

COLOUR ME HEALTHY CHALLENGE: SPARKS

A HEALTHY LIFESTYLES CHALLENGE
FROM THE BC PROGRAM COMMITTEE





COLOUR ME HEALTHY CHALLENGE: SPARKS

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Introduction

Welcome to the Colour Me Healthy Challenge for Sparks. This challenge was created to replace the now discontinued Active Living Challenge. This challenge encompasses the same principles: to explore healthy lifestyles through fitness, healthy eating and a positive self-esteem. The primary difference with this challenge is that we now have four separate branch-level challenges and crests. This is to encourage units to complete this challenge at every branch level, as healthy lifestyle activities are important at all ages.

Please do not distribute crests for a higher level branch, so that the girls can earn those when they move up to Brownies, Guides and Pathfinders.

We hope you enjoy the activities included within this challenge.

Sincerely,

The BC Program Committee

Objectives

- To try various forms of physical activity and promote lifelong physical activity.
- To introduce nutritious and healthy eating ideas.
- To promote a positive body image and good self-esteem, encouraging girls to explore their personal strengths and abilities.

Challenge Requirements

To earn the Colour Me Healthy Challenge, Sparks need to complete at least one activity from each of the three sections: Fitness Fun, Healthy Eating and Positive Self-Esteem. You can complete this in just one meeting, or go into more depth and complete it over a series of three meetings.

When you have completed the activities, complete the [BC Challenge Crest, Pin, and Camp To Go Order Form](#) which can also be found on the [BC Girl Guides](#) website (click on Girl Engagement > Program > Program Challenges). Before filling out the Order form, please read the [BC Challenge Crest, Pin, and Camp To Go Information](#) document in order to understand the pricing and payment for the various crests, pins and merchandise.



COLOUR ME HEALTHY CHALLENGE: TRACKING SHEET

Complete at least one activity from each section. Remember, you can always substitute your own activities that meet the objectives.

Fitness Fun

Objective: To try various forms of physical activity and promote lifelong physical activity. Try one or more of the following activities.

- | | |
|--|--|
| <input type="checkbox"/> Hopscotch | <input type="checkbox"/> Shape Shifters |
| <input type="checkbox"/> Body Ball | <input type="checkbox"/> Balloon Bump |
| <input type="checkbox"/> Rainbow Tag | <input type="checkbox"/> Parachute Game |
| <input type="checkbox"/> Animal Action Dance | <input type="checkbox"/> Active in My Community |
| <input type="checkbox"/> Crystal Says... | <input type="checkbox"/> Other fitness activity: |
-

Healthy Eating

Objective: To introduce nutritious and healthy eating ideas. Try one or more of the following activities.

- | | |
|---|---|
| <input type="checkbox"/> Rainbow of Food | <input type="checkbox"/> Healthy Snack |
| <input type="checkbox"/> Four Food Groups | <input type="checkbox"/> Other healthy eating activity: |
| <input type="checkbox"/> Fruit and Veggie Who Am I? | |
-

Positive Self-Esteem

Objective: To promote a positive body image and good self-esteem, encouraging girls to explore their personal strengths and abilities. Try one or more of the following activities.

- | | |
|---|---|
| <input type="checkbox"/> Me Bear | <input type="checkbox"/> Friend Ball Pass |
| <input type="checkbox"/> A Time to Relax | <input type="checkbox"/> Other positive self-esteem activity: |
| <input type="checkbox"/> All About Me Collage | |
| <input type="checkbox"/> Spark Star Magnets | |
-



FITNESS FUN ACTIVITIES

Stretch It Out

Do this before any physical activity.

Why is stretching an important part of our physical fitness? When should we stretch our muscles? As a unit, do some stretching together. You may want to play some relaxing music as you stretch. Here are some ideas of muscles to stretch: your calves, your quadriceps, your back muscles, and your arm muscles.

Hopscotch

For alternate hopscotch games, try searching online for “hopscotch games and patterns”

1. Draw a hopscotch design on the ground using chalk or masking tape.
2. Throw the marker so it lands in the first square. If it does not land within the lines of the first square, you miss your turn.
3. Hop through the squares in order, skipping the one with the marker. Hop with just one foot on the ground in each square. The only time two feet can touch the ground at the same time is when there are two squares next to each other (e.g. the 3 & 4 in the Colour Me Healthy Spark crest).
4. When you get to the end, turn around (still on one foot), and hop back to the beginning, picking up the marker on your way.
5. If you complete your turn without losing your turn (lose a turn if you step in a square with the marker in it, step on a line, or don't throw the marker into the right square), then go again, throwing the marker into the next number in order, otherwise play passes to the next person.

