

H-E-B Health and Wellness Patch Younger Girls (grades K-5)





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:

1. **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.
2. **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:
 - a. **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

UNIT	Grade s	ACTIVITY	PAGE
Exercise	K-2	Animal Poses	7
		Balloon Bounce	10
		Water Cycle Movement Game	13
Exercise	3-5	Animal Poses	15
		Exercise and Mosquito Tag	18
		Charges and Conductors	21
Nutrition	K-2	Eating the Rainbow – Exploring Healthy Foods	24
		Healthy Alphabet	28
		City Farms, City Foods	31
		Snack for Energy	33
		Supermarket Savvy Challenge	35
Nutrition	3-5	Think Like a Chef	41
		Nutrition Label Scavenger Hunt Store Tour	43
		Supermarket Savvy Challenge	46
		Build a Balanced Plate: MyPlate Menu Creation	54

TABLE OF CONTENTS Continued

UNIT	Grades	ACTIVITY	PAGE
Wellness	K-2	Exploring Wellness	57
		Wellness: Sun Squad	59
		Wellness: Mirror, Mirror	61
Wellness	3-5	Understanding and Creating a Wellness Wheel	63
		Exploring Tween Wellness and Identity	66
		Brag Brag Activity	68
Leadership	K-2	Leadership and Me with Florence Butt	71
		Exploring Local Leadership	74
		Safety First	78
		Service Project	81
Leadership	3-5	Learning about Leadership with Florence Butt	83
		Bingo Shuffle	87
		Role Models	89
		Take Action	91

EXERCISE

Animal Poses

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Exercise

Lesson Overview Students will explore the importance of movement and well-being through Animal Stretches, using animal-inspired poses and breathing exercises to promote physical and emotional health.

Objectives • Encourage movement and physical development. • Promote social-emotional learning by fostering self-regulation and emotional expression. • Enhance imagination and creativity through inventive play. • Develop mindfulness and focus. • Reduce stress through gentle movements and deep breathing.	Materials Needed • Yoga mats or a soft surface for each student • Open space for movement • Animal Poses Cards (p. 6) • Optional: Animal sound recordings or musical background
TEKS Alignment Physical Education: K.1 (A, B), K.3 (B), 1.1 (A, B), 1.3 (C), 2.1 (A, B), 2.3 (B)	

Lesson Structure

Introduction Start with: Today we are going to learn how to be healthy with stretching and relaxation techniques. Has anyone ever done relaxed stretching before?

We are going to explore a fun and exciting way to exercise called *Animal Poses*. We'll stretch, move, and make sounds just like animals to help our bodies and minds feel happy and strong. Let's discover why mindfulness is so wonderful for us!

Warm-Up (5 minutes)

1. Gentle Stretching: Begin with gentle stretching exercises to prepare the body. Encourage students to reach for the sky, touch their toes, and gently swing their arms.
2. Breathing Exercises: Lead students in a series of deep, slow breaths to center their focus and relax their bodies.

Introduction to Animal Poses (20 minutes)

1. Explain and Demonstrate Animal Poses.
2. Engage Senses:

- Incorporate sounds and movements that mimic the animals. Use recordings or encourage students to make the sounds themselves.
 - Ask questions like, "How does a snake move? Can you show me?"
3. Encourage Creativity:
- Allow students to invent their own animal poses and movements. Encourage them to name their pose and explain the sounds and movements associated with their chosen animal.

Focus on Breathing (5 minutes)

- Remind students to take deep, slow breaths throughout the activity to promote relaxation and focus. Demonstrate breathing techniques, such as inhaling deeply through the nose and exhaling slowly through the mouth.

Cool-Down (5 minutes)

1. Relaxation Pose: Conclude with a relaxation pose, such as lying down with arms and legs spread wide. Encourage students to close their eyes and focus on their breathing.
2. Deep Breathing: Lead a short session of deep breathing to help calm the body and mind.

Wrap-Up

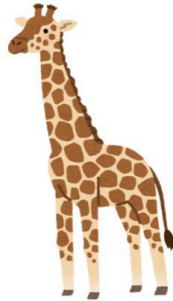
- How did that feel? Did you enjoy pretending to be animals? Remember, stretching helps our bodies stay strong and our minds feel good. You can practice your favorite animal poses at home with your family. Keep having fun and remember that stretching is always there to help you feel great!

Benefits of Animal Poses

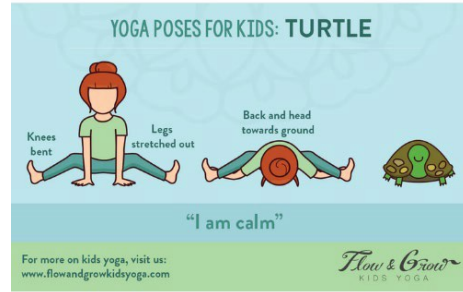
- Physical Activity: Encourages movement and aids physical development.
- Social-Emotional Learning: Promotes self-regulation, self-awareness, and emotional expression.
- Imagination and Creativity: Fosters imaginative play and encourages creative movement.
- Mindfulness and Focus: Helps students focus on the present moment and their bodies.
- Stress Reduction: Gentle movements and deep breathing help calm students and reduce stress.

This lesson plan offers an enjoyable and educational way for young students to engage in physical activity, boosting both their physical and emotional development.

Animal Poses



Giraffe: Stand tall, reach arms high, and stretch the neck upwards. Encourage students to make gentle "munching" sounds like a giraffe eating leaves.



Turtle: Sit with legs tucked under, wrap arms around knees, and pretend to hide. Encourage students to make slow, "crawling" movements with their fingers.



Snake: Lie on the stomach, place hands under shoulders, and gently lift head and chest. Encourage a soft "hissing" sound.



Sleeping Lion: Lie on the back, spread arms and legs wide, and close eyes. Encourage a gentle "roaring" sound followed by relaxation.



Bee: Stand in Mountain Pose with shoulder openers and arm/leg isolations. Encourage a "buzzing" sound as they move.



Elephant: Perform a wide-legged forward fold with a heart-opener. Encourage "trumpeting" sounds.

Balloon Bounce

Grade Level: K–2 (Ages 5–8)

Time: 30 - 40 minutes

Theme: Exercise

Lesson Overview Students will develop coordination, balance, and basic motor skills through a fun and active balloon-based exercise session.

Objectives • Motor Skills Development: Students will demonstrate improved hand-eye coordination and fine motor skills. • Gross Motor Skills: Students will engage in activities that enhance balance, agility, and body awareness. • Teamwork and Cooperation: Students will work in pairs or small groups, promoting social interaction and teamwork. • Physical Activity: Students will participate in moderate to vigorous physical activity, meeting age-appropriate fitness goals.	Materials Needed • One balloon per student • Open space, such as a gymnasium or playground • Optional: Music player for background music
TEKS Alignment Physical Education: K.1 (B, C), K.2 (A), K.3 (B), K.4 (A), 1.1 (B, C), 1.2 (C), 1.3 (C), 1.4 (A), 2.1 (B, C), 2.2 (C), 2.3 (B), 2.4 (A)	

Lesson Structure

Introduction (5 minutes) Welcome and Warm-up:

1. Greet students with a smile and explain the day's activity.
2. Begin with a simple warm-up: jumping jacks, arm circles, and gentle stretching.
3. Introduce the balloon as a fun tool for learning and exercise.

Activity 1: Balloon Balance (10 minutes)

1. Instructions:
 - Each student receives a balloon.
 - Challenge students to balance the balloon on their hand, head, or knee while standing still.
2. Skills Focus:
 - Balance and focus, enhancing students' body awareness.



Activity 2: Balloon Volleyball (10 minutes)

1. Instructions:
 - Pair students up and have them stand a few feet apart.
 - Encourage them to hit the balloon back and forth, trying to keep it in the air.
 - Use hands or other body parts as specified by the teacher to increase difficulty.
2. Skills Focus:
 - Hand-eye coordination, teamwork, and communication.



Activity 3: Team Balloon Relay (15 minutes)

1. Instructions:
 - Divide students into small groups or pairs.
 - Set up a relay course where students pass the balloon to a partner using their shoulder or elbow, for example, specified by the teacher.
2. Skills Focus:
 - Teamwork, cooperation, and creative problem-solving.



Cool Down and Reflection (5 minutes)

1. Cool Down:
 - Guide students through gentle stretching exercises to relax muscles.
 - Encourage deep breathing to calm down after the activity.
2. Reflection:
 - Ask students to share what they enjoyed most and what was challenging.
 - Highlight the importance of exercise and how it helps keep our bodies healthy and strong.

Discussion Questions

1. Why is it important to stay active and exercise regularly?
2. How do different exercises help different parts of our bodies?
3. What are some other fun activities that help us stay healthy?

Assessment

- Observation: Monitor students' participation and ability to follow instructions during activities.
- Feedback: Provide positive reinforcement and constructive feedback to encourage skill development and teamwork.

Extensions

- Creative Movement: Allow students to create their own balloon games and share with the class.
- Cross-Curricular Connections: Discuss how balloons float and relate to science lessons about air and gases.

Water Cycle Movement Game

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Exercise

Lesson Overview Students will learn the stages of the water cycle—evaporation, condensation, precipitation, and runoff—through a fun, movement-based game that builds both science knowledge and physical coordination.

Objectives - Understand and describe the stages of the water cycle. - Demonstrate basic movement skills safely. - Engage in respectful competition and develop collaborative rule-making skills.	Materials Needed - Open space for movement - Optional: markers or cones to define the area
TEKS Alignment Science: K.10 (C), K.12 (A), 1.10 (D), 1.12 (A), 2.10 (C), 2.12 (A) Physical Education: K.1 (B, C), K.5 (A), 1.1 (B), 1.5 (B), 2.1 (A), 2.5 (A)	

Lesson Structure

Introduction (5 minutes): Introduce the water cycle with simple explanations of each stage. Explain Evaporation (water becomes vapor), Condensation (vapor forms clouds), Precipitation (water falls as rain or snow), and Runoff (water returns to bodies of water).

- Stress the importance of safety and awareness of surroundings.

Activity 1: Movement Demonstration (5 minutes)

- Leaders demonstrate movements for each stage.
- Leaders will call out four different commands: **“Evaporation,” “Condensation,” “Precipitation,”** and **“Runoff.”**
 - When they hear **“Evaporation,”** participants will do jumping jacks.
 - On **“Condensation,”** they will jog in place with their arms extended.
 - For **“Precipitation,”** they will get on the ground and do crunches.
 - When **“Runoff”** is called, they will run in a large circle together.

Group Practice (10 minutes)

- Practice each movement with the students, encouraging them to mimic the leaders. Allow them to suggest alternative actions, such as touching toes for "Precipitation."

Activity 2: Water Cycle Game (15 minutes):

1. Call out the commands in sequence: “Evaporation,” “Condensation,” “Precipitation,” and “Runoff.”
2. Repeat the sequence at least three times.
3. Introduce challenges by changing the order or speeding up the commands.

Reflection and Rule-Making (5 minutes):

1. Discuss the game experience with the students, asking them to share their feelings and what they learned about the water cycle.
2. Encourage them to create their own rules and discuss why these rules are important for fairness and safety.

Assessment

- Observe students' ability to perform movements correctly and safely.
- Engage in a discussion to assess their understanding of the water cycle.
- Listen to their rule suggestions to evaluate their grasp of respectful competition and collaborative decision-making.

Animal Poses

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Exercise

Lesson Overview This lesson introduces grades 3–5 students to exercise through Animal Yoga, using fun poses and mindful breathing to promote physical and emotional health.

Objectives • Enhance physical fitness and coordination. • Support emotional well-being by fostering self-awareness and stress management. • Stimulate creativity and imagination through expressive activities. • Cultivate mindfulness and concentration. • Promote a healthy lifestyle through fun and engaging activities.	Materials Needed • Yoga mats or a comfortable surface for each student • Spacious area for movement • Yoga Cards • Optional: Animal sound effects or calming music
TEKS Alignment Physical Education: 3.1(A), 3.2(A–B), 3.4(A), 3.6(A–B), 3.7(B), 3.8(A), 4.1(C), 4.2(A), 4.6(B), 4.7(B), 4.8(A), 5.2(A–B), 5.6(B), 5.7(B), 5.8(A)	

Lesson Structure

Before the Lesson

Say: Hello everyone! Today, we're going to talk about a fun and exciting way to exercise called Animal Yoga. Have any of you tried yoga before? What do you know about it? Yoga is not just about stretching; it's a way to keep our bodies and minds healthy. And today, we'll be doing yoga inspired by animals!

