

CHICAS

DISCOVERING HISPANIC HERITAGE

PROGRAM PACK



Program Age Levels: BR, JR, Cadette and Older

Purpose: To develop an understanding and appreciation of the Hispanic/Latin American culture.

	CHICAS Discovering Hispanic Heritage Program Pack	Girl Scouts of Silver Sage Council 1410 Etheridge Lane Boise, ID 83704 (208) 377-2011 or (800) 846-0079 www.girlscouts-ssc.org
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Program Age Levels: Brownie, Junior, Cadette and Older

Purpose: This patch program is designed to help Girl Scouts of all cultures develop an understanding and appreciation of the culture of Hispanic/Latin Americans through Discovery, Connection and Action.

Requirements: All levels must complete the “Required activity” plus their age requirements.

Brownie: 1 activity each from Discover, Connect and Take Action.

Junior: 1 activity each from Discover, Connect and Take Action, plus 1 additional activity from any category or an activity girls design themselves.

Cadette and older: 1 activity each from Discover, Connect and Take Action, plus 2 additional activities, 1 of which may be designed by the girls.

Required Activity: Choose a Spanish speaking country and make a collage, montage or other display about the people, language, culture and land. Some of the countries where Spanish is the native language include Argentina, Bolivia, Chile, Costa Rica, Columbia, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela, Puerto Rico, Dominican Republic, Mexico, and Spain. This activity may be done first or as a culmination Project.

Discover

1. Learn about the Spanish language and its influence on the English language. Learn to say the Spanish words or phrases as indicated for each program level in the chart below. As you learn the words, compare them to the English words and discuss any similarities. Girls who already speak Spanish should complete this activity by teaching the words to someone who does not speak the language.

	Brownie	Junior	Cadette and Older
Learn to greet and say goodbye to another person.	✓	✓	✓
Learn to count to ten and say the months.	✓	✓	✓
Learn to say the Girl Scout Promise.		✓	✓
Make a list of Spanish words that are now part of common English language, such as adios. Learn the literal translation and how we have adapted the words.			✓

2. Listen to Latin American music recorded by an artist and performed in the native language. (Many local libraries have CD’s and tapes that can be checked out). What country is it from? Do you like it? If so, what do you like – good rhythm, soft, upbeat, makes you want to dance? If you do not like it, why not? How is the style similar to or different from the music your usually listen to?

3. Learn and do one of the following: A dance of Hispanic origin; make Hispanic jewelry, crafts, pottery or basketry; or a Hispanic game.
4. Explore the lives of two great Hispanic heroines who were active in one of the following fields: art, music, literature, exploration, sports and medicine. Some examples are:

Frida Kahlo – artist	Ellen Ochoa- astronaut
Isabel Allende – writer	Celia Cruz – singer
Eva Peron – political activist	Dolores Huerta – social activist
5. Listen to a Spanish radio station or watch the cable Spanish television channel and discuss the following:
 - Did you understand the program?
 - What words did you recognize?
 - What kinds of advertisements are aired?
 - What kind of music is played?
 - What issues are discussed?
6. Find a folk tale commonly read to young children in a Spanish speaking country and find out what country it originated from and its other versions. Check out books with these tales from the library and have a listening session, or have different girls read the different versions for the troop.

Connect

1. Locate at least three Spanish-speaking countries on a world map. (See list in the Required activity for suggestions) Find out if they belong to the World Association of Girl Guides and Girl Scouts (WAGGGS). The WAGGGS website (www.wagggs.org) will provide the most up to date information on member countries. *Trefoil round the World*, available at the Girl Scout Shop will provide additional detailed information about member countries, age groups in the country and the Promise and Law as said in that country.
2. Go on a heritage tour of your community. Find ethnic restaurants and shops. Look around your community for signs in Spanish. Visit a supermarket and check the International Foods section. How many labels are written in Spanish? Is there a special section just for Hispanic food?
3. Invite a person from a Spanish speaking country to visit your troop. Ask them to talk about their country, what it was like growing up there, when and why they came to the United States and their experience of becoming part of a community here.
4. Talk to people in your community to learn what it is like to grow up in a Latino or Hispanic culture. What is appropriate for girls of different ages? Do different age groups dress or wear their hair differently? How are they expected to act? What customs or ceremonies are associated with “coming of age”? Are these similar to what takes place in your community?

Take Action

1. Prepare food of Hispanic origin and invite family and friends to a celebration. Examples of foods include Plantains, pupusas, tamales, rice, and beans. Play Latin or other appropriate music and share or teach games, crafts, or dances you learned.
2. Find out about ethnic festivals or celebrations in your area, especially during Hispanic Heritage Month (September 15-October 15). Visit one or more festivals. Pay attention to what food is served, what music is played, and what is new for you. Discuss what you find interesting.
3. Learn about a concern or issue facing the Hispanic or Latino population in our community. You might learn about a topic through listening to a Spanish radio or TV, the newspaper, or discussion with a presenter. Topics might include the following:

Immigration	Housing	Transportation
Education	Employment	Language

Use this chart to organize your troops chosen activities to accomplish this program.

Activity	Materials Needed
Example #1	List of Emergency Numbers, Poster Board, Markers

PROGRAM PACK EVALUATION

Troop _____ Service Unit _____ Age Level _____
Leader's Name _____
Address _____
Street City Zip _____
Phone (h) _____ (w) _____
Our troop of _____ girls worked on and completed the _____
_____ Patch Program.

Please complete the following evaluation with responses from the girls.

1. Why did you choose this program? _____

2. How much time did you spend on it? _____
3. What outside resources did you use? (people, facilities, equipment, etc.) _____

4. What part did you like best? _____

5. What would you do differently another time? _____

6. What are some things you learned to do for the first time or better? _____

7. How did the adults feel about the program? _____

Patches can be purchased at the council.

Other Program Packs Available

PROG001 SAFE AND SOUND AT HOME ALONE

PROG013 SIGN LANGUAGE

PROG015 RIDE THE OREGON TRAIL (THIS IS A COUNCIL OWN BADGE)

PROG016 VALUING DIFFERENCES

PROG018 GOOD TURN PROJECT

PROG029 ONE WARM COAT

PROG035 LEWIS AND CLARK

PROG036 HAND IN HAND

PROG060 MILK: IT DOES A BODY GOOD

PROG063 BROWNIE SMILES

PROG064 INTERNATIONAL FRIENDSHIP: COUNTDOWN TO THINKING DAY

PROG065 DIMES FOR DAISY

PROG066 HEALTHY LIVING

PROG067 BULLYING STOPS HERE

PROG068 BREAST CANCER AWARENESS

PROG075 TREASURED MEMORIES

PROG086 CHICAS

PROG140 IDAHO POTATO (THIS IS A COUNCIL OWN BADGE)

PROG149 SEW EZ