Supplies

- ☐ chalk or masking tape to create a hopscotch design
- ☐ small rock or beanbag for a marker

Body Ball

Adapted from the Active Living Toolkit for Sparks.

1. Line up balls or beanbags and girls along one side of the playing space.
2. The Guider calls out a body part. Girls must try to move their ball or beanbag to the other side of the play space using only that body part.

Supplies

- ☐ small ball or beanbag for each girl



Rainbow Tag

1. Give each girl a coloured item. More than one girl should have the same colour (e.g. 5 girls have blue, 5 girls have red, 3 girls have orange, etc.)
2. The Guider calls out one of the colours. All girls holding that colour are now “it”. They run around trying to tag other girls.
3. If they tag someone, they trade coloured items, and are no longer “it”. For example, blue is “it” and tags an orange player. Both players switch beanbags (or other coloured item). The girl that was orange now has the blue beanbag and is now “it”. The girl that had the blue beanbag now has an orange one and is no longer “it”.
4. The Guider calls out a new colour every few minutes.

Supplies

Coloured items (one for each girl, and at least 4 or 5 of each colour):

- ☐ beanbags
- ☐ pipe cleaners
- ☐ pompoms
- ☐ craft stones

Animal Action Dance

1. Girls find a space where they have room to move without bumping into other girls.
2. Play the music. While the music is playing, girls can free dance as they wish. Listen carefully to the song, and move like the animal that is announced in the song.
3. There are two versions of the “Animal Action” song and each has 6 different animals to mime.
4. Alternative #1: Play any music you have and call out animals for the girls to move like as they dance.
5. Alternative #2: Play songs from *The Carnival of the Animals* by Camille Saint-Saëns, also available on iTunes or from your local library, and includes 14 animal movements.

Supplies

- ☐ music player
- ☐ *Animal Action I or II* song from “Kids in Motion” by Greg and Steve – available for download from iTunes, on YouTube or from [your local library](#)
- ☐ or music from “The Carnival of the Animals” by Camille Saint-Saëns
- ☐ or other music



Crystal Says...

Adapted from the Active Living Toolkit for Sparks.

Play this game like the traditional Simon Says game with a twist. The Guider will call out active and inactive activities. If the activity is active, the girls will act it out. If it is inactive they will just stand still.

Examples:

Crystal says ride your scooter	Crystal says drive to school
Crystal says walk the dog	Crystal says play a game on the iPad or DS
Crystal says play soccer	Crystal says watch TV
Crystal says go swimming	Crystal says read a book
Crystal says dance	Crystal says lay in bed
Crystal says ride a bike	Crystal says play a computer game
Crystal says rake up leaves	Crystal says do a puzzle

Shape Shifters

Adapted from the Active Living Toolkit for Sparks.

1. Play music and ask girls to dance around any way they choose (hop, skip, gallop, twist, slide, etc.).
2. Stop the music and call out a shape, a letter or a number. Hold up the flashcard with the shape, letter or number. Girls are asked to make that shape using their bodies. You could also ask girls to work in small groups to build the shape cooperatively.
3. Girls hold the shape for 5 seconds and then begin moving to the music again.

Supplies

- ☐ music
- ☐ flashcards with various letters, numbers, shapes

Balloon Bump

****Latex Allergies:** Check health forms for any latex allergies before playing with balloons.

1. Place balloons in center of the room or gym and ask girls to form a circle around the balloons.
2. On the signal "Go", girls lift the balloons and are challenged to keep all the balloons off the ground however they can. To add a challenge, call out a body part the girls must use to bump the balloons into the air.

Supplies

- ☐ inflated balloons (at least one per girl)



Parachute Games

There are many different parachute games. Here is a selection of games to play with the Sparks.

Supplies

- ☐ parachute, sheet or large blanket
- ☐ small, lightweight balls

Parachute Popcorn

1. Girls sit in a circle with their feet under the parachute. Each girl should pull the parachute towards her so it is tight.
2. Place a few small lightweight balls, sponges, or large pompoms on top of the parachute and have girls move the parachute up and down to watch the items “pop”.

Parachute Friends

1. Girls stand in a circle holding the parachute.
2. On the count of three, raise the parachute as a group and the Guider calls out “Friends _ and_ ” (fill in two girls’ names).
3. The two girls whose names you called run under the parachute, high five each other and find a new place on the parachute to hold onto.