Warm-Up (5 minutes):

1. **Dynamic Stretching:** Guide students through dynamic stretches like arm circles and leg swings to prepare their bodies. Encourage them to reach high and stretch their muscles.
2. **Mindful Breathing:** Teach students to focus on their breathing by taking deep breaths in through the nose and out through the mouth to center themselves.

Say: Before we start, let's prepare our bodies with some warm-up exercises. We'll do arm circles and leg swings to get our muscles ready. Remember to reach high and stretch those muscles! Now, let's focus on our breathing. Deep breaths in through the nose and out through the mouth. Isn't it amazing how breathing can help us feel calm and centered?

Introduction to Animal Yoga (20 minutes)

1. Demonstrate Animal Poses:
2. Sensory Engagement:
 - Incorporate sounds that relate to each animal, encouraging students to make them as they move.
 - Ask questions like, "How does a frog sound when it jumps?"
3. Creative Exploration:
 - Invite students to create their own animal poses, explaining their movements and sounds. Encourage them to share with the class.
 - Ask, "What animal would you like to be and how would it move?"

Focus on Breathing (5 minutes)

- Reinforce the importance of deep breathing to promote calmness and focus. Guide students through a breathing exercise to enhance relaxation.
- Say: *We are going to take some slow deep breaths. Breathe in for 1,2,3,4,5 hold for 1,2,3,4,5 and out for 1,2,3,4,5.* Repeat for 4 more times.
- Ask, "How does deep breathing make you feel?"

Cool-Down (5 minutes)

1. Restorative Pose: End with a calming pose, like lying flat or sitting cross-legged, focusing on breathing and relaxation.
2. Reflection:
 - Lead students in reflecting on how they feel after the activity and what they enjoyed most.
 - Questions to ask: "What was your favorite pose?" "How do you feel now compared to before the lesson?"

Wrap-Up

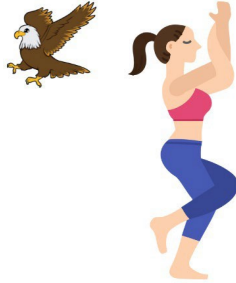
Say: *Yoga is a great way to stay active and healthy. It helps us with physical fitness, emotional well-being, creativity, and mindfulness. You can even practice your favorite poses at home! What will you tell your family about today's yoga class?*

Benefits of Animal Yoga

- Physical Fitness: Encourages movement and enhances coordination.
- Emotional Well-being: Supports self-awareness and stress management.
- Creativity and Imagination: Stimulates creative thinking and expression.
- Mindfulness and Concentration: Helps students focus on their breathing and movements.
- Healthy Lifestyle: Promotes enjoyable and beneficial physical activity.

This lesson plan provides an engaging way for students in third to fifth grade to explore yoga, boosting both their physical and emotional development.

Animal Poses



Eagle

Stand on one leg, cross the opposite leg over, and wrap arms together, focusing on balance like an eagle perched.



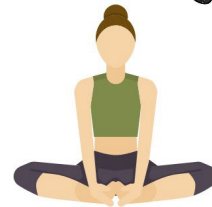
Frog

Squat down, hands on the ground, and hop gently, mimicking a frog's leap.



Cobra

Lie on the stomach, lift the chest with hands under shoulders, and make a soft "hiss" like a cobra.



Butterfly

Sit with feet together, knees out, and flap legs like butterfly wings.



Crane

Stand on one leg, bend forward slightly, and stretch arms out like wings, simulating a crane's grace.



Bear Walk

On all fours, move forward, imitating a bear's slow, deliberate gait.

Exercise and Mosquito Tag

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Exercise

Lesson Overview This lesson uses the game Mosquito Tag to promote physical activity, teamwork, and agility while building fundamental movement skills and health-related fitness.

Objectives Students will engage in physical activity through a fun and interactive game of Mosquito Tag, promoting teamwork, agility, and cardiovascular fitness, aligned with the Texas Essential Knowledge and Skills (TEKS) standards.	Materials Needed - Cones or markers to define playing area boundaries - Pool Noodles 2 Hula hoops - Whistle - Stopwatch or timer
TEKS Alignment Physical Education: 3.1(A), 3.2(A), 3.2(B), 3.5(A), 3.5(B), 3.6(B), 3.7(B), 4.1(A), 4.2(A), 4.5(A), 4.5(B), 4.6(B), 4.7(B), 5.1(A), 5.2(A), 5.2(B), 5.5(A), 5.5(B), 5.6(B), 5.7(B)	

Lesson Structure

Introduction: Warm-up (5 minutes)

Begin with a dynamic warm-up to prepare the students' bodies for physical activity. This can include:

- Jumping Jacks: 1 minute
- Arm Circles: 30 seconds forward, 30 seconds backward
- High Knees: 1 minute
- Leg Swings: 30 seconds each leg
- Butt Kicks: 1 minute

Game Explanation (5 minutes)

Explain the rules and objectives of Mosquito Tag:

Roles	- Mosquitoes: One or two students are chosen to be the "mosquitoes." - Humans: The remaining students take on the role of "humans."
Tagging	Mosquitoes use pool noodles to tag the humans.

	When a human is tagged, they must freeze in place.
Healing	Frozen players can be unfrozen when two untagged players simultaneously tag them.
Boundaries	- Cones will be used to outline the designated play area. - All participants must remain within these boundaries during the game.
Rest Areas	- Hula hoops are placed around the room as designated rest areas. - Only 2-3 players can occupy a hula hoop at any given time.

Mosquito Tag Game (20 minutes)

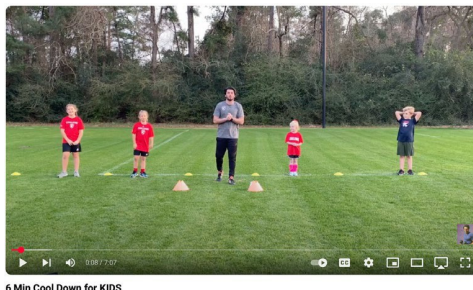
- Objective for the Mosquito:** The Mosquito must hold the pool noodle on their forehead, attempting to tag other players with the opposite end. It is crucial that one end of the noodle remains in contact with the Mosquito's forehead for a tag to be valid.
- Tagging and Freezing:** When The Mosquito successfully tags or "bites" another player, that player becomes frozen and cannot move.
- Unfreezing Players:** Other players can unfreeze their teammates. To do this, two players who are not frozen must circle around the frozen player while making a "shhhhhhhhhh" sound, simulating the application of after-bite spray.
- Returning to Play:** Once the bitten player has been "treated" with the spray, they are unfrozen and may rejoin the game as a normal player.



Cool Down (6 minutes)

Guide students through some stretches.

- You can watch a cool down view to guide you or the girls through the cool down.



[6 Min Cool Down for KIDS](#)

Reflection and Wrap-up (5 minutes)

- Gather the students in a circle.
- Discussion Questions:
 - What strategies did you use to avoid being tagged?
 - How did teamwork help during the game?
- Feedback: Encourage students to share what they enjoyed and what they found challenging.
- Closing: Remind students of the importance of physical activity and teamwork. By the end of this lesson, students should feel energized and have a better understanding of the benefits of physical activity and cooperation.

Charges and Conductors

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Exercise

Lesson Overview The Energy Game builds teamwork, strategy, and coordination as players communicate, adapt, and make quick decisions to avoid being tagged.

Objectives - Foster teamwork and strategy among the girls. - Boost physical coordination. - Enhance effective communication within teams. - Promote quick decision-making. - Develop the ability to adapt strategies to new challenges	Materials Needed - Glow sticks or two strings of battery-powered lights (to mark safety zones) - Glow-in-the-dark necklaces or bracelets (1 per player) - Open space for a "field" (gym, large room, backyard) - Optional: Cones or markers to define field edges
TEKS Alignment Science: 3.6(A), 4.6(C), 5.6(B) Physical Education: 3.1(A), 3.5(A), 3.6(A), 4.1(A), 4.5(A), 4.6(A), 5.1(A), 5.5(A), 5.6(A) Health: 3.4(A), 3.6(B), 3.10(A), 4.4(A), 4.6(B), 4.10(A), 5.4(A), 5.6(B), 5.10(A)	

Lesson Structure

Introduction Setup:

- Choose one girl to be the "Charge" (the tagger)
- Divide remaining girls into two teams
- Teams line up at opposite ends of the field in "safety zones" marked with glow sticks or string lights
- Dim the lights so players can see the glowing markers and each other

Introduction:

- The Charge stands in the middle of the field and calls out "Energy makes things GO!"
- All players (called "Conductors") must leave their safety zones and try to reach the opposite safety zone without being tagged by the Charge.
- When the Charge tags a Conductor, that player becomes part of the "Grid":
 - Grid players must stay frozen in the exact spot where they were tagged
 - They can tag other Conductors who run past them

- They cannot move their feet from their position
- 4. Repeat steps 1-3 until only one Conductor remains untagged.
- 5. The last remaining Conductor becomes the new Charge for the next round.

Key Rules:

- Only the Charge can move freely around the field
- Grid players are stationary taggers
- Players must cross the entire field each round - no staying in safety zones

NUTRITION

Eating the Rainbow – Exploring Healthy Foods

Grade Level: K–2 (Ages 5–8)

Time: 30 - 40 minutes

Theme: Nutrition

Lesson Overview Students will explore the importance of eating a variety of foods from all food groups through interactive activities, games, and by creating a “rainbow plate” of nutritious options.

Objectives - Identify at least 3 major food groups (fruits, vegetables, grains, protein, dairy). - Explain why eating a variety of foods is important for good health. - Create a visual representation of a balanced, colorful plate using healthy food choices.	Materials: - Activity 1: Bag or box, real or picture examples (p. 16) of healthy foods (plastic play food works too); USDA MyPlate posters English; USDA MyPlate posters Spanish - Activity 2: Paper plates or drawing paper, crayons/markers, or food magazines - Activity 3: Print the Bingo Cards and Calling Cards
TEKS Alignment Health Education: K.1 (B), K.4 (B), K.5 (B), 1.1 (B), 1.4 (B), 1.5 (B), 2.1 (A, C), 2.4 (A), 2.5 (B)	

Activity 1: Food Group Mystery Bag (8 minutes)

Instructions:

- One by one, students will reach into the bag without looking and pull out a food item.
- Students will **guess the food group** it belongs to.
- Teacher reinforces it by holding up **MyPlate** poster to show where that food fits.

Discussion Questions:

- What do you think this food helps your body do?
- Have you eaten this food before? Did you like it?
- Can you name another food that belongs in the same food group as this one?
- Why is it important to eat food from all the groups—not just one?

Activity 2: Rainbow Plate Art (20 minutes)

Instructions:

1. Students create their **own colorful rainbow plates**, using at least **5 colors** representing different foods.
2. As they work, circulate to ask students **what each food does for their body** (energy, strong bones, etc.).
3. **Optional Challenge:** Have students label the food groups on their plate.

Discussion Questions:

1. What colors did you include on your plate? Which was your favorite?
2. Why do you think it's a good idea to eat lots of different colors?
3. Can you think of a healthy food that you've never tried before but want to?
4. Which food groups do you think help you grow strong and healthy?

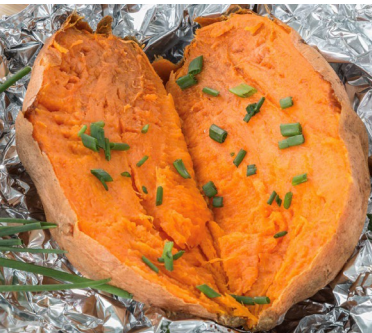
Activity 3: Healthy Snacks Bingo by Healthy Children Alliance (15 - 20 minutes)

Instructions:

1. Using the Calling Cards:
 - Option 1: Use the Printable Calling Cards by drawing them one at a time.
 - Option 2: Use the Calling Card PowerPoint. Click the play button on the home screen to shuffle and randomize the calling cards for each game.
2. Marking the Bingo Cards:
 - For laminated cards: Use dry-erase markers so they can be wiped clean and reused.
 - For non-laminated cards: Use a pen, pencil, or bingo markers of your choice.

Post-Bingo Discussion Questions:

1. Which food on your Bingo card is your favorite to eat? Why?
2. Did you see any foods during the game that you've never tried before? Which ones?
3. Can you name the food group of one of the foods you marked?
4. Why is it important to eat foods from different food groups, not just one?
5. Which colorful food do you want to try adding to your plate at your next meal?
6. How do fruits and vegetables help keep our bodies healthy?
7. Did you notice if most of the foods were fruits, vegetables, grains, protein, or dairy? Why do you think that is?
8. What's one healthy food you can share with your family that you learned about today?

