steps:

1. **Habit Selection:** Choose a healthy habit from the Health & Wellness Initiative booklet.
2. **Demonstration:** Clearly explain and demonstrate the habit.
3. **Engagement:** Involve the younger participant in practicing the habit.
4. **Feedback:** Encourage questions and provide feedback to ensure understanding.

Activity 3: Present a Health & Wellness Initiative Students will create and present their Health & Wellness Initiative to a group of younger girls. This initiative should incorporate lessons learned from the H-E-B booklet and students' personal insights.

Steps:

1. **Conceptualization:** Brainstorm and design a unique health and wellness initiative.
2. **Presentation Preparation:** Create an engaging and informative presentation.
3. **Delivery:** Present the initiative to an audience of younger girls.
4. **Discussion:** Facilitate a discussion on the importance of the initiative and gather feedback.

Looking Ahead (5 minutes)

1. **Explore Future Opportunities:** Discuss the exciting potential of turning the teaching activity into a [Girl Scout Silver Award project](#). Consider:
 - How can the activity create a lasting community impact?
 - What resources or support might be needed?
 - How can more people be involved in this inspiring initiative?

Conclusion

1. **Celebrate Successes:** Applaud participants for their leadership endeavors and motivate them to continue seeking impactful opportunities.
2. **Highlight Continuous Growth:** Reinforce the idea that leadership is a continuous journey, with each step contributing to personal growth.

Accommodations

- For Those Seeking Guidance: Provide examples of teaching opportunities and leadership experiences.
- For Those Craving a Challenge: Encourage the development of a comprehensive lesson plan and its execution as a community event.

Socratic Seminar: It's Your Choice

Grade Level: 6th - 12th

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview Students will engage in a Socratic seminar to explore leadership and decision-making scenarios, developing critical thinking, communication, and collaboration skills aligned with 6th–12th grade TEKS.

Objectives • Engage students in a structured dialogue about leadership and decision-making. • Encourage students to express their views and listen to differing opinions. • Develop respectful communication and critical thinking skills. • Foster students' ability to analyze situations and articulate their thoughts.	Materials Needed • No materials are required, although students may bring writing materials for note-taking if desired.
TEKS Alignment Health Education: 6.2 (A), 6.4 (A), 115.38 (c)(5) (A, B), 115.38 (c)(6)(C), 115.38 (c)(9)(B), 115.38 (c)(10)(A) Social Studies Skills (Middle & High School): 6.21 (B, C), 7.21 (B), 8.29 (B), 113.41 (c)(24) (B, C) English Language Arts/Reading (Critical Thinking & Communication): 6.26 (A, B, C), 7.26 (A), 8.26 (A), 110.36 (c)(27) (A, B, C)	

Lesson Structure

Room Setup Designate Sitting Areas: Create a lively atmosphere by dividing the room into three sections: Agree, Disagree, and Undecided. Students choose their area based on their initial reaction to the statement.

Introduction Begin the lesson by introducing the concept of a Socratic seminar. Highlight its role in exploring complex topics through dialogue and emphasize the importance of active listening and reasoning. Capture students' interest by framing the discussion around a leadership-related statement, underscoring the value of respectful communication.

Teacher: "Today, we'll explore the concept of a Socratic seminar, a fantastic way to dive into complex topics through open dialogue. Our focus will be on developing

active listening and reasoning skills. To kick things off, let's examine a statement about leadership. Remember, respectful communication is key!"

Teacher: "Before I say the statement, let's create an engaging environment by dividing the room into three sections: Agree, Disagree, and Undecided. Choose your area based on your initial reaction to the statement we'll discuss. This setup will help us see where everyone stands and make the discussion more dynamic."

Present the Statement: For example, *"I will tell the teacher when I see my friend cheating on a test."* After the girls have selected Agree, Disagree and Undecided, encourage students to choose a seating area based on their decision.

Teacher: "In your groups, discuss why you agree, disagree, or are undecided about the statement. Consider different perspectives and articulate your thoughts clearly. Feel free to ask each other thought-provoking questions to deepen the discussion."

As the girls begin their discussions, they can use sentence stems below to help.

1. For Agreeing: "I believe telling the teacher is the right thing to do because..."
2. For Disagreeing: "I don't think I would report my friend because..."
3. For Undecided: "I'm unsure because I see the importance of honesty, but..."
4. To Encourage Discussion: "Can you explain why you think..."
5. To Challenge a Viewpoint: "What do you think could be the long-term effects of..."
6. To Reflect on a Changed Position: "Initially, I didn't want to tell the teacher, but after hearing..."