Rainbow Parachute

1. Each girl holds onto one colour of the rainbow on the parachute.
2. On the count of three, everyone lifts the parachute as high as they can and the Guider calls a colour.
3. Anyone holding that colour lets go, runs under the parachute to the opposite side to hold onto a new part of the parachute.
4. If the leader calls “rainbow” everyone should throw the parachute up into the air, let go and run under the parachute before it falls.

Cat and Mouse

1. Choose one girl to be a mouse and another girl to be the cat.
2. The mouse crawls under the parachute and the cat removes her shoes and crawls on to the top of the parachute. The rest of the group is holding the parachute in a circle.
3. The group begins making waves in the parachute by lifting their arms up and down. This makes it hard for the cat to see the mouse moving under the parachute.
4. The mouse crawls around under the parachute and the cat crawls around on the top to try and find the mouse. If the cat is having trouble find the mouse, you could get girls to stop shaking the parachute for 3 seconds so the mouse becomes visible. Have girls start shaking again so mouse can get away. When the cat tags the mouse, have the girls stop shaking the parachute and lift it up so the mouse can crawl out. Pick a new mouse and cat and play again!



Active in My Community

Hold a meeting outside of your regular meeting place and do something active. Visit a gymnastics gym, go to a dance studio, go swimming, try skating, visit a martial arts centre, go for a hike in a nearby park, or play at a nearby playground. Whatever you decide as a unit, get out and get active while having fun!



HEALTHY EATING ACTIVITIES

As always, please be careful with food allergies and refer to the girls' Health Forms. Read every label and avoid anything that may contain a potential allergen.

Rainbow of Food

Guiders may wish to bring examples of colourful fruits/veggies for ideas. Food comes in a rainbow of beautiful natural colours to choose from! Do you eat a colourful variety of foods?

1. Divide the girls into groups of 3-4. Each group will be making their own rainbow poster.
2. Use coloured markers to draw a rainbow on a large piece of poster paper.
3. Cut out and paste foods of each colour onto the rainbow.
4. Try eating fruits and vegetables of all the colours of the rainbow (blue/purple, green, yellow, orange, red) this week. Why are these bright-coloured foods healthy – what vitamins and nutrients do they contain?

Supplies

- ☐ coloured markers
- ☐ paper
- ☐ supermarket flyers
- ☐ scissors
- ☐ glue sticks
- ☐ poster paper

Four Food Groups

This game is like the traditional version of "Four Corners".

1. Discuss with girls what the four food groups are. Show a picture of Canada's Food Guide (visit Health Canada's website at <http://hc-sc.gc.ca/> and click on Food and Nutrition>Canada's Food Guide to get a copy). Ask them to name a few foods in each group.
2. To play the game, give each girl a card with a food picture on it. The Guider is in the middle of the room, with her eyes closed, and counts to 10.
3. Girls run to the corner where their card belongs. Example: a card with a picture of grapes would run to the marked "Fruits and Veggies" corner. Girls must try to get to the correct corner before the leader gets to 10.
4. When the leader gets to 10, she calls out a corner/food group. All girls at that corner call out what their card shows. Check as a group if everyone ended up in the correct corner.
5. Girls return their cards to the leader and get a new card. Continue playing for as long as suitable for your group.

Supplies

- ☐ a copy of Canada's Food Guide (you can order enough for your whole group)
- ☐ signs for each corner representing the four food groups (included)
- ☐ cards with pictures of food (at least one or two per girl)