		
Berries	Grilled Chicken	Chicken Eggs
		
Salmon	Sweet Potato	Bread
		
Rice	Tortilla	Broccoli

		
Tomatoes	Cucumbers	Banana
		
Apples	Carrots	Beans

Healthy Alphabet

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Nutrition

Lesson Overview Students will learn about nutrition and balanced eating by categorizing foods alphabetically in a fun, team-based game that promotes vocabulary, critical thinking, and healthy food choices.

Objectives Students will learn to identify healthy foods and categorize them, reinforcing their understanding of nutrition through an engaging and interactive game.	Materials Needed No materials are necessary. The activity can scale based on the number of participants.
TEKS Alignment Health Education: K.1 (B), K.4 (B), K.5 (B), 1.1 (B), 1.4 (B), 1.5 (B), 2.1 (A, C), 2.4 (A), 2.5 (B)	

Lesson Structure

Introduction (5 minutes)

- Greetings and Circle Formation: Welcome the students and ask them to stand in a large circle.
- Explain the Importance of Nutrition: Briefly discuss why eating healthy is important and introduce the concept of food categories such as fruits, vegetables, and junk food.
- Activity Overview: Explain that the activity will involve naming foods that fit into a given category while following the alphabet.

Questions Before the Lesson

- What do you already know about healthy foods?
 - Let's talk about what you know about healthy foods and why they are good for us.
- Why do you think our bodies need different types of foods?
 - Let's chat about why eating a lot of different foods is good for us.
- Can you name a healthy food that starts with the first letter of your name?
 - Think of a healthy food that starts with the same letter as your name. This will help us get ready for our fun activity!

Directions and Game Play (20 minutes)

1. Circle Setup:
 - Students should extend each of their hands toward their neighbors; place their right hand palm up, on top of their neighbor's left hand.
2. Game Instructions:
 - Category Selection: The leader (teacher) will choose a category (e.g., fruits, vegetables, or junk food).
 - Alphabetical Naming: Starting with the letter 'A', the first student will name a food item from the selected category and gently tap the neighbor's left hand. The next student continues with the letter 'B', and so on.
3. Example Round:
 - Leader announces: "Category is healthy fruits. Apple!" The leader's neighbor shouts, "Banana!" as they tag their neighbor.
4. Middle Circle Rule:
 - If a student cannot name a food, they enter the circle's middle and choose the next category, ensuring the answers fit their chosen category.
5. Discussion and Learning:
 - Encourage students to explain why their chosen food is healthy. This discussion can include talking about nutrients, vitamins, or simply identifying the food group.
6. Repeat Until Completion:
 - Continue until the alphabet is completed or the time allotted ends.



Questions During the Lesson

1. What do you notice about the different foods your classmates are naming?
 - What do you see that's the same or different in the foods everyone is saying?
2. Why is it important to eat foods like fruits and vegetables?
 - Let's talk about why it's good to eat different kinds of foods, like fruits and vegetables.
3. How does this game help you remember healthy foods?
 - How is this game helping you learn and remember healthy foods?

Conclusion and Reflection (5 minutes)

1. Reflection: Gather the students and ask them to share what they learned about healthy foods.

2. Discussion: Discuss why it is important to eat a variety of foods and share some fun facts about nutrition.
3. Closing: Praise the students for their participation and encourage them to think about healthy foods in their daily lives.

Questions After the Lesson

1. What new healthy food did you learn about today?
 - Share a new healthy food you heard about during our game.
2. How can you include more healthy foods in your meals at home?
 - Let's think of some ways you can eat more healthy foods at home.
3. Why is it important to think about nutrition every day?
 - Why do you think it's important to eat healthy foods every day?

Accommodations:

- Guidance: For students needing extra help, sing the alphabet song and allow practice rounds with familiar categories.
- Challenge: Impose a 5-second time limit for advanced students, removing those who fail to answer quickly until one remains.

Note: Tailor the complexity and pace of the game based on the students' age and understanding. Encourage an inclusive and supportive environment where all students feel comfortable participating.

City Farms, City Foods

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Nutrition

Lesson Overview Students will explore the benefits of locally grown foods through creative activities and group discussions, building understanding of local food production aligned with K-2 TEKS.

Objectives - Students will learn about local food production. - Students will identify foods that grow on a farm. - Students will discuss and list foods grown locally. - Students will understand the benefits of consuming locally grown foods.	Materials Needed (ensure enough materials for the number of students) - No specific materials are required. - Optional: Paper and crayons/markers for drawing activities.
TEKS Alignment Health Education: K.1(A), K.4(B), 1.1(A-B), 1.4(B), 2.1(A), 2.4(A)	

Lesson Structure

Introduction Read Aloud: Begin the lesson by reading the story about Miriam Manion and Grow Pittsburgh. This story highlights the importance of urban farming and the benefits of consuming fresh, locally grown foods.

“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.”

Discussion

1. **Identify Farm Foods:** Ask the students to name foods that they think grow on a farm. Encourage them to think of a variety of fruits and vegetables.
2. **Explore Urban Farming:** Introduce the concept of urban farming and discuss how cities can have gardens and farms. Ask students if they’ve seen any gardens or farms in their city.
3. **Identify Local Foods:** Discuss with the students where they live and ask if they have seen any food growing near their homes.

4. **List Local and Urban Foods:** Have the students list the foods they know grow locally and in urban settings. They can draw pictures of these foods or create a chart if they wish. Encourage creativity and allow them to share their drawings with the class.

Group Dynamics

- **Respectful Communication:** Encourage the students to engage in respectful communication during the discussion. Guide them in creating rules for discussion and explain why these rules are important, such as listening when others are speaking and not interrupting.

Accommodations

- **Guidance Needed:** For students needing more guidance, help them name fresh foods they find in the produce section of the grocery store rather than focusing solely on farm-grown foods. They can also draw foods and collaborate with classmates to name them.
- **Challenge:** For students seeking more of a challenge, encourage them to talk to their parents about local farms and gardens in their neighborhood or visit a local grocery store (such as H-E-B) to learn more about locally sourced foods. They can return to the activity to share their findings for a more in-depth discussion.

Conclusion

Wrap up the lesson by discussing the benefits of consuming locally grown foods. Emphasize how it helps the community and the environment. Encourage the students to continue exploring and learning about local foods with their families.

Snack for Energy

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Nutrition

Lesson Overview This lesson for kindergarten through second grade teaches the importance of nutrition and energy-boosting snacks, helping students understand healthy food choices, select nutritious snacks, and appreciate the benefits of eating for energy.

Objectives - Recognize healthy foods - Select nutritious snacks - Understand the advantages of eating for energy	Materials Needed (check on food allergies prior to purchasing any food) - Ingredients for energy snacks such as fruits, nuts, whole grain cereal, cheese, etc. - Skewers for fruit kebabs - String for hiking necklaces - Bowls and spoons for mixing trail mix - Napkins and small plates for serving the snacks
TEKS Alignment Health Education: K.1(A-B), K.4(A), 1.1(B), 1.4(A), 1.5(A), 2.1(C), 2.4(A), 2.5(B)	

Lesson Structure

Introduction (5 minutes)

1. Discuss the Importance of Energy Snacks: Begin by explaining to the students why it is important to eat healthy snacks, especially when they need energy for activities like sports, hiking, or camping.
2. Discuss how different food groups contribute to energy and focus.

Questions Before the Lesson:

- What are some of your favorite foods?
- Can you think of any foods that give you energy?

Activity (20 minutes)

1. Choose Energy Snacks: Present the three energy snack options:
 - o Fruit Kebab Trail Mix: A combination of fruits and nuts on skewers.
 - o Hiking Necklace: A string of whole grain cereal and dried fruits.



2. **Identify Favorite Healthy Foods:** Ask the students to think about their favorite healthy foods from the options provided or suggest others they might like.
3. **Select and Create a Snack:**
 - Divide students into small groups.
 - Have each group choose one energy snack option that includes their favorite healthy foods.
 - Assist them in preparing the snack, ensuring they handle food safely and share nicely.
4. **Discussion on Benefits:** While the students are enjoying their snacks, lead a discussion on how these foods give them energy and help them stay alert. Talk about the benefits of each ingredient.

Questions During the Lesson:

- Why do you think food is important for our bodies?
- What makes a food healthy?
- How do you feel after eating a healthy snack?

Conclusion (5 minutes)

1. **Wrap Up and Reflect:** Ask the students to share which snack they made and why they chose it. Encourage them to think about when they might want to make these snacks again.

Questions After the Lesson:

- What will you tell your family about what you learned today?
- How can you include more healthy snacks in your day?

Accommodations

- For girls who need more guidance, provide pre-selected ingredients for one energy snack option. Work together as a group to prepare it, discussing the benefits as you go.
- Be attentive to any food allergies or sensitivities and have alternative ingredients available if needed.

Additional Notes

- **Safety First:** Ensure all students handle food safely and clean up their space after the activity.
- **Engagement:** Encourage creativity and fun by letting students arrange their snacks in colorful and artistic ways.

H-E-B Supermarket Savvy Challenge

Grade Level: K–2 (Ages 5–8)

Time: 90-120 minutes

Theme: Nutrition

Lesson Overview: Through this scavenger hunt, students will explore diverse healthy food options and discover how their neighborhood grocery store supports their nutritional requirements and overall wellbeing.

Objectives - Identify at least 3 major food groups (fruits, vegetables, grains, protein, dairy) - Explain why eating a variety of foods is important for good health - Create a visual representation of a balanced, colorful plate using healthy food choices - Develop awareness of where food comes from - Make healthy choices by finding food that meets their personal nutritional needs. - Identify products that promote safety and wellbeing.	Materials Needed - My Nutrition Plate for instructor background info and visual Dietary Guidelines for Americans, 2025–2030 - Clip Boards Savvy Challenge Activity Sheet K-5 (one per student) - pencils
TEKS Alignment Health Education: K.1 (B), K.4 (B), K.5 (B), 1.1 (B), 1.4 (B), 1.5 (B), 2.1 (A, C), 2.4 (A), 2.5 (B)	

Teacher Preparation Tasks:

- Coordinate with your local H-E-B, Joe V's, or Mi Tienda to schedule a group visit. These locations often partner with educators and may provide extra activities for your students.
- Review the 2025-2030 Dietary Guidelines for Americans to ensure your instruction aligns with the most current nutritional recommendations.
- Identify any participant food allergies or dietary restrictions and plan to include store-based alternatives that meet those specific needs.
- Prior to conducting scavenger hunt, contact your local H-E-B/Mi Tienda/Joe V's to coordinate a group visit. Many stores will cooperate and even offer additional activities to supplement your lesson.
- Review the Dietary Guidelines for Americans 2025-2030 to familiarize yourself with updated dietary needs to help guide your lesson.
- Be aware of any dietary needs or restrictions of any participants. Incorporate finding alternatives at the store to accommodate their needs.

Lesson Structure

Introduction (15 minutes)

- Say: "Today, we are going to go on a shopping trip. But I have a challenge for you. You must be able to find only items on our shopping list that would help us be healthy, happy, and safe!"

Questions Before the Lesson

- What are some things you do to stay healthy and safe? (eating right, wearing sunscreen, looking both ways before crossing the street)
- What do you know about eating healthy foods?
- What kinds of things would you find at your local H-E-B/Mi Tienda/Joe V's?
- Would you know how to find items quickly at your local H-E-B/Mi Tienda/Joe V's?

Building Background Knowledge:

Before going to your local H-E-B, display the 2025-2030 food pyramid poster (first page of the Dietary Guidelines for Americans). Discuss how it is important to get a variety of wholesome food groups in your diet. Briefly introduce each type of food group and other nutritional terms: ***protein, dairy, fruits, vegetables, whole grains, sugars, sodium, fiber, vitamins***. Use the information in the Dietary Guidelines for Americans to help guide your lesson for the appropriate age group.

