



# wings for Girl Scout DAISIES

**A fun, hands-on  
exploration of  
birds helps our  
littlest campers  
become part of  
the day camp  
community!**



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To earn their Girl Scout Day Camp Wings, girls do all four of the following:

- 1** Learn about bird nests, and how to behave in the “nest” of Day Camp (see Wings #1).
- 2** Investigate how the shape of birds’ beaks depends on the food they eat, then make a bird mask designed for their favorite food (see Wings #2).
- 3** Sing like the birds, and speak like Girl Scouts! Girls make up a group birdsong to get the creative juices flowing, then make skits showing how to “talk like a Girl Scout” in different situations (see Wings #3).
- 4** Girls make bird feeders, then figure out how else they can help birds when they go home. By identifying ways to make the world a better place, they earn their wings! (See Wings #4.)

*Check out the last page for Wings awards you can print out!*





# Daisy Wings #1

## Welcome to the day camp "nest!"

**Time:** 30 minutes

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### Supplies:

- Nest-making materials: blankets, benches, boxes, tarps, whatever you have handy
- Crayons or washable markers
- Tape
- Blank 8 1/2" x 11" paper

**Before Girls Arrive:** Write one line of the Girl Scout Law in big-ish letters on top of a sheet of paper. Repeat with different lines of the law, until you have one sheet of paper for each girl in the group.

### #1: Spark!

- Tell girls that they'll be working on earning their day camp wings this week! To earn their wings, they'll learn a lot about birds, and a lot about how we behave at day camp, too.
- Tell them that we're going to start off by exploring the first thing a bird (or any animal) needs: a home to live in.
- Ask: "What kind of bird homes have you seen before?" Girls may have seen nests, holes, etc.

### #2: Plan "What" and "How!"

- Say: "Like birds, we need a "nest" to be our home here at day camp. We're going to build our day camp nest now."
- If you have a large group, you may need to split up for this part, or to have each group build a designated part of the "nest."
- Tell girls to use whatever supplies you have to build an imaginary "nest" that you can all sit in.

### #3: Do It!

- As girls work, keep an eye on them, but let them make the decisions about what supplies they are using, and how to construct the "nest." Some groups might make a simple circle of jackets on the floor, or something more complicated. If the girls get "stuck," try some of these questions:
  - What do you want your nest to look like?
  - How could you use \_(name a supply)\_?
  - What are some other ways you could do this?
  - What else do you want to add now?

### #4: Reflect!

- Regroup and have each small group give a tour of their part of the "nest."

*Turn the page for the rest of this activity!*





# Daisy Wings #1

## Welcome to the day camp "nest!"



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### #5: Spark!

- Say: "Now that we've built the first part of our nest, it's time to create the second part of our nest: how we want to treat each other here at day camp."
- Tell them that at Girl Scout day camp, there are certain things we say or do that helps everyone have a great time at day camp.
- Say: "These things we say and do are called the Girl Scout Law. The Law is kind of like a set of rules that all Girl Scouts live by. Just like the walls of our nest, the Girl Scout Law helps keep us all safe and happy." Ask if girls know part (or all) of the Girl Scout Law; if they do, have them share what they know.

### #6: Plan "What" and "How!"

- Say: "We'll give you each part of the Girl Scout Law to think about. Your job is to draw a picture of it might look like if you did this part of the law at camp."
- Ask: "Let's practice. What might someone do at camp if they were being honest and fair?" Take suggestions from the girls.
- Pass out the papers so each girl has one. Put the crayons/markers on the table(s). Let them start drawing!

### #7: Do It!

- Some girls might be challenged by this, especially if they are very young. You may need to read the words to them, and explain what some words mean. If they need help, try asking:
  - Have you ever seen someone \_(insert line from the law here)\_? What did they do?
  - How would you like your friends to \_(insert line from the law here)\_?
  - If you were going to \_(insert line from the law here)\_ right now, what could you do?
  - What are some other ways you could \_(insert line from the law here)\_?

### #8: Reflect!

- Regroup. Have each girl place their drawing around the edges of the nest.
- Have each girl describe what's going on in her picture to the rest of the group.
- Say: "Congratulations! Like birds, you've built a safe home where everyone can belong. You've just finished the first step towards earning your day camp wings!"