Fruit & Vegetables

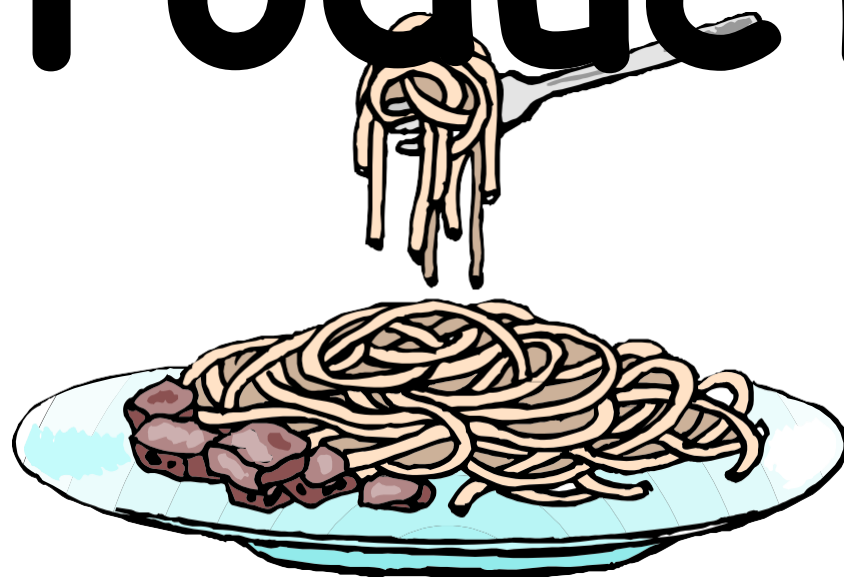




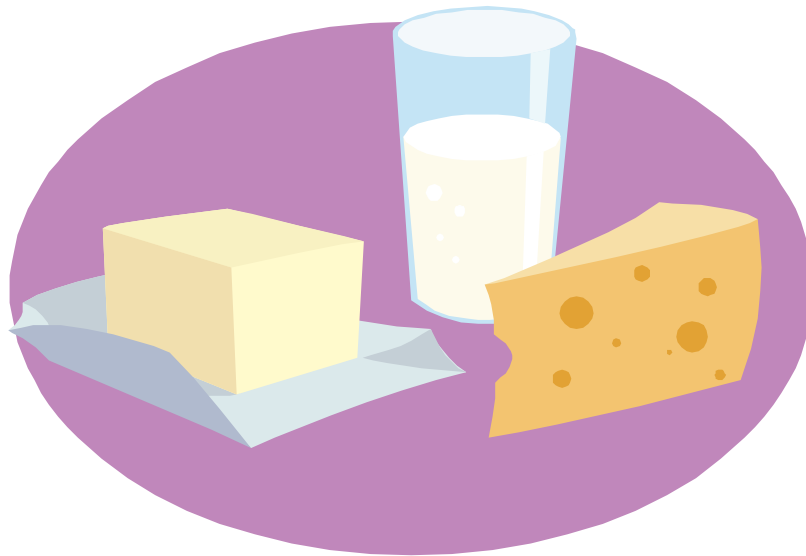
Grain

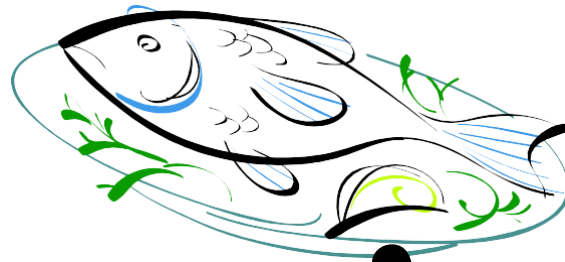


Products



Milk Products










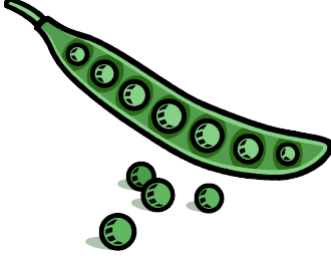









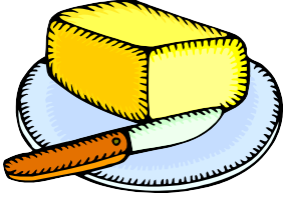
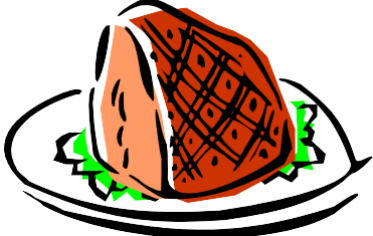
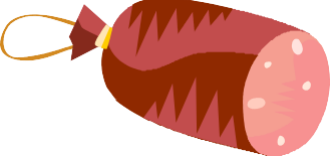


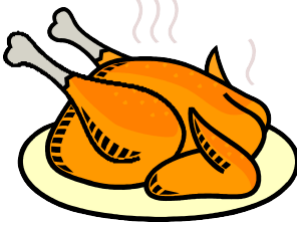


Meat &

Alternatives



Four Food Groups Cards. You can also make your own cards for more variety.



Fruit and Veggie

Who Am I?

1. Have a discussion about the differences between fruits and vegetables (i.e. fruits have seeds, while vegetables do not). Have girls describe shape, colour, and taste of some of the fruits and vegetables you brought.
2. Give each girl a card with a fruit or vegetable on it. Attach the fruit/vegetable card to her back using string on the card or tape so she cannot see. Another option is to attach it to a headband on her forehead.
3. Girls walk around asking questions to try and figure out which fruit or vegetable they are. Some examples are, what colour am I? What type of recipe would you find me in? Do I have seeds? Would I be good as dessert? Would you eat me in a salad? Am I round?
4. When girls guess their fruit or vegetable correctly, they can remove the card and help other girls by answering questions about their card.

