

Council Patches



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ALASKA, MY HOME TRY-IT

Level: Brownie

Requirements: Complete 4 of the following activities.

1. Learn the Alaska state bird, flower and motto.
2. Learn how to make an Eskimo yo-yo.
3. Learn about the history of the Alaska flag, and learn and sing or listen to the Alaska Flag Song.
4. Talk to a person in your community about the early days of your town, OR read something about Alaska history.
5. Prepare and eat an Alaskan food such as sourdough, salmon or other seafood, or something made with berries.
6. Learn the names of some of the plants or flowers that are native to your area of Alaska.
7. Read (or have someone read to you) a book about Alaska.



Aleut/Alutiiq Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities.

- 1. Map it!** Find the Aleut and Alutiiq region on a map of Alaska. How is the climate different from other parts of Alaska? Choose a village in this region that you are not already familiar with, and find out four facts about it.
- 2. Making Connections** Invite an Aleut or Alutiiq elder to visit your troop or group. Find out what life was like when she/he was young. How has today's lifestyle changed from traditional times? Learn a few new phrases in her/his language.
- 3. Hunting Visor** Examine the designs of various Aleut or Alutiiq hunting hats (using museums or the Internet). Using similar designs, make your own hunting visor out of poster board (*Hands On Alaska: Art Activities for all Ages*, pg. 30-32), or use manila file folders – legal size for Alutiiq hunting visor, regular size for Aleut hunting visor.
- 4. Marine Mammals** Communities in this part of Alaska are dependent on the sea for survival. What animals are important to the people in this area? With your troop, play charades to act out important marine mammals and fish.
- 5. Flag Design** Benny Benson of Alutiiq descent, designed the Alaska State Flag when he was 13 years old and lived in Chignik. Have someone read you *Benny's Flag* by Phyllis Krasilovsky, to learn about his story. Then think of your own idea for a flag, which represents Aleut or Alutiiq life. Use found objects (grasses, reed, buttons, beads, etc...), along with paint or markers to create your design.
- 6. Russian Influence** Learn about and name two ways in which Russians have influenced the Aleut and Alutiiq cultures.
- 7. Harriet's Story** Aleuts were removed from their homes in the summer of 1942 (during World War II) and sent to Southeast Alaska until 1945. Visit the new Aleutian World War II National Historic Area Visitor Center near the airport in Dutch Harbor, or have someone read you "Harriet's Story" on their website at www.nps.gov/aleu/ForKids/htm.

"Aang" (Greetings) – Aleut

"Camai" (Welcome) – Alutiiq

See Aleut/Alutiiq Culture Badge for additional resources.

❖ *Gratitude is expressed to the Alaska Native Heritage Center for recommendations in the development of this project and for permission to use the cultural symbols for badge and try-it designs.*



Athabascan Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities.

- 1. Map it!** Find the Athabascan region on a map of Alaska, and identify the major rivers in the area. How is the climate in this area different from other parts of Alaska? Choose a village in this region that you are not already familiar with, and find out four facts about it. Or, sketch the eleven Athabascan language areas on your map.
- 2. Native Legends / Story Time!** Ask an elder or a tradition bearer to tell you an Athabascan legend (or listen to an Athabascan legend from *Athabascan Stories* by Alice Brean or *In the Shadows of Mountains* by John E. Smelcer). Or, listen to an Athabascan story (some examples are *The Girl Who Swam with the Fish* retold by Michelle Renner; *Anna's Athabascan Summer* by Arnold Griese; or *Walk About: Life in an Ahtna Athabascan Village* by John Smelcer and Tricia Wilson).
- 3. Who's Who?** Georgianna Lincoln was born in Fairbanks in 1943. Use the Internet or the library to discover how she has been a leader in the Native community. What was she the first Alaska Native woman in the state to do?
- 4. Handiwork** Women from some Athabascan communities make baskets from birch bark and necklaces using prized dentalium shells. Make your own basket or beaded necklace (*Hands on Alaska: Art Activities for all Ages*, pg. 65-69). Base your necklace pattern on images and designs of actual Athabascan jewelry.
- 5. Making Connections** Invite an Athabascan elder to visit your troop or group, and ask her/him to share stories of what life was like when she/he was young. Learn a few new phrases in her/his language.
- 6. Animal Habitats** Subsistence hunting and fishing remain a central part of Athabascan culture. What kinds of animals are an important source of food for the people? Draw a sketch of one of those animals in its natural habitat.
- 7. Yum!** Athabascans rely heavily on moose as a staple in their diet. Try moose stew or roast (or another Athabascan dish). What ingredients were used?

“Chin’anguninyu” (Thank you, that you came here) – Dena’ina

See Athabascan Culture Badge for additional resources.

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Eyak/Tlingit/Haida/Tsimshian Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities.