# Daisy Wings #2

## Birds and beaks!

**Time:** 30 minutes

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### Supplies:

- Objects to be “beaks:” tweezers, clothespins, spoons, tongs
- Objects to be “bird food:” tiny seeds, sunflower seeds, washers (“bugs”), marbles (“pond plants), thick pipe cleaners (“fish”)
- Paper cups to be bird “stomachs”
- Trays/paper/tables to put “food” on
- Mask-making supplies: flimsy paper plates, markers, construction paper, staplers, something for “feathers,” scissors, string

**Before Girls Arrive:** Spread out the “food” on the trays/paper/tables so that all girls can get to it.

### #1: Spark!

- Tell girls that today they’ll be exploring what birds eat! Ask “What kinds of things do you think birds eat?” Girls may suggest seeds, bugs, fish, worms, small animals, nectar...
- Tell girls that birds have different-shaped beaks because they eat different food. Ask: “What kind of beaks have you seen on birds before?” Girls may suggest small, pointy, long, rounded...
- Say: “We’re going to pretend that we’re birds now so we can see how bird beaks work.”
- Show girls the different kinds of “food” available. Give each girl a “beak” and a paper cup for a “stomach.” Then, give them a set amount of time (~2-3 minutes) to see how much, and what kinds of food, they can collect and place in their “stomach” using only their “beak.”
- Have girls trade beaks and try again. Repeat until each girl has tried each beak, then regroup.
- Ask: “What happened? What kinds of beaks were better for each food?”

### #2: Plan “What” and “How!”

- Say: “Now that we’ve seen how different beaks work, it’s time for us to make our own bird beaks.”
- Have each girl think of her favorite food. Then, have girls make bird masks using the materials provided. They need to make sure that their mask’s beak will let them “eat” their favorite food.

### #3: Do It!

- As girls work, let them make the decisions about what kind of beak shape they think will let them eat their favorite food. They may need your help with cutting eye holes, stapling on beaks, etc.
- If girls get stuck, ask: “What kind of beak—like the tongs or tweezers—would make it easier to eat your favorite food? How big would it be? What shape would it be?”

### #4: Reflect!

- Regroup and have each girl show off her beak design, then share what food it is designed to eat!







# Daisy Wings #3

## Bird songs and Girl Scout ways

**Time:** 30 minutes

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**Supplies:**

- Pieces of paper or index cards
- Pens/pencils/crayons

**Before Girls Arrive:** Write each of these scenarios on a separate piece of paper or index card.

- One girl promises to play a game with someone at recess, but then goes and plays with someone else instead.
- One girl keeps using the pens/toys/swings (choose something you have at camp) and won't let others use them.
- One girl is having a really bad day. The other girls make fun of her because she's sad.
- Two girls are playing with a toy. One of them breaks it. When an adult asks who broke the toy, both of them say they don't know who did it.
- A group of girls is playing a game, and won't let a new girl join in.

**#1: Spark!**

- Tell the girls that birds talk to each other by singing. Today, you'll all be learning songs like birds do, and then exploring how Girl Scouts talk to each other.
- Have everyone get in a circle. (If you have more than 10 girls, make two groups.)
- Say: "Birds learn their songs from each other, and then add on their own notes. We're going to learn a song from each other, just like the birds do."
- Have another PA/adult start by singing one word, any word they want.
- Point to the next girl in the circle and sing the first word again, then add her own word/note.
- The next girl in the circle sings the first two words, then adds her own...and so on until you've gone all the way around in the circle. (Variation: have them add on words to make a sentence. Example: "The.....The other.....The other day.....The other day I.....")
- Say: "We just did a bit of a theater warm-up about how birds talk to each other. Now we're going to put our theater hats on and explore how Girl Scouts talk to each other."

**#2: Plan "What" and "How!"**

- Explain that their "theater groups" will each get a common scenario. Their first job is to come up with a quick skit that acts out that scenario.
- Have girls split into groups of 3-4. Have a PA/adult read each group one of the scenarios (above).
- Give girls 5-10 minutes to come up with a skit that portrays their scenario. (Try for 5 minutes.)

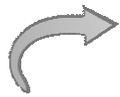
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# Daisy Wings #3

## Bird songs and Girl Scout ways



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### #3: Do It!

- As girls work, let them make the decisions about who will play each part, and how. If need be, ask:
  - Who is playing what part?
  - What are each of you doing?
  - What needs to happen next?
  - Is there anything you're missing?
- Regroup and get ready for your "show." Have each group perform their skit!

### #4: Reflect!

- Ask: "How did seeing all of these make you feel?" This will lead you to a new...

### #5: Spark!

- Say: "Now we're going to explore what a Girl Scout would say and do when these things happen."

### #6: Plan "What" and "How!"

- Explain that their "theater groups" will now get to rewrite their skit to show what a Girl Scout would do in that situation. Remind girls of some of the lines of the Girl Scout Law ), particularly "honest and fair," "friendly and helpful," and "responsible for what I say and do."
- Have girls get back into their groups. Have a PA/adult read each group their scenarios again.
- Give girls 5-10 minutes to come up with a new skit that portrays what a Girl Scout would do in their scenario. (Try for 5 minutes.)