Supplies

- ☐ Who Am I? Cards
- ☐ string
- ☐ assortment of fruits and vegetables

Healthy Snacks

This activity is intended for the girls to make and enjoy a healthy snack. We have given some ideas here, but you could substitute any healthy snack recipe.

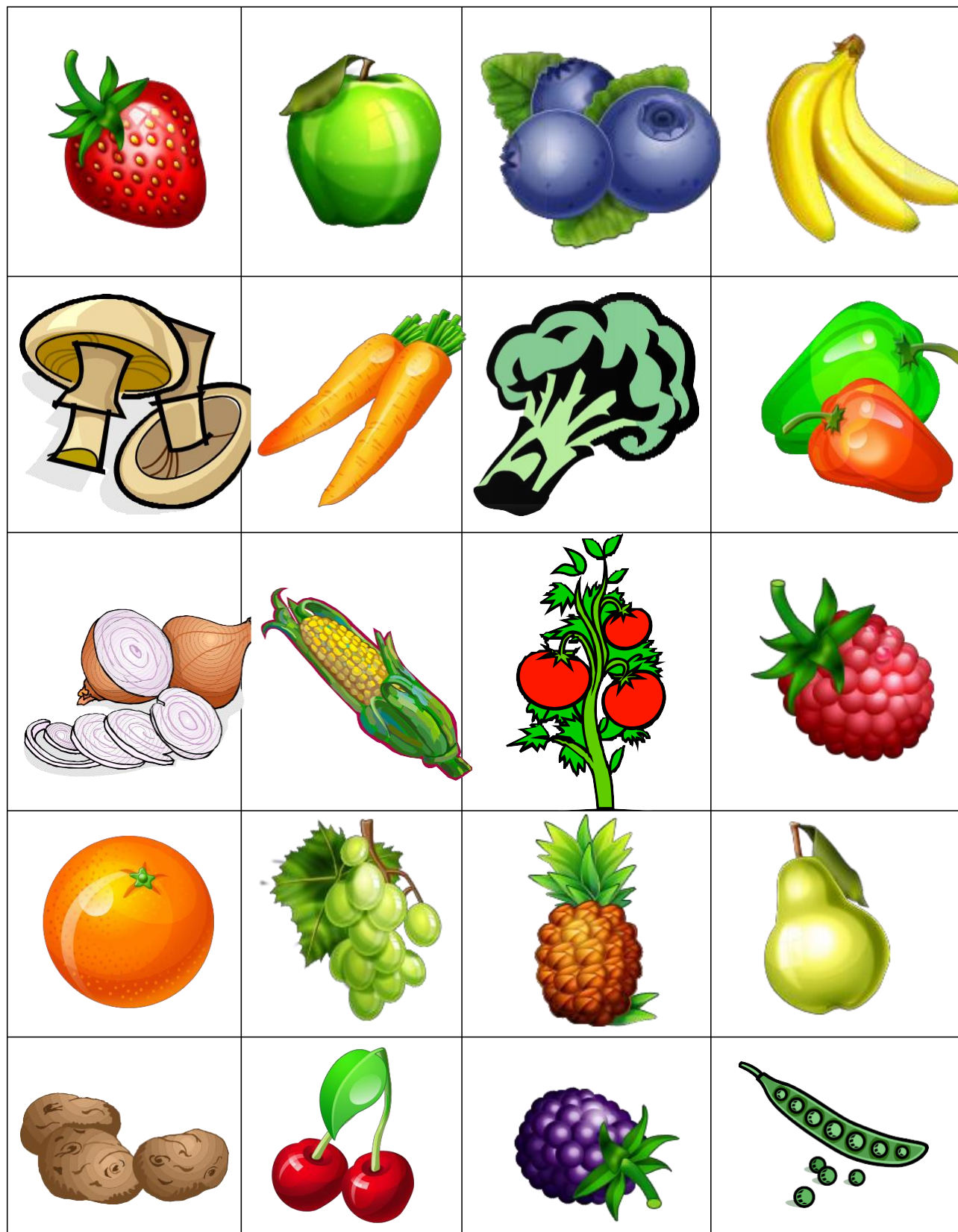
Rainbow Fruit Skewers

1. Separate fruit by colour into bowls.
2. Have girls wash their hands before making their snack. Review the importance of hand washing and teach them a hand washing song.
3. Girls take a skewer and place the fruit from each colour group onto it. Girls can arrange in a rainbow, if desired. Girls could make more than one skewer.
4. Enjoy fruit with or without a simple yogurt dip. Blend together one part yogurt and one part soft cream cheese. Place dip in small cups.