Group Presentations

1. Present Stances: Each group presents their stance with positivity and respectfulness, ensuring every student has the opportunity to speak. Encourage active listening and appreciation of differing viewpoints.
2. Facilitate Dialogue: Keep the discussion lively and respectful, prompting further exploration with guiding questions and encouraging students to dig deeper into their reasoning.

Teacher: "Now, let's hear from each group. Present your stance with confidence and respect, and make sure everyone gets a chance to speak. Listen actively to differing viewpoints. I'll be here to guide the discussion with questions that encourage further exploration."

Reflect and Re-evaluate

1. Opportunity to Change Sides: Invite students to switch positions if they've reconsidered their stance, encouraging them to share their new insights.

Teacher: "If you've reconsidered your stance, feel free to switch positions and share your new insights. Reflecting on your initial reactions and considering alternative perspectives is a vital part of this process."

Closing Statements

1. **Final Statements:** Have the agreement and disagreement groups summarize their perspectives, highlighting the evolution of their thoughts.

Feedback and Reflection

1. **Provide Constructive Feedback:** Offer feedback on students' points of view and the dynamics of the discussion. Celebrate effective communication and respect for differing opinions.
2. **Encourage Self-Reflection:** Prompt students to reflect on their participation and what they learned from the activity.

Accommodations

- **Guidance for Beginners:** Allow students needing more guidance to participate at their comfort level, observing before sharing thoughts if desired.
- **Challenge for Advanced Students:** Encourage advanced students to identify key challenges or decisions teenagers face, research further, and organize their own Socratic seminar.

CAREER EXPLORATION & ADVOCACY

College & Scholarship Planning

Grade Level: 6th - 12th

Time: 30 - 40 minutes

Theme: Career Exploration & Advocacy

Lesson Overview Students will research universities, degree plans, and scholarships in health science fields to develop academic and financial planning skills for college and career readiness.

Objectives • Research and compare colleges or universities with strong health science programs. • Explore specific degree plans and academic requirements. • Investigate scholarship opportunities and financial aid resources. • Practice communicating their findings with family and school counselors.	Materials Needed • Internet-enabled device (phone, tablet, laptop, or school computer) • Notebook or printed worksheet for notetaking • College planning websites (e.g., College Navigator, College Cost Calculator) • Scholarship search engines (e.g., GSUSA Scholarships) • Parent/guardian permission if students contact schools directly
TEKS Alignment Career Development: 127.3 (b)(1) (A, B), 127.3 (b)(4)(A), 127.13 (c)(6)(A), 127.13 (c)(7) Health Education: 115.38 (c)(9)(B), 115.38 (c)(10)(A) English Language Arts (Informational & Research): 110.36 (c)(25)(A), 110.36 (c)(26)(B)	

Lesson Structure

Introduction Begin with a short discussion prompt to activate prior knowledge and interest:

Teacher Prompt: "Have you ever thought about going to college? If so, what would you want to study—and why?"

Let students briefly share in pairs or a group setting. Then explain that this activity will help them explore college and career pathways, especially in the health sciences.

Step 1: Research Your College Options

Students will select and research **three colleges or universities** that offer strong undergraduate programs in health-related fields (e.g., kinesiology, nutrition, health tech, public health).

Using online tools like College Navigator, students will collect the following:

- Admissions requirements
- Campus size and location
- Cost of tuition and available financial aid
- Opportunities for virtual or in-person campus tours
- Campus demographics

Optional Challenge: Students may call or email the admissions office to ask about tour options (with parent/guardian consent).

Step 2: Explore Health Science Degree Plans

Students will choose **one college** from their research and explore two to three degree plans within the health science field. They'll look for:

- Required courses and electives
- Prerequisites or certifications (like CPR, CNA, or public health certification)
- Opportunities for internships, certifications, or hands-on learning
- College credits accepted (e.g., AP, dual credit, CLEP)

Bonus Exploration: Visit the academic advising page to see if sample four-year plans or degree maps are available for download.

Step 3: Search for Scholarships

Now, students research **at least two scholarships** related to Girl Scouts, their selected schools, or health science programs. Helpful sites:



Students should record:

- Scholarship name and sponsor
- Eligibility requirements
- Deadline
- Required materials (essay, recommendations, etc.)

Encourage students to share this information with their family and guidance counselors as part of their post-lesson action steps.