- 1. Map it!** Find the Eyak, Tlingit, Haida, and Tsimshian Indian regions on a map of Alaska. Much of this area is similar to a rain forest, with tall, massive trees found in the region. What other plants and flowers are native to this area of Alaska?
- 2. Imagine That!** Discuss the matrilineal clan structure of this group of Alaska Natives. How does this compare with other cultures you know of? Talk to a tradition bearer from one of these cultures, if possible. What clan does she/he belong to? If your family does not follow the matrilineal clan structure, imagine what your own family would be like if you had grown up within this clan system. Share your ideas with your troop, another girl, or your family.
- 3. Ceremonial Regalia** Examine pieces (or pictures) of traditional clothing worn in villages in this area. What themes are represented in the designs?
- 4. Celebration!** For thousands of years, Southeast Alaska Natives have gathered to share their traditions through dance and song. "Celebration!" (started in 1982) is a biennial festival of Tlingit, Haida, and Tsimshian dance, song, oratory and arts held in Juneau. Watch a Tlingit, Haida, or Tsimshian Indian dance performance. Notice the special clothing and regalia worn.
- 5. Unique Art** Study examples of art from these Northwest Coast cultures, using museums, the library, or the Internet as needed. Sketch your own piece of artwork using similar styles.
- 6. Who's Who?** Use the Internet or the library to discover why Alaska celebrates Elizabeth Peratrovich Day on February 16. She was part of the Alaska Native Sisterhood. What did she fight for? Who was William Paul Sr., and why is he remembered as an important Alaskan?

"Awa'ahdahaanda'laxsa'a'ch'i" (Thank you for coming here) – Eyak

"Yak'eihattyigoode'e" (It's good that you have come) – Tlingit

"Tatsgwiik" (Welcome, here is the place of honor for you) – Haida

"ts'im'wii'amhaw" (Greeting) – Tsimshian

See Eyak/Tlingit/Haida/Tsimshian Culture Badge for additional resources.

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Inupiaq/Siberian Yupik Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities.

- 1. Native Legends / Story Time!** Ask an elder or a tradition bearer to tell you some legends, or have someone read you children's books about life in this area of Alaska (some examples are the legend *Caribou Girl* by Claire Rudolf Murphy; *Go Home, River* by James Magdanz; *Kumak's House* by Michael Bania; and *Unipchaat 1, 2, or 3: Animal Stories of the Kobuk River Eskimos* edited by Akugluk Wilfried Zibell).
- 2. Scrimshaw** Look at examples of scrimshaw from this area of Alaska. Practice a few designs on a sheet of paper, looking at the lines and patterns of Eskimo art for ideas. With a sharp tool, scratch your design into a smooth, flat side of a bar of soap. Gently rub ink into the surface of the soap with a small brush or rag. Carefully pat off the excess ink. Do not rub. The ink should remain in the depression scratched into the soap.
- 3. Map it!** Find the Inupiaq region and St. Lawrence Island on a map of Alaska, and label at least ten villages. How is the climate in this area different from other parts of Alaska?
- 4. Arctic Animals** Traditionally, the Inupiaq and Siberian Yupik Eskimos depend on hunting for food. What kinds of animals are typically used to provide food for the people? Learn about the traditional whale hunt done by people in villages along the coast. How are the various parts of the whale used? With the help of other girls, make a large drawing or poster to show how the entire community gets involved.
- 5. Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Which competitions and games are most helpful in developing skills essential to survival **in this part of Alaska**? Watch a competition (live or on video), and practice one event until you improve your performance.
- 6. Language Lessons** Learn how to say four new Inupiaq or Siberian Yupik phrases. Teach one to your family.
- 7. Celebrate!** Learn about an important occasion for celebration in this part of Alaska. Why is this event important to celebrate, and what is done to make the celebration special? What roles do various people play? Hold a similar celebration (or act one out) with your troop or group.

“Paglagivsignin” (We welcome you) – Inupiaq
“Quyakamsitagilghilsi” (We welcome you) – Siberian Yupik

See Inupiaq/Siberian Yupik Culture Badge for additional resources.

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Yup'ik/Cup'ik Culture Try-It