Supplies

- ☐ bamboo skewers
- ☐ fruit cut into bite-sized pieces in rainbow colours (strawberries/watermelon, oranges/cantaloupe, pineapple/mango, green grapes/kiwis, blueberries, purple grapes, etc.)
- ☐ yogurt
- ☐ soft cream cheese
- ☐ small cups (one per girl)

Fruit and Veggie Who Am I Cards





Cream Cheese Aquariums

1. Have the girls wash their hands before making the snack.
2. Mix a few drops of blue food colouring into the cream cheese until it is well-blended. Have the girls spread the blue cream cheese onto the rice cakes.
3. Girls can then create their aquarium by adding fish crackers and green “seaweed” (peppers or other green vegetable).

Supplies

- ☐ rice cakes (one per girl)
- ☐ cream cheese
- ☐ blue food colouring
- ☐ fish crackers
- ☐ green pepper cut in thin slices
- ☐ plastic knives

Butterfly Snack Bags

1. Decorate the clothespin by gluing on eyes and allowing to dry. You could decorate the clothespin with markers or glitter glue, as well. Allow to completely dry before moving on.
2. Fill the snack bags with the snack materials – don’t fill them full, as you need space to gather the baggie in the middle. Use about ½ cup of snack for each snack-sized bag.
3. Separate the snack in the bag into two parts, and twist a pipe cleaner between the two sections. Form the pipe cleaner into antennae.
4. Clip the clothespin over the centre of the bag.

Supplies

- ☐ snack-sized Ziploc bags
- ☐ clothespins
- ☐ googly eyes
- ☐ glue
- ☐ pipe cleaners (cut in 1.5 inch pieces)
- ☐ snack foods: baby carrots, grapes, cheese cubes, strawberry slices, kiwi rounds, orange slices, cucumber slices, etc.

Rainbow Fruit Salad

*Make this a Friendship Rainbow Fruit Salad by asking each girl to bring one fruit to contribute to the salad.

1. Glue cut-out clouds to the handle end of the spoon (depending on age, the girls can cut out their own or just decorate them).
2. Allow each girl to create their own layered rainbow fruit salad by putting the fruit in the cup in the order of the rainbow. The rainbow is enjoyed by looking through the clear plastic cup.
3. Stick in your cloud spoon and enjoy!

Supplies

- ☐ clear plastic cups (16-20 oz. size)
- ☐ one fruit chopped into small bits for each colour of the rainbow
- ☐ plastic spoons
- ☐ glue
- ☐ clouds cut out of white paper



SELF-ESTEEM ACTIVITIES

Me Bear

1. Have a discussion about similarities and differences between people. Discuss how being different than others makes us special and unique.
2. Hand out a bear template to each girl and ask her to find a quiet space in the room that isn't close to the other girls.
3. Call out the following statements and have girls colour their bears accordingly.
 - What is your favourite colour? Colour the bow on the bear with your favourite colour.
 - Do you have brothers or sisters? Colour the ears blue if you have a brother. Colour the ears pink if you have a sister. Colour the ears purple if you have a brother and a sister. Colour the ears green if you have no brothers or sisters.
 - What is your favourite activity at Sparks? Colour the feet orange if you love playing games. Colour the feet red if you like making crafts. Colour the feet brown if you like to go on outings or sleepovers. Colour the feet yellow if you like singing songs.
 - What is your best skill? Colour the hands purple if you are a helpful friend. Colour the hands green if you do well in sports. Colour the hands blue if you are skilled at the arts (dance, music, crafts, etc).
 - What are your favourite pizza toppings? Colour the face yellow if you like cheese pizza. Colour the face pink if you like Hawaiian (ham and pineapple) pizza. Colour the face green if you like veggie pizza. Colour the face orange if you like pepperoni pizza.
 - How long have you been a Spark? Colour the tummy pink if this is your first year. Colour the tummy blue if this is your second year.
4. After everyone is finished. Have the girls form a circle and hold up their bears so the others can see. Discuss how none of the bears are exactly the same. We may share some qualities or attributes with others, but we all also have our own unique talents and abilities.

