Participating in the Fall Product Program is a positive learning experience that allows girls to utilize and learn goal-setting, decision making, money management, people skills and business ethics. The product program is also a great financial tool allowing for troops to fund activities throughout the program year. Have fun with the different activities that are offered!

**Bravely Be You and Trust Your Strengths**
1. There are two different types of sloths, two-toed and three-toed. Of the three-toed sloths, there are *four living species*: 
   - Brown-throated sloth
   - Maned sloth
   - Pale-throated sloth
   - Pygmy three-toed sloth

2. The Pygmy three-toed sloth is the *smallest of the three-toed sloths* and was only recognized as a distinct species in 2001.

3. Pygmy three-toed sloths *can only be found* on the Isla Escudo de Veraguas, off the coast of mainland Panama.

4. Pygmy three-toed sloths can *extend their tongues 10 to 12 inches* out of their mouths.

5. The sloths *move incredibly slowly* and mainly *live in red mangrove trees*. They can *stay up in the trees for as long as seven days* and usually only descend to the ground to urinate and defecate.

6. These sloths are considered *critically endangered* due to *habitat destruction*. Humans cutting down the red mangrove trees in which they live, making it hard for these sloths to survive. There are less than 100 *Pygmy three-toed sloths* left in the world.

7. Sloths are *great swimmers* and can hold their breath underwater for up to 40 minutes.

8. Pygmy three-toed sloths primarily *feed on the leaves on the red mangrove trees* in which they live.

9. The sloths outsmart their predators by relying on *camouflage provided by the algae that grows on their fur*. This allows them to blend in with the mangrove trees, making it hard to spot them.

10. The average Pygmy three-toed sloth is *20 inches* long and can *weigh between 5.5 lbs–8 lbs*. 
Preparation:
Print out black-and-white copies of the BUILD YOUR OWN SLOTH worksheet and instructional page found in the appendix.

Supplies Needed:
- Build Your Own Sloth worksheets
- Colored pencils, crayons, markers and/or colored papers
- Scissors and hole punch
- Paper fasteners

Instructions:
Print out the instructions page to display on the table. Give the girls the sloth body to color in and have them cut the sloth pieces out. Once the pieces have been cut, use a hole punch where the paper fasteners go. Attach the arms to the body. Girls can present their sloth with a name and a short introduction about their sloth based on the facts they learned from Top 10 Sloth Facts!
**Preparation:**

Print out black-and-white copies of the **GOAL SETTING** activity in the appendix. There is a total of 2 pages to this activity.

**Supplies Needed:**

- Goal Setting worksheets
- Colored pencils, crayons, and/or markers
- Scissors
- Glue

**Instructions:**

Give each girl a set of the Goal Setting worksheets. Take this time to talk with the girls about the importance of setting goals. Have the girls talk about what they would like their troop goals to be. How many magazine subscriptions and nut and chocolate items would they like to sell? How about a goal for donations? Also, girls should set their personal goals, which support and contribute to their troop goal. They can use these goals as a reminder as to why they are participating in fall product program and what they want to achieve.
Preparation:
Print out black-and-white copies of the **Knowing Your Product** worksheet in the appendix.

**Supplies Needed:**
- Knowing Your Product worksheets
- Pen/pencil

**Instructions:**
A key to making the fall product program successful is knowing your product. Understanding your products will make you better equipped to answer customers’ questions with confidence!

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**Knowing Your Product**

- What does your product look like?
- Draw a picture of your product.
- What are the ingredients?
- What is special about the product?
- How much does your product cost?
- Why might your customers want this product?

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Being a successful entrepreneur starts with knowing your product!
Preparation:
Print out black-and-white copies of the BRAVELY BE YOU coloring sheets in the appendix.

Supplies Needed:
- Bravely Be You coloring sheets
- Colored pencils/crayons/markers

Instructions:
Have the girls color the pages and add themselves in the hammock and kayak.
**Preparation:**

Print out copies of the **TRUST YOUR STRENGTHS** worksheet in the appendix.

**Supplies Needed:**

- Trust Your Strengths worksheets
- Pen/pencil
- Scissors

**Instructions:**

It's important to identify your strengths and to get to know the strengths of your team. Cut out the Trust Your Strengths foldable pamphlet. Give one to each girl and have them write their name on the front and fold it like a book. Once done, girls will take turns adding a strength they observe in their fellow Girl Scouts' pamphlets.

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**Elizabeth**

NAME

1. ___________________ strong
2. ___________________ smart
3. ___________________ artistic
4. ___________________ confident
Preparation:
Print out copies of the **BRAVELY BE YOU** word search worksheet in the appendix.