Before arrival at your destination, review rules to going on a field trip:

- Stay with your troop. You may work together to complete the challenge.
- An adult chaperone must stay with you at all times.
- Be courteous of customers and employees.
- Use quiet voices. Do not run or play in the store.
- Do not touch or sample any foods without permission from your chaperone/instructor

Directions and Game Play (45 minutes)

- Upon arrival, review rules again for being on this field trip. Pass out clipboards, worksheet, and pencils. Although most of the scavenger hunt is conducted whole group, you may need to assign chaperones to smaller groups as needed.
- Say: "As a group, we will conduct a Supermarket Savvy Scavenger Hunt. "Savvy" means being smart about a particular thing. And we are very savvy about making healthy choices.
- First Challenge: Say: "Our first challenge is to walk over the produce section. Do you know what foods are considered produce?"
- Discuss how our fruits and vegetables get from farm to market. Many children at this age are not aware of the process prior to produce being ready for sale at the store.
- Introduce the first challenge: Part of making healthy choices is knowing the variety of fruits and vegetables available. Some produce you may know, some you may have never tried before. Today you will see how fun and colorful fruits and veggies can be! Can you find a fruit and vegetable in each color of the rainbow?
- Students will complete the checklist on the worksheet as they explore the produce section with an adult.
- Depending on literacy and ability level of students, they can either check, draw, or write in the boxes to complete.
- Depending on discretion and prior consent from the store, allow students to mindfully touch and smell unfamiliar produce. Consider purchasing these items to have a sample party back at headquarters to reinforce trying new foods.

- 2nd Challenge: “Now that you are savvy about fruits and vegetables, let’s finish our grocery list by exploring other parts of our H-E-B
- Complete the following 10 challenges as a group, providing guidance and further discussion on the various components to reinforce making healthy choices. Use the worksheet checklist to guide you. This part of the lesson is heavy in promoting environmental print literacy. Encourage students to identify labels, read package print, read the aisle signs to locate products and departments, and identify the price of items for financial literacy.
 - **1) Find a fruit or vegetable in the produce department that was grown in Texas** (it will have the “Texas Roots” label). Why would we like to know it comes from Texas?
 - **2) Go to the Meal Simple section which has prepared meals, salads, soups, and sandwiches.** Can you list all the healthy ingredients in that container? Which would you be interested in trying?
 - **3) Find something you would take on a Girl Scout campout.** Tell your adult chaperone or troop why you chose it.
 - **4) Fiber is an important part of your diet.** In the cereal aisle, find a box of Hill Country Fare or H-E-B brand cereal with the orange Fiber Source icon on the shelf label.
 - **5) Find H-E-B Mootopia Milk.** Tell your adult chaperone how many grams of protein are in a serving.
 - **6) Find options in the Dairy aisle for people who cannot have cow milk.**
 - **7) Frozen fruits and vegetables are a wonderful source of nutrients.** Find a frozen fruit or vegetable that you would want to try. Discuss ideas for how to prepare it with your group/chaperone
 - **8) Learning how to read a label on packaged food is an important skill.** Find the nutrition fact box and other labels that tell you what you’re eating. Discuss with your team.
 - **9) Find one or two tasty and healthy snacks that you would want to serve at a Girl Scout meeting.** Tell your chaperone and group why it's healthy.
 - **10) Find where First Aid kits and supplies are sold.** Does your troop have a First Aid kit?

Conclusion and Reflection (5 minutes)

To conclude our supermarket adventure, remember that making savvy choices means picking foods that help our bodies grow strong and stay healthy. By recognizing different food groups and understanding that our food often starts on a farm before reaching H-E-B, we become smarter shoppers who can fuel our bodies with the very best options.

Questions After the Lesson

1. What was your favorite healthy food you found today, and which food group does it belong to?
2. Why is it important to eat a variety of colorful fruits and vegetables?
3. What is one new thing you learned about where our produce comes from?

4. How can you help your family find healthy snacks the next time you go to the grocery store?
5. Which food group do you want to try more of at home?
6. What other non-food items can you get from the grocery store that will help keep you healthy and safe?

Accommodations and Modifications:

- **Visual & Literacy Support:** Provide the scavenger hunt worksheet with picture-supported icons next to text to assist emerging readers. Allow students to draw or circle items instead of writing if needed.
- **Group Pairing:** Pair students with mixed abilities or assign specific roles (e.g., "Navigator" to hold the map/list, "Spotter" to identify items) to encourage collaboration.
- **Sensory Considerations:** Be mindful of students with sensory sensitivities by allowing them to observe from a distance or use noise-canceling headphones if the store environment becomes overwhelming.
- **Physical Accessibility:** Ensure the scavenger hunt route is clear of obstructions and accessible for students with mobility needs. Coordinate with the store beforehand to ensure all items are reachable.
- **Extended Time:** Provide extra time for completing the checklist tasks, allowing students to explore at their own pace.
- **Advanced Nutritional Analysis:** Ask students to compare the nutrition facts labels of two similar products (e.g., two types of cereal) to identify which has more fiber, protein, or less sugar, discussing why those differences matter.
- **Budgeting & Math Integration:** Challenge students to estimate the total cost of a small basket of items or compare the price per ounce of two items to determine the better value.
- **Recipe Planning:** Have students create a simple meal plan for a full day or a specific event, justifying their choices based on the food groups they've learned.
- **Environmental Literacy:** Encourage students to research and present a short explanation of what "organic," "non-GMO," or "locally grown" labels actually mean and look for these throughout the store.

Name _____

H-E-B Supermarket Savvy Challenge

Challenge 1

Find the produce section of your H-E-B. With your group, find fruits and vegetables in each color. Draw, list, or check off when you find it!

	Fruit 	Vegetable 
Red 		
Orange 		
Yellow 		
Green 		
Blue 		*Bonus. This one is hard to find!
Purple 		

Challenge 2 As a group, find these items in your local H-E-B. Discuss why these items are important to staying healthy and safe!

		Challenge:
		1) Find a fruit or vegetable in the produce department that was grown in Texas.

		2) Go to the Meal Simple section which has prepared meals, salads, soups, and sandwiches. Can you list all the healthy ingredients in that container? Which would you be interested in trying?
		3) Find something you would take on a Girl Scout campout . Tell your adult chaperone or troop why you chose it.
		4) Fiber is an important part of your diet. In the cereal aisle, find a box of Hill Country Fare or H-E-B brand cereal with the orange Fiber Source icon on the shelf label.
		5) Find H-E-B Mootopia Milk . Tell your adult chaperone how many grams of protein are in a serving.
		6) Find options in the Dairy aisle for people who cannot have cow milk.
		7) Frozen fruits and vegetables are a wonderful source of nutrients. Find a frozen fruit or vegetable that you would want to try.
		8) Learning how to read a label on packaged food is an important skill. Find the nutrition fact box and other labels that tell you what you're eating. Discuss with your team.
		9) Find one tasty and healthy snack that you would want to serve at a Girl Scout meeting. Tell your chaperone and group why it's healthy.
		10) Find where First Aid kits and supplies are sold. Does your troop have a First Aid kit?

Think Like a Chef

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Nutrition

Lesson Overview This lesson teaches students about nutrition and food groups through a fun, chef-themed card game.

Objectives By the end of this lesson, students will be able to: - Identify different food groups and their role in a balanced diet. - Understand the nutritional benefits of various foods. - Develop questioning skills through a fun and interactive game.	Materials Needed - One deck of playing cards - Junior Handbook with Simple Meals Legacy Badge (for reference) - Optional: Materials for students to create their own food cards
TEKS Alignment Health: 3.1(B), 3.1(C), 3.2(C), 4.1(B), 4.1(C), 4.2(C), 5.1(B), 5.1(C), 5.2(B)	

Lesson Structure

Introduction (5 minutes)

- Begin with a Brief Discussion:
 - Ask students what they know about nutrition and why it's important.
 - Introduce the concept of thinking like a chef, focusing on creating balanced meals.
- Explain the Game:
 - Explain how different suits in the deck of cards represent different food groups:
 - Clubs: Protein
 - Hearts: Fruits/Vegetables
 - Spades: Starch
 - Diamonds: Junk Food

Activity: Nutrition Card Game (15 - 20 minutes)

- Game Setup:
 - Have students stand in a circle.
 - Distribute one card to each student, face down.
 - Instruct students to hold their card up to their forehead without looking at it.
- Playing the Game:

- Students will take turns asking close-ended questions to others to determine their card type.
- Examples of questions include:
 - “Am I good for the body?”
 - “Do I help give someone more energy?”
 - “Do I help build muscles?”
- Remind students that questions like “Am I a protein?” are not allowed.
- Students may only answer with “yes” or “no.”

3. Guessing the Card:

- Once a student has asked one question to each of their peers, they will guess the food group they represent.
- Continue until all students have guessed.

Conclusion and Discussion (5 minutes)

1. Wrap-Up Discussion:

- Discuss what students learned about food groups and nutrition.
- Highlight the importance of a balanced diet and how different foods contribute to health.

2. Optional Extension:

- For students seeking more challenge, have them create their own specific food cards and repeat the game with a twenty-question limit or a five-minute investigation period.

Accommodations

- Guidance Option:
 - Allow students to create their own cards and have an open discussion about each food group before the game.
- Challenge Option:
 - Allow students to create specific food cards, distribute them anonymously, and limit their questioning time or number.

Assessment

- Observe students during the game to ensure they are asking appropriate questions and correctly identifying food groups.
- Use class discussion to assess students’ understanding of the nutritional benefits of different foods.

Nutrition Label Scavenger Hunt Store Tour

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Nutrition

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

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. - Promote discussion about the significance of nutrition and its role in a balanced diet.	Materials Needed What's on the Nutrition Facts Label (PDF) - Food items with labels (either from a local grocery store like <i>H-E-B</i>, <i>Joe V's Smart Shop</i>, <i>Mi Tienda</i>, <i>Central Market</i>, or from home pantry) - Notebooks or worksheets for recording findings Recording Sheet - Pens or pencils, clipboards - Optional: Non-perishable food items brought from home
TEKS Alignment Health Education: 3.3(B), 4.6(A), 5.2(B) English Language Arts and Reading: 3.13(A), 4.15(A), 5.15(B) Mathematics: 3.1(A), 4.5(A), 5.9(C)	



*****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 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):

1. Begin with a Discussion: Explain the importance of reading food labels, highlighting how they provide critical information such as serving sizes, Percent Daily Values, calories, and nutrients like sugar, sodium, cholesterol, protein, and dietary fiber.
2. Explain the Activity: Introduce the scavenger hunt activity, detailing how students will analyze labels to identify specific nutritional content in different foods.
3. Use a product from one of H-E-B's Select foods and one from a major brand name.

Activity Instructions (15 minutes)

1. Choose the Setting:
 - **At H-E-B Store:** Students will choose one side of an aisle for their scavenger hunt.
 - **At Home or School Setting:** Students will select food items from their pantry or instructor will bring in a select few items or visit the H-E-B Store App or website. Listed on each product description on app and website are nutrition facts where you can find labels and additional product details.
2. Reading Labels: Each student will read the labels on various foods and record their findings in their notebooks or on the provided [recording sheet](#).
3. Scavenger Hunt Tasks:

- Identify the food with the highest sugar content.
- Identify the food with the highest sodium content.
- Identify the food with the highest cholesterol content.
- Identify the food with the highest protein content.
- Identify the food with the highest dietary fiber content.

Discussion and Sharing (5-10 minutes)

- Group Sharing: Gather students to share their findings. Discuss which foods had the highest levels of each nutrient and the importance of monitoring these in their diets.
- Learning Opportunity: Educate students on serving size, calories, and the role these factors play in maintaining a balanced diet.

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.
- Advanced Challenge: For students seeking a challenge, they may visit a local H-E-B and speak with an employee about food labels and locating healthy foods. They can then create their own scavenger hunt and invite friends or family to participate.

Conclusion

Conclude the lesson by reinforcing the importance of understanding food labels 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

Before the Activity

- What are some foods you eat that help you grow strong and healthy?
- Why is it important to read food labels?
- What do you think you will find on a food label?

During the Activity

- What was the most surprising thing you found on a food label?
- How did you determine which food was healthier?

After the Activity

- How can you use what you learned about food labels in choosing your meals at home?
- What will you tell your family about reading food labels?

H-E-B Supermarket Savvy Challenge

Grade Level: 3-5 (Ages 9-12)

Time: approx 90-120 minutes

Theme: Nutrition

Lesson Overview: Through this scavenger hunt, students will explore diverse healthy food options and discover how their neighborhood grocery store supports their nutritional requirements and overall wellbeing.