Wrap-Up & Reflection

Invite students to reflect using one of the following prompts in their journals, notebooks, or a group share-out:

- What surprised you most about your college research today?
- Which school or degree plan seems like the best fit for you—and why?
- What's one step you can take this month to learn more about college?

Encourage them to follow up by:

- Talking to a parent/guardian about their research
- Meeting with a school counselor
- Visiting a local college or joining a virtual info session

Accommodations

For students who may need additional support, consider allowing them to focus on researching only two colleges or degree plans instead of three. Provide access to pre-selected websites or printed flyers to simplify the information-gathering process. Additionally, encourage students to speak with a counselor or trusted adult before making phone calls or submitting information requests to college admissions offices.

For extended challenge: To extend the challenge for advanced students, encourage them to practice completing a mock FAFSA with adult guidance to better understand the financial aid process. Have them explore and compare Expected Family Contributions (EFCs) using the online tool at collegecost.ed.gov. As a culminating activity, assign a reflective writing task where students explain which college they believe is the best match for them and why, using evidence from their research.

Career Planning & Budgeting

Grade Level: 6th - 12th

Time: 30 - 40 minutes

Theme: Career Exploration & Advocacy

Lesson Overview Students will research and compare health science and corporate careers using real job postings at H-E-B, evaluating qualifications, salaries, and personal goals to develop informed career planning and decision-making skills.

Objectives - Identify and research at least two careers in various sectors, especially at H-E-B. - Analyze job qualifications, responsibilities, and potential income. - Create a basic monthly budget using estimated salary and expenses. - Reflect on which career path aligns best with their interests and goals.	Materials Needed - Internet-enabled device (or library access) - Paper, pen, or digital document - Sample budget worksheet (optional) CollegeCost.ed.gov or salary comparison tools (optional) - H-E-B Careers page: careers.heb.com - Parent/guardian permission (if contacting professionals)
TEKS Alignment Career Development: 127.3 (b)(1) (A, B), 127.3 (b)(4)(A), 127.13 (c)(6)(A), 127.13 (c)(7) Health: 115.38 (c)(9)(B), 115.38 (c)(10)(A) English Language Arts (Research & Informational Writing): 110.36 (c)(25)(A), 110.36 (c)(26)(B)	

Lesson Structure

Career Discovery Kickoff Begin with a brief discussion: "What career sounds exciting to you? What do you think it takes to get there?"

Next, introduce today's task: *"You'll choose two careers to explore. These could be in health sciences, like nursing or physical therapy, or corporate jobs like tech, logistics, or law. You'll find out what it takes to get those jobs and how much they might pay. Then, we'll imagine what life might look like with that income."*

Career Research

- Prior to beginning the search, have the students visualiz the type of life they want to have. What does it look like? Are you traveling a lot? What does your home look like? How do you want to work? At a worksite, from home, or

hybrid? What does your job look like? Are you indoors all day, outside, or a little of both?

- Next, students will visit careers.heb.com or use a job search engine to find **two careers** they're interested in (e.g., anesthesiologist, iOS developer, art therapist, global sourcing analyst). They can use the website below. This can also be a good resource for Parents and Students: [A Guide to Student Career Exploration and Planning](#)

 HEB Careers	 Career Exploration
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- Record key information for each career:
 - Job title and industry
 - Education and experience required
 - Primary responsibilities
 - Salary range (starting or average)
 - Location and demand for the job

Optional Extension: For health science careers, students may use bls.gov to research trends, growth rate, and certifications required. Explore the <https://careers.heb.com/healthcare> as well to see the healthcare opportunities with H-E-B.

Budget Reality Check Have students imagine they've just been hired in one of their chosen careers. With sample salary data, they will estimate monthly income and chart out the following:

- Rent/housing
- Food/groceries
- Transportation/gas
- Utilities and phone
- Savings
- Any remaining funds for fun or emergencies

Teacher Prompt: *"Now that you've researched your dream job, let's figure out how far your paycheck might go. This helps us see how salary, expenses, and lifestyle are all connected."*

Reflect & Share Ask students to reflect on what they discovered and write or discuss:

- Which career seems like a better fit for your interests and goals?

- What challenges might you face in pursuing this career?
- What's one step you can take this month to learn more about your chosen field?

Encourage students to share their findings with a trusted adult or guidance counselor and look into internships, volunteer roles, or electives related to the field.

Accommodations

For students needing support: Allow students to research just one career. Offer printed job descriptions or direct them to pre-selected websites. Suggest that they speak with a parent or counselor before exploring budget tools or job applications.