Supplies

- ☐ bear template (one per girl)
- ☐ markers or crayons

A Time to Relax

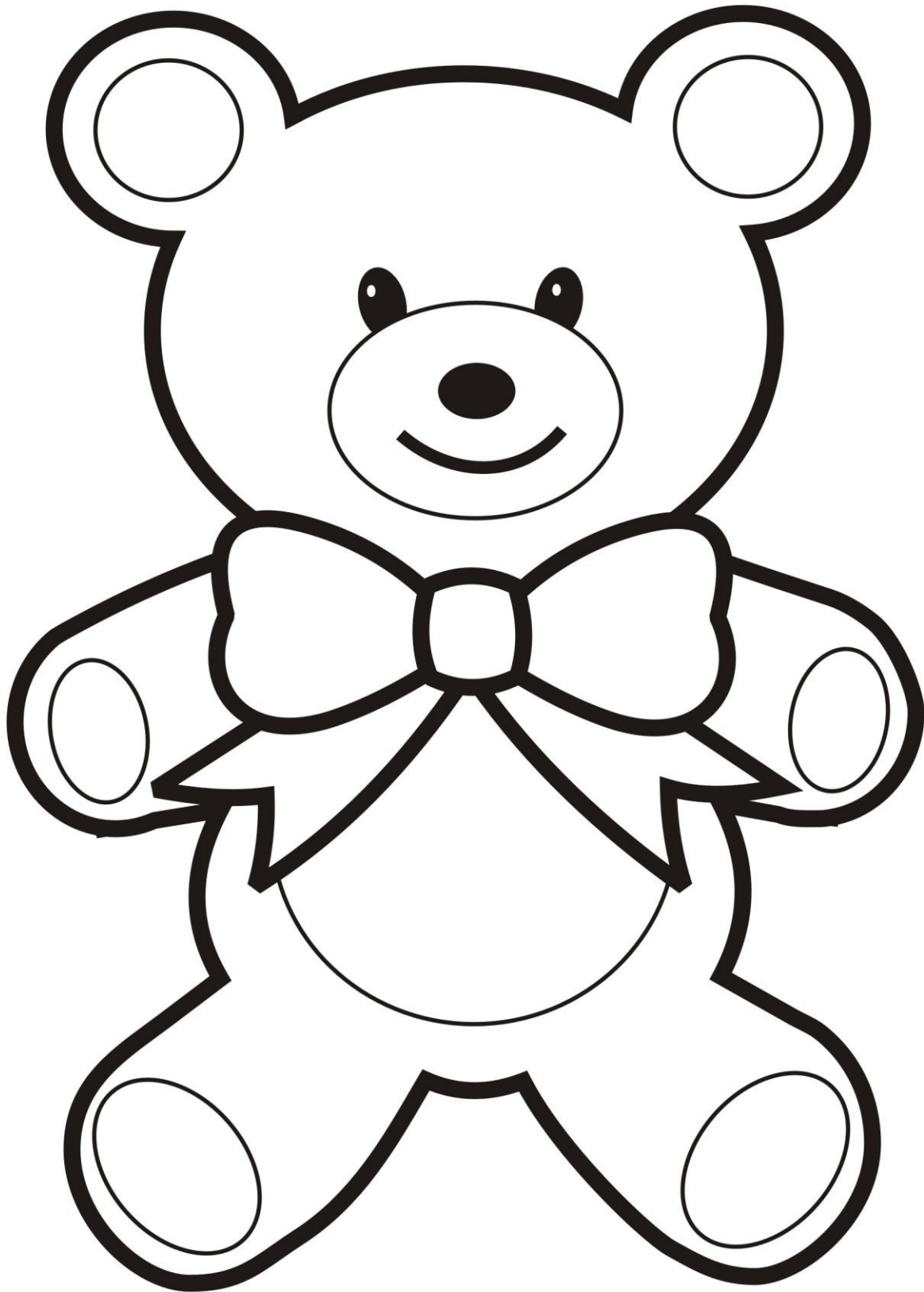
It's important to our mental health to take time to relax and recharge. Even young children can become overwhelmed by the busy lives around them. As a unit, try some yoga poses to help everyone relax.

Search online for yoga animal poses for children or check out "The ABC's of Yoga for Kids" by Teresa Anne Power.

Supplies

- ☐ Yoga poses printed from the Internet or a book
- ☐ calming music
- ☐ music player

Me Bear





All About Me Collage

1. Discuss the things that make everyone unique. What makes you special? Invite girls to cut out pictures from magazines that represent their interests and talents. They could also bring in family photos from home to add to the collage.
2. Have girls draw a self-portrait or take a photo of them in their Sparks uniform to add to the collage.
3. Allow them to decorate the collage with your unit's craft supplies.
4. Help each girl to find letter stickers to spell her name.