<i>Objectives</i>	<i>Materials Needed</i>
● Identify major food groups (fruits, vegetables, grains, protein, dairy) and their role in a balanced diet. ● Analyze nutrition labels to evaluate and select healthy food choices based on nutritional needs. ● Explain the 'farm-to-shelf' journey of food products and its impact on food quality. ● Locate essential health and safety supplies (e.g., pharmacy, First Aid kits, AED) within the store environment. ● Apply literacy and financial skills by interpreting aisle signage, nutrition facts, and product pricing. ● Demonstrate understanding of how healthy, balanced food choices support overall wellbeing and active lifestyles.	● My Nutrition Plate for instructor background info and visual Dietary Guidelines for Americans, 2025–2030 ● Clip Boards ● Savvy Challenge Activity Sheet 3-5(one copy per student) ● pencils
<i>TEKS Alignment</i> Health Education: 3.1(A), 3.1(B), 3.1(C), 3.2(C), 3.3(B), 3.4(B), 3.7(C), 4.1(B), 4.1(C), 4.2(B), 4.2(C), 4.3(A), 4.4(C), 4.7(A), 5.1(B), 5.1(C), 5.2(B), 5.3(A), 5.4(C), 5.7(A)	

Instructor Preparation

- Prior to conducting scavenger hunt, contact your local H-E-B/Mi Tienda/Joe V's to coordinate a group visit. Many stores will cooperate and even offer additional activities to supplement your lesson.
- Review the Dietary Guidelines for Americans 2025-2030 to familiarize yourself with updated dietary needs to help guide your lesson.
- Be aware of any dietary needs or restrictions of any participants. Incorporate finding alternatives at the store to accommodate their needs.

Lesson Structure

Introduction (15 minutes)

- Say: "Today, we're on a mission! Your challenge is to hunt for items that fuel your body and keep you energized and safe. Ready to show me you're a supermarket expert?"

Questions Before the Lesson

- What does it mean to you to be "healthy and safe," and what daily habits help you achieve that?
- What do you already know about how different foods provide fuel for your body and mind?
- When you walk into a grocery store, why do you think items are organized into specific sections?
- If you were tasked with finding ingredients for a healthy meal, what strategy would you use to find them quickly in the store?

Building Background Knowledge:

Prior to your H-E-B visit, present the 2025-2030 food pyramid poster from the Dietary Guidelines for Americans. Facilitate a discussion on the necessity of incorporating various wholesome food groups into a daily diet. Provide a concise introduction to each food group and key nutritional concepts, such as *protein, dairy, fruits, vegetables, whole grains, sugars, sodium, fiber, and vitamins*. Refer to the Dietary Guidelines for Americans to tailor the instruction to your specific age group.

Review the following field trip safety and conduct guidelines before arriving at the store:

- Remain with your troop at all times; collaborative work on the challenge is encouraged.
- You must be accompanied by an adult chaperone throughout the visit.
- Maintain courtesy toward all H-E-B employees and customers.
- Speak quietly and refrain from running or playing inside the building.
- Only touch or sample food items if you have received direct permission from your instructor or chaperone.

Directions and Activity (60 minutes)

- Once you arrive, again reinforce the field trip rules with the students. Pass out clipboards, worksheets, and pencils. While you will mostly work as one big team, feel free to split students into smaller groups with chaperones if needed. Gather everyone and say: "Get ready for our Supermarket Savvy Scavenger Hunt! Being "savvy" means you're an expert—you're really smart about how something works. Today, we're going to show that we're experts at picking out the healthiest, best foods to fuel our bodies."
- **Challenge 1**
 - Say: "Our first challenge is to walk over the produce section. Do you know what foods are considered produce?"
 - Discuss how our fruits and vegetables get from farm to market.
 - Begin Challenge #1. Find fruits and vegetables in each color. Use the boxes to list and describe the item. If this food item is new to you, would you try it?
 - Students will complete the checklist on the worksheet as they explore the produce section. Challenge them to find exotic and unfamiliar fruits and vegetables.
 - Depending on discretion and prior consent from the store, allow students to mindfully touch and smell unfamiliar produce. Consider purchasing these items to have a sample party back at headquarters to reinforce trying new foods.
- **Challenge 2**

- Now that you are savvy about fruits and vegetables, let's finish our grocery list by exploring other parts of our H-E-B
 - Work together in small groups or partners to complete these 10 tasks. While exploring, discuss how each item supports a healthy lifestyle to help solidify these savvy habits. This activity emphasizes "environmental print," so encourage your troop to read aisle signs, examine nutrition labels, and look for prices to build both literacy and financial skills.
 - **1) Find a fruit or vegetable in the produce department that was grown in Texas** (it will have the "Texas Roots" label). Why would we like to know it comes from Texas?
 - **2) Go to the Meal Simple section which has prepared meals, salads, soups, and sandwiches.** Can you list all the healthy ingredients in that container? Which would you be interested in trying?
 - **3) Find something you would take on a Girl Scout campout.** Explain why you chose it.
 - **4) Fiber is an important part of your diet.** In the cereal aisle, find a box of Hill Country Fare or H-E-B brand cereal with the orange Fiber Source icon on the shelf label.
 - **5) Find H-E-B Mootopia Milk.** Tell your adult chaperone how many grams of protein are in a serving.
 - **6) Find options in the Dairy aisle for people who cannot have cow milk.**
 - **7) Frozen fruits and vegetables are a wonderful source of nutrients.** Find a frozen fruit or vegetable that you would want to try. Discuss ideas for how to prepare it with your group
 - **8) Learning how to read a label on packaged food is an important skill.** Find the nutrition fact box and other labels that tell you what you're eating. Discuss with your team.
 - **9) Find where First Aid kits and supplies are sold.** Does your troop have a First Aid kit?
 - **10) In a health emergency, someone may need an AED (Automated External Defibrillator) machine.** Find where it is located in the store.
- **Challenge 3**
 - Learning how to read a label on packaged food is an important skill. The Nutrition Facts chart shows the percentage of the Daily Value of a nutrient per serving. The Daily Value is the maximum recommended amount of a nutrient for an adult to eat or drink each day.
 - Find two tasty, packaged snacks that you would want to serve at a Girl Scout meeting. Use the chart on the right to record and compare the Nutrition Facts of each. Are they similar? Justify why you think these would be good snacks to serve.

Nutrition Facts Comparison	Snack 1:	Snack 2:
Serving Size	% of Daily Value	% of Daily Value
Saturated Fat	% of Daily Value	% of Daily Value
Cholesterol	% of Daily Value	% of Daily Value
Sodium	% of Daily Value	% of Daily Value
Dietary Fiber	% of Daily Value	% of Daily Value
Total Sugars	% of Daily Value	% of Daily Value
Protein	% of Daily Value	% of Daily Value

● Challenge 4

- Scan the QR code. Take the online survey to unlock the code phrase. Each Girl Scout should take the survey separately even if you worked as a team



art

Conclusion and Reflection (5 minutes)

Wrap up your supermarket expedition by reflecting on what being 'savvy' truly means of fueling your body for peak performance, growth, and long-term health.

From understanding farm-to-shelf journeys to analyzing nutrition labels, you've gained the tools to navigate any store like a pro. You're now equipped to curate your own plate with high-impact, nutritious choices that keep you feeling your best.

Questions After the Lesson

1. Which healthy item surprised you the most, and how does it fit into a balanced nutritional profile?
2. How does color variety in produce relate to the different vitamins and minerals your body needs?
3. What specific information from the 'farm-to-shelf' process changes how you view the food you eat?
4. How can you apply your new 'label-reading' skills to help your family navigate the snack aisle more effectively?
5. Which specific food group are you most motivated to prioritize, and what is your strategy for incorporating it into your daily routine?
6. Beyond food, what safety-conscious items can you identify in a grocery store that demonstrate a store's role in your overall wellbeing?

Accessibility and Support:

- **Visual & Literacy Support:** Provide the scavenger hunt worksheet with picture-supported icons next to text to assist emerging readers. Allow students to draw or circle items instead of writing if needed.
- **Group Pairing:** Pair students with mixed abilities or assign specific roles (e.g., "Navigator" to hold the map/list, "Spotter" to identify items) to encourage collaboration.
- **Sensory Considerations:** Be mindful of students with sensory sensitivities by allowing them to observe from a distance or use noise-canceling headphones if the store environment becomes overwhelming.
- **Physical Accessibility:** Ensure the scavenger hunt route is clear of obstructions and accessible for students with mobility needs. Coordinate with the store beforehand to ensure all items are reachable.
- **Extended Time:** Provide extra time for completing the checklist tasks, allowing students to explore at their own pace.

Advanced Challenges for Older Students:

- **Advanced Nutritional Analysis:** Ask students to compare the nutrition facts labels of two similar products (e.g., two types of cereal) to identify which has more fiber, protein, or less sugar, discussing why those differences matter.
- **Unit Price Comparison & Value Analysis:** Challenge students to calculate and compare the price per ounce or pound for different sizes or brands of the same product to determine the best financial value.
- **Sustainability & Global Sourcing Investigation:** Research the origin of produce beyond the "Texas Roots" label. Discuss the environmental impact of long-distance shipping versus local sourcing and look for fair trade or sustainable farming certifications.
- **Constrained Budget Meal Planning:** Have students create a meal plan for a full day that meets specific nutritional guidelines (e.g., MyPlate targets) while staying within a strict monetary budget based on current store prices.

Name _____

H-E-B Supermarket Savvy Challenge

Challenge 1

Find the produce section of your H-E-B. Find fruits and vegetables in each color. Use the boxes to list and describe the item. If this food item is new to you, would you try it?

	Fruit	Vegetable
Red		
Orange		
Yellow		
Green		
Blue		*Bonus. This one is hard to find!
Purple		

Challenge 2

Find these items in your local H-E-B. Use the boxes to explain why these items are important to staying healthy and safe.

		
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		1) Find a fruit or vegetable in the produce department that was grown in Texas .
		2) Go to the Meal Simple section which has prepared meals, salads, soups, and sandwiches. Can you list all the healthy ingredients in that container? Which would you be interested in trying?
		3) Find something you would take on a Girl Scout campout . Explain why you chose it.
		4) Fiber is an important part of your diet. In the cereal aisle, find a box of Hill Country Fare or H-E-B brand cereal with the orange Fiber Source icon on the shelf label.
		5) Find H-E-B Mootopia Milk . How many grams of protein are in a serving?
		6) Find options in the Dairy aisle for people who cannot have cow milk.
		7) Frozen fruits and vegetables are a wonderful source of nutrients. Find a frozen fruit or vegetable that you would want to try.
		8) Learning how to read a label on packaged food is an important skill. Find the nutrition fact box and other labels that tell you what you're eating. Discuss with your team.

		9) Find where First Aid kits and supplies are sold. Does your troop have a First Aid kit?
		10) In a health emergency, someone may need an AED (Automated External Defibrillator) machine. Find where it is located in the store.

Challenge 3: Snack Facts

Learning how to read a label on packaged food is an important skill. The Nutrition Facts chart shows the percentage of the Daily Value of a nutrient per serving. The Daily Value is the maximum recommended amount of a nutrient for an adult to eat or drink each day. Find two tasty, packaged snacks that you would want to serve at a Girl Scout meeting. Use the chart on the right to record and compare the Nutrition Facts of each. Are they similar? Justify why you think these would be good snacks to serve.	Nutrition Facts Comparison	Snack 1:	Snack 2:
	Serving Size	% of Daily Value	% of Daily Value
	Saturated Fat	% of Daily Value	% of Daily Value
	Cholesterol	% of Daily Value	% of Daily Value
	Sodium	% of Daily Value	% of Daily Value
	Dietary Fiber	% of Daily Value	% of Daily Value
	Total Sugars	% of Daily Value	% of Daily Value
	Protein	% of Daily Value	% of Daily Value

Build a Balanced Plate: MyPlate Menu Creation

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Nutrition

Lesson Overview This lesson teaches students the importance of healthy eating by exploring food groups and practicing meal preparation.

Objectives By the end of this lesson, students will be able to: • Identify the five MyPlate food groups. • Explain the role of each food group in a balanced diet. • Create a menu using MyPlate guidelines. • Justify their food choices using nutritional reasoning.	Materials Needed • Printed copies of “Create Your Own MyPlate Menu” (from the PDF) • Markers, crayons, or colored pencils • MyPlate poster or projected image for reference • Chart paper or whiteboard • Optional: food group word bank or sample foods handout
TEKS Alignment Health: 3.1(B), 3.1(C), 4.1(B), 4.1(C), 5.1(B), 5.1(C)	

Lesson Structure

Introduction (5 - 10 minutes) Show or Display MyPlate Diagram: Begin by displaying the MyPlate diagram to the class. Ensure it is visible to all students.