**Supplies Needed:**
- Bravely Be You word search worksheets
- Pen/pencil

**Instructions:**
Hand out the word search to the girls and have them find the different adjectives in the word bank for what makes a girl brave. Once the girls find the words, go through the meaning of each word and then ask the girls two questions:

1) Which adjective in the word search best describes them.
2) What is an adjective that is NOT in the word search that describes what makes them brave?

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**WORD BANK**
- Active
- Adventurous
- Bold
- Confident
- Courageous
- Daring
- Heroic
- Hopeful
- Fearless
- Strong
- Gutsy
- Unique

**Directions:**
Find the words in the word bank that describes what makes you brave. Once you have found all the words, go over the meaning of each word with the troop.

Then, share with the troop: **What Makes You, Bravely Be You!**

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**ANSWERS**
Preparation:
Print out copies of the **WHAT WOULD YOU DO** worksheet in the appendix.

**Supplies Needed:**
- What Would You Do worksheets
- Pen/pencil

**Instructions:**
Give each of the girls a “What would you do” worksheet. Sloths are known for holding their breath underwater for up to 40 minutes and sleeping and hanging out in trees for days. If you were a sloth, how would you use these abilities, and what would a typical day look like? Be creative!

Have the girls share with the group and compare how similar or different they envision their typical day as a sloth.

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**What Would You Do?**

Two interesting facts about sloths:
1. They can sleep and stay in trees for days
2. They can hold their breath underwater for up to 40 minutes

What would I do?
Preparation:
Print out black and white copies of the LET’S BRAINSTORM worksheet in the appendix.

Supplies Needed:
- Let’s Brainstorm worksheet
- Pen and/or pencil

Instructions:
Give each girl a Let’s Brainstorm worksheet. Have the girls work together to think of ideas about how they can spread awareness of these endangered sloths. How could they help save them?

There are fewer than 100 Pygmy Three-Toed sloths left in this world. They are on the endangered list because of destruction to mangrove forests, which is their habitat.

Talk to your group and brainstorm ideas for how you could help save the sloths. For example, you could educate your friends and family about the sloths to spread awareness about endangered animals. What would you tell them to get them to take action? List your ideas below.
Appendix
**Materials You Will Need:**
- Scissors
- Paper fasteners
- Markers/crayons OR colored paper
- Glue

**Let’s Get Building:**

1. Print the Sloth templates below and use scissors to cut out. Adult supervision is always recommended when using scissors. Trace the templates onto colored paper OR color and cut out.

2. Use a hole punch or scissors to cut out holes on arms and body to allow for paper fasteners.

3. Carefully insert paper fasteners into the arms of the sloth. Then fasten each arm into either side of the body.

4. Secure the arms to the body by splitting the paper fastener on the back.

**YOU DID IT!**
**HAVE FUN HANGING AROUND WITH YOUR SLOTH!**
As a troop we want to sell

Magazines,

Nuts and chocolates,

and have at least

donations of nuts and chocolates!

Instructions for Goal Flip Book Activity:

1. Cut out the outer shapes.
2. Color the shapes and letters.
3. Write the number associated with each goal.
4. Glue the pieces together where it says "glue".

This will become a flip book activity where girls can flip in between their goals and their troop goals.
I want to sell

Magazines,

Nuts and chocolates,
and have at least

donations of nuts and chocolates!
KNOWING YOUR PRODUCT

What does your product look like?
Draw a picture of your product.

What are the ingredients?

How is it packaged?
Is it in a can, box or tin? How many come with it? What is the product weight?

What is special about the product?

Why might your customers want this product?

How much does your product cost?
Bravely Be You
Bravely Be You
**Directions:**
Find the words in the word bank that describes what makes you brave. Once you have found all the words, go over the meaning of each word with the troop.

Then, share with the troop what makes you *Bravely Be You!*

**WORD BANK**

Active  
Adventurous  
Bold  
Confident  
Courageous  
Daring  
Fearless  
Gutsy  
Heroic  
Hopeful  
Strong  
Unique  
Unique
What Would You Do?

Two interesting facts about sloths:

1. They can sleep and stay in trees for days
2. They can hold their breath underwater for up to 40 minutes

Pretend you’re a sloth. What would you see while in the trees or underwater? What would you do in a typical day? Tell us a story from a sloth’s point of view. Be creative!
There are fewer than 100 Pygmy Three-Toed sloths left in this world. They are on the endangered list because of destruction to mangrove forests, which is their habitat.

Talk to your group and brainstorm ideas for how you could help save the sloths. For example, you could educate your friends and family about the sloths to spread awareness about endangered animals. What would you tell them to get them to take action? List your ideas below.

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