Supplies

- ☐ glue
- ☐ paper to create the collage on
- ☐ unit's craft supplies
- ☐ scissors
- ☐ old magazines
- ☐ photos girls bring from home
- ☐ letter stickers

Spark Star Magnets

1. Give each girl a star. Have a variety of colours and patterns for girls to choose from.
2. Hand out photos of each girl. Girls glue their photo onto the star.
3. Girls choose a compliment statement and glue this statement onto the star.
4. Girls can now decorate the star with craft sequins, jewels and stickers.
5. Attach a magnet on the back of the star. Girls can place the star on the fridge at home to remind them just how special they are.

Supplies

- ☐ large stars cut out of colourful cardstock
- ☐ photos of each Spark
- ☐ sequins, jewels or similar
- ☐ glue
- ☐ printed compliments (e.g. I'm brilliant, I'm a great friend, I'm Special, I'm loved, etc.)
- ☐ magnet strips

Friend Ball Pass

1. Have the girls stand in a circle.
2. The Guider starts with the beach ball and calls out one girl's name along with a compliment for her. For example, "Olivia, you are a great friend to others". After she has made the compliment she passes the ball to the girl she called out. That girl now chooses a friend and says something nice about her.
3. Play continues until everyone has had a turn.
4. Encourage girls to compliment attributes other than physical appearances. Examples are "You are fun to play with", "I like playing games with you", "You are good at colouring/crafts/singing/soccer", "I like having you as a friend", "you make me laugh", "you try really hard", "I like it when you help me", etc.

Supplies

- ☐ large beach ball



ALTERNATE ACTIVITY RESOURCES

The important part of any Girl Guide program is to be flexible while fulfilling the objectives of the program. You are welcome to use the activities listed within this resource, or find alternate activities.

Fitness Fun

- Active Living Toolboxes – 1996/1997. Available on the BC Girl Guides website: <http://bc-girlguides.org>, select Program > Program Resources > Active Living
- Fun Fitness Activities for Kids. PHE Canada. (PHE=Physical and Health Education) http://www.phecanada.ca/sites/default/files/fun_fitness_activities_for_kids.pdf
- Easy Fitness Activities for Kids: <http://lifestyle.howstuffworks.com/crafts/quick-easy-crafts/easy-fitness-activities-for-kids.htm>
- IDEA Health & Fitness Association, Children/Teens articles: <http://www.ideafit.com/fitness-articles/special-populations/children-teens>
- JumpBunch Sports and Fitness for Kids: <http://jumpbunch.com/kids-click-here/fitness-games/>
- Rubber Chicken Games: <http://bc-girlguides.org>, Program > Program Resources > Games and Activities
- Search online for more resources: <https://www.google.ca/search?q=fitness+activities+for+kids>

Healthy Eating

- Health Canada (Food Guide): <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
- Mission Nutrition (resources up to grade 8: Sparks to Pathfinders): <http://www.missionnutrition.ca/eng/educators/index.html>
- Discover Healthy Eating (Sparks to Pathfinders) – Toronto Public Health: <http://opha.on.ca/Resource-Documents/Discover-Healthy-Eating!.aspx>
- Healthy Eating Action Resource – Action Schools! BC: <http://www.actionschoolsbc.ca/key-resources-equipment>
- Search online for more resources: <https://www.google.ca/search?q=nutrition+activities+for+kids>

Self-Esteem

- NEDIC Love Yourself Challenge: <http://memberzone.girlguides.ca>, select Program Resources (at top) > Challenges and Activities (middle of page) > GGC/NEDIC Love Yourself Challenge
- Dove Self-Esteem Resources: <http://www.dove.ca/en/Social-Mission/Self-Esteem-Resources/default.aspx>
- Free Being Me (WAGGGS and Dove): <http://www.free-being-me.com/downloads>
- Looking at Me (Girlguiding UK): https://www.girlguiding.org.uk/members_area_go/activities/activity_packs/looking_at_me.aspx



Program Connections

The Girls First program is girl-driven and designed to be highly flexible and agile. We encourage you to visit the [Digital Platform](#) to best determine how this challenge fits into the Program Areas and Themes.

You may want to start exploring the following Program Areas:

- Explore Identities
- Be Well
- Experiment and Create

This is not a comprehensive list, and remember that you can apply your activities to the Girls First program as you see fit.