### #7: Do It!

- As girls work, let them make the decisions about who will play each part, and how. If need be, ask:
  - How can you make this different?
  - What would a Girl Scout do next?
  - What else can you change?
  - Is there anything you're missing?
- Regroup and get ready for your "show." Have each group perform their skit!

### #8: Reflect!

- Ask: "How did seeing what Girl Scouts would do make you feel? How is it different?"
- Say: "Like birds, people learn how to talk from each other. If one person speaks up and acts kindly towards someone else, then others are likely to do the same thing. If we act like Girl Scouts when these things happen, we really can make our day camp—and our world—nicer for people!"





# Daisy Wings #4

## Making the world a better place!

**Time:** 30 minutes

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### Supplies:

- Empty toilet paper tubes (1 per girl)
- Single hole punches
- Thick skewers, wooden chopsticks, or sticks
- String (3-4' per girl)
- Scissors
- Crayons/washable markers/pencils
- Trays or cookie sheets to hold birdseed
- Peanut butter/sunflower seed butter/nut butter/vegetable shortening
- Birdseed (look up what seeds are preferred by the birds in your area)
- Circles/squares cut from cardstock (~4"x5")

**Before Girls Arrive:** Spread out birdseed in the trays and cut out the circles/squares from cardstock.

### #1: Spark!

- Tell girls that a big thing Girl Scouts do is to help make the world a better place. Since we've been learning all about birds, today we're going to figure out how to help the birds around us!
- They'll start by helping the birds one way: by making bird feeders they can hang up at home.
- Guide girls as they do the following:
  - Punch two pairs of holes in their tubes. Two holes are directly across the tube from each other at one end; the other two are across from each other at the other end.
  - Cut a 1' piece of string, thread it through two of the holes at one end, and tie the ends together to make a loop. This is how you will hang up the feeder.
  - Smear the toilet paper tube in nut butter (use sunflower seed butter or shortening if you have peanut or nut allergies in the group)
  - Roll the tube in the birdseed until it's completely covered.
  - Poke the stick/skewer through the other two holes to make perches for the birds.

### #2: Plan "What" and "How!"

- Say: "We've just figured out how to help birds one way: by making bird feeders. Now you get to think like Girl Scouts, and figure out how else you can help birds at home."
- Explain that birds need 4 things to live: food, water, space to fly around, and ways to make a nest.
- Have them think about where they live. Do the birds have food, water, space, and nesting material at their home or nearby? Are there obstacles the birds face: no water, big windows they might run into while flying, or nowhere to build a nest?

*Turn the page for the rest of this activity!*



# Daisy Wings #4

## Making the world a better place!



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### #2: Plan “What” and “How!” - *continued*

- Have girls pair up with a partner (someone next to them) and share what they think birds have at their home, and don't have at their home. (If it's a group of 8 or less, you can stay in the big group and have each girl share. Or, you can split a bigger unit into smaller groups for this discussion.)
- Say: “Now that you know what birds have—and don't have—at your home, you can think of ways to help them. We're going to pass out pieces of paper. Your mission is to draw a picture of how else you can help birds at your home, in addition to putting up your feeder. Remember, birds need food (which they can get from feeders, flowers, and bugs), water, space to fly without running into things, and things to make nests out of.”

### #3: Do It!

- Pass out the cardstock and crayons, and let girls work. If they seem off-track or stuck, try asking:
  - Do birds have clean water by your home? How about space to fly?  
Things to make nests out of?
  - Are there things that make life tougher for the birds—like no food, big windows they can't see, or no bushes or trees to hide in?
  - What problem would be the easiest for you to work on?
  - What do you want to do first?
  - How could you do that?
  - Who could you ask for help?
- Note to you: it's okay for girls to get a little frustrated and have to think as they work through their idea. By asking questions like these, you are helping the girls figure out what they want to do, without telling them what to do. It's also okay for their ideas to seem a little unrealistic to you, like building the biggest bird house ever! Girls will naturally scale back their ideas to something manageable when they start working on them at home. Remember, great ideas like these are what lead to small steps that change the world, bit-by-bit.

### #4: Reflect!

- Once girls have finished making their drawings, have them bring them to you (and the other adults/PAs) and tell you about them. You may want to summarize their idea and write it for them on the other side of the cardstock, so their families can read the ideas!
- Help them punch a hole in the cardstock, thread a piece of string through it, and hang it around their neck.
- Because they have learned about birds, explored how to act like Girl Scouts, and figured out a way to make the world a better place, you can now award them their wings! Hooray!





# Wings Awards

Print these on cardstock, cut them out, and laminate. Poke a safety pin through one corner and ta-da! You can now give Daisies their Day Camp Wings.

Day Camp



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Day Camp



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