



## 5 Flowers, 4 Stories, 3 Cheers for Animals

On this journey girls learn to care for animals and for themselves; then they get creative—through murals, dance, drawing, puppets—and tell their story of caring for animals. Caring for animals, caring for themselves—that builds confidence!

### 3 Cheers for Animals Awards

This journey presents Daisies with the opportunity to earn three awards. Although there's no set way to present them, you might spark the excitement of this award series by presenting the **Garden Patch** background to all the Daisies at their first session. Or choose a way that works for your group.

**Birdbath Award** is earned when Daisies learn to care for animals and for themselves through role-play and experiences within the group sessions and outside.

**Red Robin Award** is earned as the Daisies use their new knowledge and creativity to teach others how to care for animals. Steps to the award are built into the suggested activities in the Sample Sessions.

**Tula Award** is earned as the Daisies gain courage and confidence in teaching others about animal care

Here are some sample sessions for **3 Cheers for Animals** journey using the adult guide that may get you started. Use your imagination and girl input to make this journey enjoyable for your group of Daisies. Page numbers in each heading refer to the pages in the adult guide for the journey.

**Session 1: Starting Our Animal Adventure** page 28. Girls identify ways they can care for animals. They could:

- Learn about an animal, the bald eagle of North America could be a start
- Team up to make a mural that will serve as their reminder of the animals they are learning about
- Read or listen to the story introduction in the girl book on page 5

- Participate in a discussion about animals they know about in their area
- Team up to make a birdbath with papier maché
- Team up to make a red robin from the leftover papier maché material
- Participate in a discussion about ways people care for animals and write them on paper to put in the birdbath

**Session 2: Caring that Counts** page 36. Girls Explore many ways that caring for animals is like caring for themselves. They could:

- Learn about another animal from around the world, how about the lion from Iran this time? Add it to their team mural
- Read or listen to the story in the girl book on pages 7–13 and do the “hidden objects” activity in the girl book
- Participate in a discussion about what happens in the story and how they feel about it and deposit these feelings in the birdbath
- Listen to a guest speaker (animal expert like a vet or a zoo keeper) about how to keep animals safe and sound
- Eat like a rabbit at snack time by eating fresh veggies
- Make paper bag nests to hold all they learn along this journey, page 14–15 in the girl book
- Ask their friends and family if they would like to help with the “Spin—a—Tale” activity in session 3

**Session 3: Tail Tales** page 4. Girls use their imaginations and problem-solving skills as they continue to explore how the needs of animals are similar to their own. They could:

- Learn about another animal; Robin from Great Britain this time and add it to their team mural
- Listen to or read “The First Stories” in their girl book pages 16–17
- Participate in a circle discussion about how Robin the Red Robin became red in the story
- Enjoy a snack of incredible edible nests from the recipe in the girl book page 75
- Role-play about making decisions (use the scenarios on page 48 of the adult guide)

Session 4: **All Creatures, Great and Special** page 50. Girls begin to explore how animals, like people, are unique, including in the ways they communicate and move. They could:

- Learn about Cheetah from Kenya and add the cheetah to their team mural
- Earn the Birdbath award
- Continue to read or listen to “The First Stories”
- Team up to make a story by going around the group and contributing their own part
- Make a Fantastical Animal Flip Book (page 54 in the adult guide)
- Participate in the “Busy Squirrels Song and Dance” (pages 58 and 59 in the adult guide)
- Snack on Apple Ladybugs (recipe on page 74 of the girl book)

Session 5: **Out and About with Animals** page 62. Girls learn more about the day-to-day needs of animals in preparation for teaching others about animal care. They could:

- Take a field trip to a local dairy farm or veterinarian’s office
- Take a walk outside and listen for animal sounds
- Participate in a discussion about what sounds humans make when they feel happy, sad, angry, bored, etc
- Role-play: What animal am I?
- Tell a story without words by playing the matching game on page 48 of the girl book

Session 6: **A Postcard is Worth a Thousand Words** page 67. The girls continue to explore the needs of animals and begin to focus on specific animal needs in their community. They could:

- Learn about donkeys and Mexico and add the donkey to their team mural
- Read or listen to Zinni’s story pages 29–35 about her visit to Mexico
- Participate in a discussion about the post card that Gloria receives and what postcards they have received
- Take a field trip to the post office and learn about how postcards travel from country to country

- Make a “postcard” with animal care tips to share with the group
- Make and enjoy quesadillas and explore different ways to make them
- Participate in caring and sharing what they learned in the flower stories and from the animal expert
- Read or listen to the stories of real young women who care for animals pages 72–73 in the girl book
- Brainstorm possible Red Robin Projects using the planner and the suggestions on page 75–81 in the adult guide

Session 7: **Inspired by Animals** page 82. Girls continue to explore how caring for animals resembles caring for themselves and begin to experience the good feelings that caring gives them. They could:

- Learn about cranes and Japan and add the crane to their team mural
- Make an origami cat using directions on page 53 of the girl book
- Read or listen to Gloria’s story pages 45–47 and participate in a discussion about what Gloria was doing in her story
- Enjoy seasonal fruit from Japan listed in the adult guide page 85
- Decide on a Red Robin Project.



Session 8: **What Animals Tell Us** page 88. Girls strengthen their communication skills as they progress on their Red Robin Project. They could:

- Learn about the Giant Panda, Japan and China and add the panda to their team mural
- Learn about how advertisers use animals to sell products
- Using the power of animal advertising create their Red Robin Project and practice presenting it
- Talk about their favorite animal and why

Session 9: **Teaching Others with Confidence!** Page 92. Girls educate and inspire others on animal care, building their own confidence along the way. They could:

- Present their Red Robin Project to their chosen audience. This could be their own friends and family network or a group in their community
- Receive their Red Robin Awards

Session 10: **Many Skills to Learn** page 96. Girls come to understand how caring for themselves, and caring for animals, makes them feel. They could:

- Learn about elephants and add this one last animal to their team mural
- Read or listen to Mari's story in the girl book pages 54–61 and play backwards bingo
- Snack on many-colored, wild parrot veggies and dip
- Participate in an elephant parade taking turns to be the leader
- Make animal masks
- Prepare for a Tula award party where they invite their friends and family network to celebrate their new-found confidence and knowledge of caring for animals

### A great Red Robin Project:

- Allows girls to use their special skills—words and deeds—talking about caring for animals
- Relies on girl input in choosing and planning
- Gives girls the opportunity to work as a team
- Enables girls to advocate for taking care of animals by talking to others and educating and inspiring them—Daisy style!

On pages 75–81 of the adult guide there is a great tool for you and your group to use as the girls start to think about their **Red Robin Project**. (Take Action project)

It is a good idea to enlist the assistance of your friends and family network (AKA girls' families and friends).

To help customize this journey please visit the GSUSA web site at [www.girlscouts.org/journeys](http://www.girlscouts.org/journeys) where you will find journey maps. Badge Activity Sets and the Girl's Guide to Girl Scouting are available at your local Girl Scout Shop or to purchase on line at <http://www.girlscoutsla.org/pages/shop/index.html>.

