



Short and Snappy

Learning Opportunity for Volunteers

What is a Short and Snappy?

- These short trainings can be provided at a service unit meeting.
- Any interested volunteer may lead a Short and Snappy.
- Short and Snappys are 10-45 minutes in length.

What you'll need

- Short and Snappy outline

Things to remember

- Stay within the allotted time.
- If you don't know the answer, seek the correct answer from the appropriate support person.

Questions? Comments?

Contact training@sdgirlscouts.org

www.sdgirlscouts.org

Guided Outdoor Exploration

10 minutes

“We have such a brief opportunity to pass on to our children our love for this Earth, and to tell our stories. These are the moments when the world is made whole. In my children's memories, the adventures we've had together in nature will always exist.”

— Richard Louv, *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*

Activity 1: I Notice, I Wonder, It Reminds Me Of

This is a teaching tool from the Beetles Project (beetlesproject.org). Beginning with “I notice ...” discuss what each phrase means as a sentence-starter. Then, put it into action: Pick up a small object like a stick, leaf or rock and let girls share what they notice and wonder, and what it reminds them of. Have the girls keep practicing these statements as you explore outdoors. It soon will become second nature — and a good tool to use during other activities.

“**I notice ...**” focuses on observation and using the senses. Discuss what senses we have and how we use them. Don't finish “I notice” sentence with the name of the item is or an opinion of it. You might say of a stick, “I notice it is grayish-brown and bumpy,” but not, “I notice it is a stick,” or “I notice it is pretty.”

“**I wonder ...**” helps bring up questions about what girls are exploring. These questions can help open up a discussion. You don't have to know the answer to their “I wonder's;” girls can research questions later, or just leave them open. The point is to explore more deeply. Stick example: “I wonder which tree this stick came from.”

“**It reminds me of ...**” develops connections between what they are exploring and their past experiences. They can be reminded of a memory, a character from TV, something else in nature, etc. Stick

example: “This stick reminds me of the time we built a fire,” or “This stick reminds me of a lizard’s tail.”

Activity 2: Get your hands dirty

Making impermanent nature art gives girls a chance to play in the dirt, using found objects to create something that will return to nature. For younger girls, this might take the form of fairy houses. Older girls could build a shelter capable of protecting a stuffed animal from wind and rain ... or they could just create a picture or structure, working together or individually. Discuss why we should leave natural items in nature, as well as Leave No Trace principles (find them at <https://lnt.org/learn/7-principles>).

Identification apps

Though the purpose of exploring is not to be able to name everything you see, it is nice to have the tools to know what they are. You can buy field guides online, and there are free apps that can help you identify the things you come across. These two are on both Android and iOS:

Merlin Bird ID: Answer a series of questions about a bird you see, and this app lists the birds it might be. It also gives some background info and has samples of bird calls.

iNaturalist: Record your plant and animals observations you make, and view the observations others have made in your area. Search the app’s guides to help identify what you saw.

There are many more apps out there, especially for iOS.