For students seeking a challenge: Encourage students to take a self-assessment, explore employment trends using government tools like O*NET or BLS, or explore youth employment services. They may also complete a sample FAFSA or use an Expected Family Contribution (EFC) calculator to explore financial aid options including H-E-B sponsored scholarships and internship opportunities.

Community Advocacy Projects

Grade Level: 6th - 12th

Time: 30–40 minutes

Theme: Career Exploration & Advocacy

Lesson Overview Students will engage in hands-on projects to explore advocacy, community service, and leadership, developing skills in civic involvement and understanding their impact on social and environmental change.

Objectives • Empower students to advocate for themselves and others. • Develop leadership and communication skills. • Foster a sense of connection to the community. • Encourage active participation in civic and environmental issues.	Materials Needed • Computers or tablets for research • Notebooks and pens • Contact details for the San Antonio Food Bank and H-E-B • Promotional materials for projects • Collection bins for the book drive
TEKS Alignment Health Education: 6.2 (B), 6.4 (B), 115.38 (c)(9) (A), 115.38 (c)(10) (B) Social Studies Skills: 6.20 (A), 7.20 (A), 8.29 (A), 113.41 (c)(23) (A) English Language Arts: 6.26 (A), 6.27 (A), 6.29 (A), 110.36 (c)(27) (A)	

Lesson Structure

Introduction: Spark the Conversation Start with a warm-up activity called "Your Voice, Your Impact."

- Pose the question: *"If you could change one thing in your community, what would it be?"*
- Let students discuss with a partner for 1 minute.
- Ask a few volunteers to share their ideas aloud.

Record key ideas on a whiteboard or digital tool (like Jamboard), highlighting recurring community needs such as hunger, environmental concerns, or literacy gaps.

Framing the Lesson: *"Today, you're stepping into the role of changemakers. You'll explore real projects tied to real issues—and you'll decide how to lead."*

Project Exploration Carousel Set up three project stations around the room about a community project in your area (check your local food bank, library, or community garden's websites), each with visuals, brief descriptions, and (optionally) a QR code to access further details:

- [H-E-B-Inspired School Recycling Program](#)

Activity: Students rotate through each station in small groups, spending about 3–4 minutes per station. At each, they read or listen to a project summary and reflect on:

- What is the purpose of this project?
- Why does it matter to our community?
- What role could I play in helping it succeed?

Encourage students to jot down thoughts in a notebook or use guiding prompts displayed at each station. **Say:** *"Each station presents a real-world opportunity for leadership. Think about what issue speaks to you most and where you see yourself taking action."*

Deep Dive: Choose Your Changemaker Path Students now choose the project they feel most passionate about and form small teams with peers who selected the same focus. Each team works together to plan how they will lead their project using a provided worksheet.

Planning Questions:

- What issue are we addressing, and why is it important?
- What is our overall goal?
- What steps will we take? (Include materials, timeline, outreach ideas)
- Who is responsible for what?

Support teams by:

- Providing access to digital resources or printed information
- Asking open-ended questions to guide and deepen their thinking
- Helping groups clarify and organize their ideas into actionable steps

Inspire & Advocate: Sharing and Skill-Building Each group delivers a 1-minute pitch to the class outlining:

- Their chosen project
- Why it matters
- How they plan to take action

After presentations, transition into a brief “Ideas to Impact” moment by spotlighting a well-known youth leader (e.g., [Mari Copeny](#), [Greta Thunberg](#), or [Joshua Williams](#)). Use this example to illustrate how one young person can drive large-scale change.

Ask: *"How can one person—like you—inspire others to care and take action?"*

Quick Challenge (Optional): Create an Advocacy Message Invite students to write a one-sentence message that would inspire others to join their cause. These can be:

- Read aloud in a rapid-share format
 - Displayed on a classroom “advocacy wall” using sticky notes
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Conclusion & Reflection (5–10 minutes)

End the lesson by having students reflect on their experience through writing or short class discussion. Use the following prompts:

- What’s one thing I learned about community service or advocacy?
- How did this activity help me grow as a leader?
- What’s one action I want to take in the next month to make a difference?

Close with encouragement. Let students know they can continue their project beyond the classroom. You might suggest they:

- Submit their plan for a [Girl Scout Silver Award](#)
- Launch it as a school club initiative
- Earn community service credit

Provide relevant contact info or printed flyers for local partners to make follow-up easier.