1. Discussion Questions:
 - Ask: “What do you notice about how MyPlate is divided?”
 - Follow up with: “Why is it important to eat from all the food groups?”
2. Overview of Five Food Groups: Briefly introduce each of the five food groups:
 - Fruits: Provide vitamins, essential for health.
 - Vegetables: Rich in nutrients and fiber.
 - Grains: Provide energy, especially when whole.
 - Protein: Builds and repairs tissues, like muscles.
 - Dairy: Supports bone health with calcium and vitamin D.
3. Example: “Proteins help us build muscles, fruits give us vitamins, and grains give us energy.”

Activity: Design a MyPlate Menu (15–20 minutes)
Procedure

1. Distribute MyPlate Menu Worksheet: Hand out the worksheet to each student.
2. Creating a Healthy Daily Menu: Instruct students to list one item for each food group to design a healthy daily menu. Encourage them to be creative while keeping the meal balanced using these tips:
 - Half the plate should be fruits and vegetables.
 - Make at least half of the grains whole grains.
 - Include low-fat dairy options.
3. Illustrating the Meal: Ask students to flip the worksheet over and draw their meal on a MyPlate template. Encourage them to use the appropriate colors for each food group.

Sharing & Reflection (5–7 minutes)

Procedure

1. Sharing Menus: Invite a few students to share their menu and explain one of their food choices. Example: “I chose salmon for protein because it’s healthy and helps build strong muscles.”
2. Discussion: Lead a quick discussion with questions such as:
 - “What was easy or hard about building a balanced meal?”
 - “Why do we want to include all five food groups?”

Assessment

- Review Student Menus: Check if all five food groups are represented on each student's menu.
- Listen for Explanations: Ensure students provide appropriate reasoning during the discussion.
- Quick Check Questions:
 - “Which group gives you energy?” (Grains)
 - “Which group helps your bones?” (Dairy)

Accommodations & Extensions

- Provide a word bank or food group chart for students who need additional support.
- Allow verbal explanations instead of written responses for students who might benefit from this accommodation.

Challenge

Ask students to revise their menu to reduce added sugar or to include cultural or traditional foods that fit within the MyPlate guidelines.

WELLNESS

Exploring Wellness

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Wellness

Lesson Overview This lesson introduces young students to the concept of wellness by exploring healthy eating, physical activity, and rest through engaging activities, helping them understand how these elements support a healthy lifestyle and overall well-being.

Objectives Students will learn about wellness and how to make healthy choices in their daily lives. This lesson aligns with the Texas Essential Knowledge and Skills (TEKS) standards for health education.	Materials Needed - Chart paper or whiteboard - Markers - Watch Read Alouds on health - Scissors - Glue sticks - Circle paper - Magazines or printed images for collage (pictures of healthy foods, exercise activities, and rest)
TEKS Alignment Health Education: K.1(A-B), K.2(A-C), K.3(A-B), K.4(A), K.7(A), K.8(A), 1.1(A-B), 1.2(A-C), 1.3(A-B), 1.4(A), 1.7(A), 1.8(A), 2.1(A-B), 2.2(A-C), 2.3(A-B), 2.4(A), 2.7(A), 2.8(A)	

Lesson Structure

Introduction (10 minutes) Greeting and Warm-Up: Begin with a friendly greeting. Ask the students if they know what the word "wellness" means. Explain that wellness is about taking care of our bodies and minds by making healthy choices.

- Watch a read aloud a storybook that focuses on health and wellness.:
 - [SICK SIMON - Read Aloud Book for Kids](#) (5:44 minutes)
 - [Pete the Cat Pete's Big Lunch](#) (2:38 minutes)
 - [I AM YOGA](#) (3 minutes)
 - [The Blueberry Girl](#) (4:32 minutes)
- Encourage the students to listen carefully and think about the healthy choices the characters make.

Activity 1: Discussing Wellness (20 minutes)

Healthy Choices Discussion:

1. Use the chart paper or whiteboard to draw three columns: "Healthy Foods," "Exercise," and "Rest."
2. Ask the students to help fill in each column with examples.
 - For example, under "Healthy Foods," they might suggest apples, carrots, or milk.
 - Under "Exercise," they might suggest activities like running, dancing, or playing soccer.
 - Under "Rest," discuss the importance of sleep and quiet time. For example, meditation, reading, or napping.
3. Encourage them to share their favorite healthy food or exercise activity.

Activity 2: Create their Wellness Wheel

1. Provide each student with a paper circle divided into three sections labeled "Eat," "Move," and "Rest."
2. Ask them to draw or glue pictures in each section to show healthy choices and activities they want to try during the week.
3. Students can cut out images from magazines or use printed pictures to create a collage in each section.
4. Encourage creativity by allowing them to use markers or crayons to add drawings and decorate their wheels.

Questions During the Activity

- What food did you pick for "Eat"?
- What did you choose for "Move"?
- How do you like to rest?
- Which part was easy? Which was hard?
- What new healthy thing do you want to try?
- How does moving your body make you feel?
- Why do we need to eat, move, and rest?
- What did you learn today?
- What would you tell a friend about your wheel?
- Who can help you make healthy choices?

Wellness: Sun Squad

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Wellness

Lesson Overview *"Wellness: Sun Squad"* is a fun, educational lesson that teaches K-2 students about sun safety and UV protection.

Objectives • Teach students about sun safety and the importance of protecting themselves from UV rays. • Encourage the practice of personal health habits. • Promote teamwork and physical activity through engaging activities.	Materials Needed • Sunscreen • Hats • Large T-shirts • Cones or markers to designate a relay track
TEKS Alignment Health Education: K.1(A-B), K.5(A-B), 1.1(A-B), 1.5(A-B), 2.1(A-B), 2.5(A-B) Physical Education: K.1(A), K.3(A-B), K.5(A), K.7(B), 1.1(A), 1.3(A-B), 1.5(A), 1.7(B), 2.1(A), 2.3(A-B), 2.5(A), 2.7(B)	

Lesson Structure

Introduction Say “Welcome, students! Today, we're going to learn about staying safe in the sun. The sun is great for playing outside, but we need to protect our skin from its strong rays. We'll do this by putting on sunscreen, wearing hats, and putting on T-shirts. We're going to have fun with a relay race and learn how to stay safe at the same time! Are you ready to join the Sun Squad?”

Activity

1. Set Up:
 - Designate a relay track using cones or markers.
 - Place the sun safety gear (sunscreen, hat, large T-shirt) at the starting line.
2. Starting the Relay:
 - Have all students line up behind the starting line with the sun safety gear ready.
 - Explain that a special signal will start the relay.
3. Participating in the Relay:
 - When the signal is given, the first student should put on the T-shirt and hat and apply sunscreen to their nose. Remind them to be careful not to get sunscreen in their eyes.

- After putting on the gear, the student runs to the finish line.
- 4. Finish Line Activity:
 - At the finish line, the student completes 10 jumping jacks or sit-ups to promote physical activity.
- 5. Returning and Repeating:
 - The student then returns to the starting line, removes the sun safety gear, and passes it to the next student.
 - Repeat steps 3 to 5 until everyone has had a turn.

Discussion Questions

Before the Lesson

1. Why do you think it's important to keep our skin safe when we're outside in the sun?
2. Has anyone ever had a sunburn? What was it like?
3. What are some things we can use to stay safe when we're playing in the sun?

During the Lesson

1. How does wearing a hat help us stay safe from the sun?
2. Why should we put on sunscreen before we go outside?
3. Can you think of other fun activities to do while staying safe in the sun?

After the Lesson

1. What did you learn about staying safe in the sun today?
2. Can you think of other ways to keep your skin safe from the sun at home?
3. How can you help your friends and family stay safe when they're outside?

Accommodations and Extensions

- **Guidance and Sensitivity:** Begin by explaining the importance of UV protection. Discuss why hats, T-shirts, and sunscreen are used. Consider allergies and sensitivities.
- **Advanced Challenges:** Encourage brainstorming more sun safety measures. Create a sun safety gear bag for family use to extend learning.

Understanding and Creating a Wellness Wheel

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Wellness

Lesson Overview This lesson teaches students the basics of nutrition and how healthy food choices support energy, focus, and overall well-being.

Objectives • Students will understand the concept of a Wellness Wheel. • Students will identify and illustrate aspects of their personal wellness. • Students will learn how different parts of wellness contribute to a balanced life.	Materials Needed • Paper circles divided into three sections (labeled "Eat," "Move," and "Rest") • Crayons, markers, or colored pencils • Magazines for cutting out pictures (optional) • Glue sticks or tape (if using magazines) • Scissors (if using magazines)
TEKS Alignment Health: 3.1(A), 3.3(B), 3.4(A), 3.5(B), 3.6(B), 4.1(A), 4.5(B), 4.6(A), 4.10(A), 5.1(A), 5.6(A), 5.7(B), 5.10(A)	

Lesson Structure

Introduction (5 - 10 minutes) Begin the lesson by introducing the concept of a Wellness Wheel. Explain to the students that just like a bike wheel needs all its parts to be in good shape to move smoothly, people need to take care of different parts of their lives to feel happy and healthy.

Discuss what a Wellness Wheel:

What is a Wellness Wheel? Think of a *wheel on a bike*. If part of the wheel is flat or broken, the bike won't ride smoothly—it wobbles or might not move at all!

A **Wellness Wheel** is like that, but instead of a bike wheel, it's a way to *show how we take care of ourselves*.

It's a picture of the *different parts of your life* that help you feel good, healthy, and happy. These parts include things like:

- How you take care of your body (Physical)
- How you feel inside (Emotional)
- How you play and learn (Intellectual)

- Your friendships (Social)
- Your family or beliefs (Spiritual or Cultural)
- Your school or goals (Occupational)
- And more!

If one part of your wellness is not going well, maybe you're really tired, or feeling lonely—it can make everything feel harder, just like a flat tire makes riding hard.

The Wellness Wheel helps you:

- *Check in with yourself*
- *Notice what's going great*
- *See where you might need help or changes*

When *all the parts* of your wellness wheel are full and working, life feels *balanced*, and you can do your best in school, with friends, and at home.



Activity: Creating a Simple Wellness Wheel (15 minutes)

Instructions

1. Distribute Materials: Give each student a paper circle divided into three sections labeled "Eat," "Move," and "Rest."
2. Drawing or Pasting:
 - Instruct students to draw or paste pictures that represent healthy choices they make in each section.
 - Examples:
 - Eat: Fruits, vegetables, nutritious meals.
 - Move: Playing sports, riding a bike, dancing.
 - Rest: Sleeping, reading a book, relaxing.

Guiding Questions

- What do you like to eat that makes you feel good and healthy?
- How do you like to move or exercise?
- What activities help you rest and relax?

Closing Remarks

- Emphasize that taking care of each part of our Wellness Wheel helps us feel good, do well in school, and enjoy our time with friends and family.
- Encourage students to think about their wellness regularly and make healthy choices that keep their wheel balanced.

Extension Activity (Optional)

- Ask students to set a goal for one section of their Wellness Wheel. For example, trying a new fruit, playing a new sport, or setting a bedtime routine.
- Have students share their goals with a partner or the class in the next lesson.

Exploring Tween Wellness and Identity

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Wellness

Lesson Overview This lesson helps students explore wellness and identity through media analysis, reflection, and creative expression.

Objectives - Analyze media portrayals of tweens and compare them to real-life experiences. - Develop media literacy skills by identifying stereotypes and inaccuracies in media. - Encourage self-reflection and personal identity development through creative expression. - Foster an understanding of cultural diversity and its representation in the media.	Materials Needed - Magazines, books, or access to TV shows/movies featuring 9–12-year-olds - Art supplies (scissors, glue, markers, poster board) - Optional: Devices for research - Handouts on media literacy and diversity
TEKS Alignment Health: 3.1(A), 3.1(C), 3.2(C), 3.3(B), 3.4(B), 3.7(C), 4.1(B), 4.2(B), 4.3(A), 4.4(C), 4.7(A), 5.1(B), 5.2(B), 5.3(A), 5.4(C), 5.7(A)	

Lesson Structure

Introduction (5 minutes)

1. Greeting and Warm-Up: Welcome students and introduce the concept of "tweens." Ask them what they believe defines someone as a tween.
2. Objective Overview: Explain that today's lesson will focus on how the media portrays tweens and how these portrayals compare to real life.

Activity Part 1: Media Exploration (10 minutes)

1. Media Selection: With parent/guardian permission, have students choose a magazine, book, or TV show/movie segment to explore, focusing on characters aged 9-12.
2. Observation: Students note observations on clothing, behavior, attitude, speech, and activities.

Activity Part 2: Open Discussion (5 minutes)

1. Group Discussion: Students share their observations, discussing:
 - Character clothing and behavior.

- Attitudes and speech reflecting their age.
- Realism of portrayed activities.
- 2. Leader Input: Share personal anecdotes about your own experiences as a tween.

Activity Part 3: Personal Reflection and Tween Board Creation (10 minutes)

1. Creative Expression:
 - Basic Guidance: Create a collage of personal activities and interests using magazine cutouts or drawings.
 - Advanced Challenge: Create a "tween board" comparing personal experiences to media portrayals, noting stereotypes or inaccuracies.
2. Sharing: Students present their boards and discuss media portrayals of tweens.

Conclusion (5 minutes)

1. Reflective Discussion: Discuss how media influences perceptions and encourage consideration of multicultural representation.
2. Parental Involvement: Suggest sharing boards with parents/guardians for further perspectives.

Extensions and Accommodations

- Additional Guidance: Provide templates or prompts for collages.
- Challenge: Encourage research into the Girl Scout Bronze Award requirements.

Assessment

- Monitor participation in discussions and activities.
- Evaluate creativity and depth of thought in collages and tween boards.
- Assess lesson impact through written or verbal reflections.

Brag Bag Activity

Grade Level: 3rd - 5th (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Wellness

Lesson Overview This lesson helps students build self-esteem, use positive affirmations, and express kindness through activities like creating a "Brag Bag" that support emotional health and conflict resolution.

Objectives • Understand the significance of self-esteem and positive self-talk. • Create and utilize a Brag Bag as a tool for emotional support. • Express positive affirmations towards themselves and peers. • Demonstrate basic conflict resolution techniques. • Explore the impact of kindness and positivity within their community.	Materials Needed • Shoebox or paper bag for each student • Index cards • Markers, crayons, or colored pencils • Optional: Magazines, books, or other media for inspirational quotes
TEKS Alignment Health: 3.1(C), 3.1(D), 3.3(B), 3.4(B), 3.6(A), 3.7(C), 3.10(B), 4.1(C), 4.3(A), 4.4(C), 4.6(A), 4.7(A), 4.10(B), 5.1(C), 5.3(A), 5.4(C), 5.6(A), 5.7(A), 5.10(B)	

Lesson Structure

Introduction (5 minutes) Introduce the concept of a "Brag Bag" as a personal collection of positive thoughts and affirmations. Discuss the importance of positive self-talk for self-esteem and emotional health.

Activity Instructions (10 minutes)

1. Create the Brag Bag:
 - Students decorate their shoebox or paper bag with markers or crayons, encouraging creativity and personal expression.
2. Writing Positive Statements:
 - Students write one positive statement about themselves and one about each classmate on separate index cards, focusing on strengths and positive qualities.
3. Sharing and Collecting:
 - Students exchange cards and collect the ones written about them to place in their Brag Bag.

Discussion on Emotional Health (10 minutes)

- Discuss how reading positive affirmations can help when feeling sad or down.
- Introduce conflict resolution techniques:
 - Active Listening: Listen to understand, not to respond.
 - Empathy: Consider how others feel.
 - Finding Common Ground: Look for solutions that work for everyone.

Questions for After the Activity

1. How did it feel to write positive statements about yourself and others?
2. What did you learn about your classmates through their affirmations?
3. How might you use your Brag Bag when you're experiencing challenging emotions?
4. Can you think of a situation where you could use the conflict resolution techniques discussed?
5. How can you continue to spread kindness and positivity in your community?

Optional Extension Activities

- Drawing and Inspirational Quotes: Add drawings or quotes to Brag Bags for motivation.
- Anti-Bullying Campaign: Use positive affirmations to promote kindness in school.
- Girl Scout Bronze Award: Explore how this activity could be part of a service project.

Conclusion (5 minutes)

- Invite students to share experiences with writing and receiving affirmations.
- Reinforce the impact of kindness and positivity.
- Encourage ongoing use of Brag Bags for emotional support.

Accommodations

- Offer support for students needing assistance with writing or crafting statements.
- Allow artistic expression for those who prefer drawing.
- Challenge advanced students with organizing a school-wide kindness week.

LEADERSHIP

Learning About Leadership with Florence Butt

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview In this lesson, students learn about Florence Thornton Butt and explore leadership and community service through discussion and a drawing activity that connects her story to their own lives.

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.	Materials Needed - Chart paper or whiteboard (for making “Talking Rules”) - Drawing paper and crayons/markers (optional for extension)
TEKS Alignment Social Studies: K.2(A), K.7(B), K.8(A)(i-iii), K.9(A), 1.2(B), 1.6(A), 1.8(A)(i-vi), 1.8(B), 2.2(A), 2.6(B), 2.8(A)(i-vi), 2.8(B) English Language Arts and Reading: K.1(C-D, F), K.5(A), K.6(A), 1.1(C-D, F), 1.5(A), 1.6(A), 2.1(C-D, F), 2.5(A), 2.6(A)	

Lesson Structure

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

- Say:
"Today we're going to learn about a brave and smart woman from Texas who helped her family and her whole community. Her name was Florence Butt. Before we start, raise your hand if you've ever been to H-E-B?"
- Discuss briefly:
 - "What do you buy at H-E-B?"
 - "Do you know how H-E-B started? Let's find out!"
- Read Aloud the Florence Butt Story

Guided Discussion (10 minutes)

Make a “Talking Rules” Chart together (Examples: raise your hand, listen carefully, be kind, one person talks at a time).

Ask students:

1. *What was your favorite part of Florence’s story?*
2. *What do you think made Florence a good leader? (e.g., hard work, helping others, being brave)*
3. *How can YOU be a helper or leader in your family, school, or neighborhood?*

Leader shares a personal example:

“I help my family by cooking dinner. I’m a leader when I help clean up.”

Differentiation & Accommodations (5–10 minutes)

For students who need more help: Read the story again slowly. Pause and ask:
“Where did Florence open her store? Why did she live upstairs?”

For students ready for more:

Add: *“Florence also helped her neighbors and church.”*

Ask: *“What could you do to help people where you live?”*

Florence Butt's Story (5 minutes)

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!



*Photo of
Florence
Thornton
Butt Behind
the Counter.*

*Image
courtesy of
San Antonio
Express
News.*

Exploring Local Leadership

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview This lesson teaches students that anyone can be a leader, including themselves, through discussion, examples, and a creative community-focused activity.

Objectives - Name local leaders in their community. - Describe what makes someone a leader. - Identify ways they can be helpers and leaders in their community.	Materials Needed - Chart paper or whiteboard - Markers - Drawing paper and crayons/markers - Images of local leaders
TEKS Alignment Social Studies: K.2(A), K.8(A)(ii-iii), K.8(B)(i-v), K.9(A), 1.2(B), 1.6(A), 1.8(A)(i-vi), 1.8(B), 2.2(A), 2.6(B), 2.8(A)(i-vi), 2.8(B)	

Lesson Structure

Introduction (5 minutes): What Is a Leader?

Say:

"Today, we're going to learn about something exciting—being a leader! A leader is someone who helps others, shows kindness, and works to make things better. Did you know that you don't have to be on TV or have a big job to be a leader? Leaders live all around us—in our neighborhoods, schools, and even in this room!"

Ask:

1. *Who do you know that is a leader?* (Examples: teachers, firefighters, coaches, parents, older siblings)
 - a. Write student responses on chart paper.
2. *Who are our local leaders?*
 - a. Use images below to show who our local leaders are in history and present.

Activity: “I’m a Leader!” Drawing (10–15 minutes)

Give each student a piece of paper.

Prompt:

"Now it's your turn! Think of one way YOU can be a leader in your school, family, or neighborhood. Maybe you can help a friend, clean up at school, or teach your little brother something new. Draw a picture of you being a leader!"

As students draw, walk around and ask:

- “Tell me about your picture!”
- “Why did you choose that idea?”

Share & Discuss (5–7 minutes)

Invite a few volunteers to share their drawings with the group.

Ask:

- “How does your picture show leadership?”
- “Why is it important to help others?”

Model respectful listening and praise leadership ideas.

Image	Leadership Role	Leadership Trait
	Doctors & Nurses Help people stay healthy.	Leadership Traits Caring, kindness, and helping others.
	City Mayor Leads the city or town, makes decisions to help parks, schools, and neighborhoods.	Leadership Traits Responsibility, listening, problem-solving.

	Teachers Help students learn and grow.	Leadership Traits Patience, helping others improve.
	Crossing Guards Keep children safe going to and from school.	Leadership Trait Safety, protecting others.
	Firefighters Keep the community safe and help during emergencies.	Leadership Trait Courage, helping others in danger of fire and other emergencies.
	Coaches (sports, dance, etc.) Teach teamwork and kindness in games.	Leadership Traits Teamwork, encouragement.
	Police Officers Help keep neighborhoods safe, direct traffic, and help keep the community safe.	Leadership Traits Protecting others, fairness, and responsibility.

	Teachers Help students learn and grow.	Leadership Traits Patience, helping others improve.
	Girl Scout Troop Leader Guides and supports girls as they learn new skills and help their community.	Leadership Trait Guiding, mentoring.

Safety First

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview This lesson empowers girls with leadership skills by focusing on safety, including creating a safety station and learning basic first aid and emergency preparedness.

Objectives • Teach girls the significance of being prepared in any situation. • Equip girls with knowledge about basic first aid techniques. • Encourage girls to create and maintain a safety checklist with essential emergency contact information. • Develop age-appropriate safety awareness and practical life skills.	Materials Needed Materials will vary based on the interests of the participants and the number of girls involved. Allow the girls to decide how to creatively use their safety sense in building a safety information station. Suggested materials are below: • Small zippered pouches, pencil cases, or resealable plastic bags (1 per girl) • Adhesive bandages (assorted sizes) • Antiseptic wipes or alcohol-free cleansing wipes • Gauze pads • Cotton swabs • Small roll of medical tape • Child-safe gloves (1 pair per kit) • Mini first aid guide card (can be printed with pictures and simple instructions) • Markers, stickers, or labels for decorating kits • Optional: ice pack (for demonstration only), safety scissors
TEKS Alignment Health: K.1(D), K.2(A), K.3(B), K.4(A), 1.3(B), 1.4(A), 1.5(A-B), 1.6(B), 2.3(A), 2.5(A-B), 2.6(B)	

Lesson Structure

Activity 1: Mini Lesson – What is First Aid? (10-15 minutes)

Introduction to Preparedness

- Discuss the Girl Scout motto, “always be prepared.”
- Engage girls in a conversation on how they stay safe and healthy.

- Basic First Aid

Introduce the Concept:

Say something like, “First aid is the help we give someone right after they get hurt, before a grown-up or doctor can help. You can do small things to help keep yourself or someone else safe.”

Talk About Common Minor Injuries:

- Scrapes or cuts
- Bruises
- Bug bites
- Nosebleeds

Basic First Aid Steps:

Keep it simple and visual. Use props or a doll to demonstrate.

- Stay calm and get help from an adult.
- Wash your hands (or wear gloves if available).
- Clean the cut with a wipe.
- Gently place a bandage on it.
- For bruises: put something cold (like an ice pack) on the area.
- Say kind words to help a friend feel better!

Safety First Reminder:

Never touch someone’s blood without gloves or help from an adult. Always ask an adult to help with big injuries.

Activity 2: Make-Your-Own First Aid Kit (10–15 minutes)

1. Distribute materials. Let each girl gather the supplies they need. As you go over each item, explain:
 - Bandages: “These protect a small cut or scrape.”
 - Wipes: “Use these to clean the area gently.”
 - Gauze & Tape: “For bigger scrapes or cuts.”
 - Gloves: “To keep hands clean and safe.”
 - Guide card: “This tells you what to do, step-by-step.”
2. Assemble the kits together step by step. Allow girls to decorate their pouches or bags with stickers, their names, or drawings of hearts or safety symbols.

Optional Wrap-Up Activity:

Do role-play! Set up a simple scenario: Let girls act out how to help using their kits and kind words. Practice saying:

- “Your friend fell and scraped her knee on the playground.”
- “Are you okay?”

- “Let me get an adult.”
- “I can help you clean it.”
- “You're going to be okay!”

Assessment/Reflection (5 minutes):

Ask:

- “What would you do if you or a friend got a small cut?”
- “What’s one thing you learned about helping someone who's hurt?”
- “What’s inside your kit that you can use?”

Accommodations

- For Girls Seeking Guidance
 - Focus on playground safety and discuss the importance of playground rules.
 - Assist girls in creating their own list of playground rules.
 - Help compile a list of key emergency contacts.
- For Girls Seeking a Challenge
 - Encourage girls to design their own safety information station.
 - Include a community map marking essential locations with contact information.
 - Incorporate a basic first aid kit and a list of safety rules for troop meetings/events.

Service Project

Grade Level: K-2 (Ages 5-8)

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview This lesson helps K-2 girls build leadership skills through community service by identifying needs, making connections, and inspiring positive change.

Objectives • Identify Community Needs: Girls will learn to recognize and address healthy living needs within their community. • Foster Community Connections: Encourage a sense of belonging and connection both locally and globally. • Develop Advocacy Skills: Empower girls to stand up for themselves and their communities. • Inspire Leadership: Motivate girls to share their experiences and inspire others with their leadership journeys.	Materials Needed • Chart paper or whiteboard • Markers, crayons, poster board • Materials for the chosen service project (determined by students/leaders) • Template for planning (simple 3-step guide: Problem → Plan → Action) • Optional: books about helping others (e.g., <i>Ordinary Mary's Extraordinary Deed</i>)
TEKS Alignment Social Studies: K.8(B), K.10(A), K.11(A), 1.9(B), 1.11(A), 1.12(A), 2.10(B), 2.12(A), 2.13(A) Health: K.1(D), K.4(A), 1.3(B), 1.4(A), 2.3(A), 2.4(A) ELAR: K-2.1(D), K-2.3(A), K-2.7(A)	

Lesson Structure

Instructions: Community Conversation (10-15 minutes)

Begin with a circle time or group talk:

- Ask: "What does it mean to help others?"
- "What things keep people healthy?"
- "Can you think of something we could do to help our school or neighborhood?"

Write down student responses and guide them toward ideas like:

- Helping clean a park.
- Making a poster about hand washing or healthy snacks.
- Donating books or food.

Choose a Service or Poster Project (5–10 minutes)

Students vote or decide as a group if they want to:

- A. Create a **Healthy Living Poster** to teach others, **OR**
- B. Do a **Mini Service Project**, like cleaning a space, organizing a donation, or spreading kindness

Plan the Project (10–15 minutes)

1. Use a simple 3-step visual guide:
 - **Problem** (What are we helping with?)
 - **Plan** (What will we do?)
 - **Action** (When and how will we do it?)
2. Draw or write the answers together as a class.
3. Do the Project (15–20 minutes or as needed)
 - Complete the activity with plenty of adult supervision and encouragement.
 - Take photos or document the process for sharing later.
4. Reflect & Celebrate (5–10 minutes)
 - Students draw or write about what they did and how it made them feel.
 - Share their work with another class, their families, or post it on a hallway wall.
 - Ask:
 - “How did it feel to help others?”
 - “What did you learn about being a leader?”

Learning About Leadership with Florence Butt

Grade Level: 3-5 (Ages 9-12)

Time: 30 - 45 minutes

Theme: Leadership

Lesson Overview In this lesson, students learn about Florence Thornton Butt and explore leadership and community service through discussion and a sharing-out activity.

Objectives - Recognize Florence Butt as a historical 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.	Materials Needed - Chart Paper - Writing paper or Reflection Sheet - Optional: large monitor to display digital components Florence Butt Bio Slideshow Grades 3-5
TEKS Alignment Social Studies: 3.1 A,B; 3.9 A,B; 3.14 D,F; 3.15D; 4.16 B; 4.21B; 5.23B,H English Language Arts and Reading: 3.6A-I; 3.7A-G, 4.6D-H, 4.7A-G, 5.6D-H; 5.7 A-G	

Lesson Structure

Introduction Warm-Up (10 minutes): Building Background Knowledge

- Say:
"Today we're going to learn about a brave and smart woman from Texas who helped her family and her whole community. Her name was Florence Butt. Before we start, what do you know about the store H-E-B?"
- Discuss briefly:
 - "What do you buy at H-E-B?"
 - "Do you know the history of H-E-B?"
- Read together the Florence Butt Biography. Hard copy provided below or digital copy here: [Florence Butt Bio Slideshow Grades 3-5](#)

Guided Discussion (5 minutes)

Make a chart together listing leadership qualities. Use the questions on the [Reflection Sheet](#) to guide your discussion. Have students complete the rest independently on the reflection sheet.

Additional Questions to Ask students:

- 1) *What was your favorite part of Florence's biography?*
- 2) *What do you think made Florence a good leader (e.g., hard work, helping others, being brave)?*
- 3) *What are ways you can be a leader in your family, school, or neighborhood?*

Independent Reflection and Share Out (10-15 minutes)

After students answer the questions on the [Reflection Sheet](#), have each student share their answers.

Florence Butt's 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 continue 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.

Bingo Shuffle

Grade Level: 3-5 (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview This lesson uses the interactive game Bingo Shuffle to help students build leadership skills, self-awareness, and a sense of community through communication, peer connection, and reflection.

Objectives - Foster leadership skills and self-awareness among students. - Encourage effective communication and active listening. - Promote a sense of community and collaboration. - Reflect on the value of sharing personal experiences and interests.	Materials Needed No specific materials are necessary, but students can design their own Bingo circle if desired.
TEKS Alignment Social Studies: 3.11(B), 4.13(B), 5.13(B)	

Lesson Structure

Introduction (5 minutes)

- Greeting and Objective Discussion: Warmly greet students and explain the day's activity, emphasizing the development of leadership skills.
- Game Explanation: Introduce the rules of Bingo Shuffle:
 - Students form a circle with enough space to move freely.
 - A leader in the middle shares a personal trait or interest.
 - Those who share the same trait find a new spot in the circle.

Activity (15-20 minutes)

Step-by-Step Instructions

- Forming the Circle: Ask all students to form a circle, ensuring they stand at least arm's length apart. Designate their spots.
- Leader's Turn: The leader stands in the middle and shares a statement, like "I like animals" or "I wear tennis shoes almost every day."
- Switching Spots: Students who share the trait move to a new spot in the circle.
- Taking Turns: If only one student and the leader share the statement, they switch spots. The new leader then shares their statement.
- Respectful Communication: Encourage respectful communication and attentive listening. Discuss these skills' importance in leadership.

commodations

- Guidance: For more structure, form two parallel lines and have students step forward if they agree with a statement.
- Challenge: Students in the middle three times should showcase a talent, dance, or song.

Discussion and Reflection (5-10 minutes)

1. Group Reflection: Gather students for reflective questions:
 - Why is sharing personal things with others important?
 - How did it feel to learn new things about your classmates?
 - What was it like to lead and share something about yourself?
2. Behavior Rules: Reiterate the importance of following respectful behavior rules when playing a game or in a group, and how it can lead to better understanding and more fun overall.
3. Closing Remarks: Highlight the significance of leadership skills, such as communication and empathy, in building strong communities.

Conclusion

Summarize key takeaways and encourage students to practice these skills in daily interactions. Thank everyone for participating and sharing.

Role Models

Grade Level: 3-5 (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview This lesson engages students in understanding the qualities of a good leader by examining role models in literature and film, fostering critical thinking, creativity, and teamwork through reflection, collaboration, and the creation of a fictional role model.

Objectives - Students will identify and describe leadership qualities in role models from books or movies. - Students will collaborate to create a fictional role model, synthesizing identified leadership traits. - Students will reflect on how to apply these leadership qualities in their own lives.	Materials Needed - Books or movies with heroines, chosen by students with parent/guardian permission - Drawing paper, colored pencils or markers - Writing paper and pencils - Whiteboard and markers
TEKS Alignment Social Studies: 3.11(B), 4.13(B), 4.13(D), 5.13(B), 5.13(C)	

Lesson Structure

Introduction (5 minutes)

1. Discussion: Initiate a conversation by asking, "What makes someone a role model?" and "Who is your favorite heroine and why?" Highlight the characteristics that distinguish these heroines.
2. Activity Explanation: Inform students they will explore the leadership qualities of a chosen heroine and work to create a new fictional role model.

Activity (15 minutes)

1. Individual Reflection (5 minutes)
 - Choose a Heroine: Students select a favorite heroine from a book or movie they are familiar with, ensuring parent/guardian approval.
 - Creative Expression: Encourage students to write a brief description or draw their chosen heroine, focusing on her leadership qualities like courage or confidence.
2. Group Sharing (5 minutes)
 - Sharing Session: Students share their heroines and admired qualities with the group. Document these traits on the whiteboard.

- Identify Common Traits: Guide the class to identify common leadership qualities among the discussed heroines.
3. Collaborative Creation (5 minutes)
- Create a Fictional Role Model: In small groups, students use the identified traits to create a new fictional role model, naming and describing their qualities and a leadership scenario.

Conclusion (5-10 minutes)

1. Presentations: Each group presents their fictional role model to the class, encouraged to be creative in their delivery.
2. Reflection and Discussion: Conclude with a discussion on how these fictional role models' qualities can be applied to real life. Discuss how students can embody these traits in their daily lives and within the Girl Scouts.

Accommodations

- For Students Needing More Guidance: Focus on one leadership attribute, such as courage, and explore real-life or fictional examples.
- For Students Seeking a Challenge: Discuss the conflicts faced by their heroine and explore conflict resolution through role-play scenarios.

Assessment

- Participation: Monitor student engagement during discussions and activities.
- Creative Expression: Evaluate the depth of understanding shown in written descriptions or drawings.
- Group Collaboration: Assess the creativity and effectiveness of group presentations.

Take Action

Grade Level: 3-5 (Ages 9 - 11)

Time: 30 - 40 minutes

Theme: Leadership

Lesson Overview This lesson equips students with leadership skills by guiding them to take action on healthy living needs in their community through discussion, brainstorming, and project execution.

Objectives - Identify and discuss healthy living needs in the community. - Choose a project or volunteer activity to address these needs. - Develop and execute a plan of action. - Foster a sense of empowerment and advocacy. - Reflect on leadership experiences and share them with others.	Materials Needed - Paper and pencils for brainstorming - Poster boards and markers (if creating educational materials) - Access to the internet for research (optional) - Contact Information for H-E-B Community Support H-E-B Community for volunteer ideas - Contact information for your local food bank (for volunteering option) - Any additional materials based on the chosen project
TEKS Alignment Social Studies: 3.11(B), 3.13(B), 4.13(B), 4.13(D), 5.13(B), 5.13(C)	

Lesson Structure

Introduction (5 minutes)

1. Welcome and Icebreaker: Begin the lesson with introductions, asking students to share one thing they know about healthy living. This will set the stage for the topic.
2. Explain the Objective: Discuss the importance of leadership and taking action in the community. Explain that today's activity will focus on identifying healthy living needs and creating an action plan.

Discussion and Brainstorming (10 minutes)

1. Community Needs Discussion:

- Encourage students to think about their community and identify needs related to healthy living, such as access to nutritious food or mental health awareness.
- Have them share their ideas with the group. For extension, identify the needs of the community by exploring the following websites:
 - i. H.E. Butt Foundation <https://hebfdn.org/>
 - ii. H-E-B Community Support <https://newsroom.heb.com/community/>
 - iii. Your local food bank website

2. Brainstorming Session:

- Divide students into small groups with paper and pencils to jot down ideas.
- Each group should list potential projects or volunteer activities to address the identified needs.

Choosing a Project (5 minutes)

1. Project Options:

- Option A: Develop a healthy living project to educate the public, such as creating posters or presentations.
- Option B: Volunteer at the local food bank, discussing the volunteering process and community impact.

2. Decision Making:

- Allow each group to present their ideas and vote on a project or volunteer opportunity.
- Ensure the chosen activity is feasible with the available resources.

Planning and Execution (10 minutes)

1. Developing a Plan:

- Guide students in creating a plan of action, including role assignments, timelines, and material needs.

2. Empowerment and Advocacy:

- Discuss ways they can advocate for themselves and others through their project, emphasizing the power of their voices.

3. Connection and Community:

- Encourage students to consider how their project connects them to the community and the world, highlighting the importance of forming relationships through service.

Sharing and Reflection (5 minutes)

1. Sharing Leadership Experiences:

- Allow students to share what they've learned and how they feel about taking action, encouraging them to share their experiences with friends and family.

2. Reflection:

- Ask students to reflect on the project and what they learned about leadership and community involvement.
- 3. Encouragement:
 - Motivate them to continue their leadership journey and consider earning the Girl Scout Bronze Award for their contributions.

Conclusion

Conclude the lesson by thanking students for their participation and enthusiasm. Reinforce the idea that they have the power to effect meaningful change in their community and beyond.