Level: Brownie

Requirements: Complete 4 of the following activities

- 1. Map it!** Find the Yup'ik region and the two Cup'ik villages of Chevak and Mekoryuk on a map of Alaska. Label the main rivers and as many villages in this area as you can find.
- 2. Got the Beat?** An important part of Yup'ik and Cup'ik dances is the drumming. Watch a Yup'ik or Cup'ik dance performance (live or on video), paying special attention to the rhythm of the drumming. Traditionally, what occasions are cause for dancing and drumming?
- 3. Making Connections** Invite a Yup'ik or Cup'ik elder to visit your troop. Find out what life was like when she/he was young. How has today's lifestyle changed from traditional times? Learn a few phrases in Yup'ik/Cup'ik.
- 4. Plants and Animals** Traditionally, Yup'ik and Cup'ik use seasonal camps for fishing, hunting, and gathering. What plants or animals are used in this area?
- 5. What's up?** Review a current copy of *The Bristol Bay Times*, *The Delta Discovery* or *The Tundra Drums* to see what people/events are making the news today. Make a list of Alaska Native words you find in the newspaper.
- 6. Native Legends / Story Time!** Ask a Yup'ik or Cup'ik elder or tradition bearer to tell you legends (or listen to a legend from *Akiugnert Ciuliamta – Echoes From the Past* edited by Susan Henry, or a story from *Yup'ik Lore: Oral Traditions of an Eskimo People – Yuut Qanemciit: Yupiit Cayaraita Qanrutkumallrit* edited by Edward A. Tennant and Joseph N. Bitar). Or listen to books about life in this area of Alaska. Examples are *Dance on a Sealskin* by Barbara Winslow; *The Eye of the Needle* and *The Hungry Giant of the Tundra*, retold by Teri Sloat; *How the Crane Got Its Blue Eyes: a Yup'ik Legend*, as told by Jean Cook, written by Elsie Jimmy (CD-ROM presents it in both Yup'ik Eskimo and English); *Kitaq Goes Ice Fishing*, by Margaret Nicolai; and *What Girls Should Do When Eskimo Dancing*, by Rosalie Lincoln.
- 7. Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Watch a competition (live or on video), and practice one event until you improve your performance.

“Waqaa” (Greetings) – Yup'ik & Cup'ik

See Yup'ik/Cup'ik Culture Badge for additional resources.

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ALASKA NATIVE HERITAGE PATCH

Level: All

Requirements: Complete 6 of the following activities OR complete one activity in each of the five Alaska Native culture badges on the following pages.

1. Choose one of the following:
 - Create an Alaskan map of your area and place on it only cities, towns, rivers, mountains, etc. with Native names. Use a detailed state or area map as your resource.
 - Create an Alaskan map. Place on it the traditional locations of Alaska Native groups.
2. Find out about native foods of Alaska and methods of obtaining, preparing, and serving them. Learn what plants or animals are/were used for food in your area. These might include plants, berries, roots, birds, animals or fish. Prepare and serve a recipe.
3. Learn to do an Alaskan Native craft. This might include skin sewing, beadwork, basket weaving, mask making, ceremonial hats, octopus bag, totem poles, scrimshaw, button blanket, wood carvings, etc. Work with a consultant or research carefully methods, materials, and designs, so your product is authentic.
4. Learn about Alaska Native legends. Ask an elder to tell you some of the legends, or visit a Native cultural center or museum to hear about some of the legends, or read several legends. Design some illustrations for one or more legends to be used in telling the legends to younger children.
5. Talk to an Alaskan Native elder, visit a cultural center or museum, or do some reading to learn about Alaska Native families in the past and present. Find out about roles of different members of the family, or compare customs and lifestyles of two groups. OR Invite an Alaskan Native community member to attend your troop meeting and share something from their heritage, i.e. dance, song, legend, craft, etc.
7. Find out about current issues affecting Alaska Natives. Contact the Alaska Federation of Natives or native councils or corporations.
8. Learn to say something in an Alaska Native language.
9. Choose an Alaskan Native clan design or totem. Draw your choice and write a brief explanation of your drawing.

Additional Alaska Native Resources

Books, etc...:

- *Hands On Alaska: Art Activities for all Ages* by Yvonne Y. Merrill
- Map: "Alaska's Native People/Their Villages and Languages"
- *Our Stories, Our Lives: A Collection of Twenty-Three Transcribed Interviews with Elders of the Cook Inlet Region* by A.J. McClanahan
- *Raven Tells Stories: an Anthology of Alaskan Native Writing* edited by Joseph Bruchac (poetry and plays by 23 Native writers from various cultures of Alaska)
- *A Reference in Time: Alaska Native History Day by Day* edited by Alexandra J. McClanahan

☐ Available at the Girl Scouts Susitna Council office

Alaska Native Heritage Center Gift Shop (8800 Heritage Center Drive, Anchorage) has a superb selection of resources: books, videos, music, art, and more.

Websites:

- Alaska Community Database Online www.dced.state.ak.us/cbd/commdb/CF_COMDB.htm
- Alaska Federation of Natives www.nativefederation.org
- Alaska Native Health Board www.anhb.org
- Alaska Native Heritage Center www.alaskanative.org
- Alaska Native Knowledge Network www.ankn.uaf.edu
- Alaska Native Language Center www.uaf.edu/anlc
- Aleutian World War II National Historic Area www.nps.gov/aleu/home.htm
- KNBA Native Word of the day www.knba.org/knba_nwod_archives.shtm
- Museum of the Aleutians www.aleutians.org
- www.alaskanewspapers.com for a list of rural newspapers and contact information
- www.alaskool.org for a list of on-line materials about Alaska Native history, education, languages and cultures
- www.tribalnews.com

Rural Alaskan Newspapers (a limited list):

- The Arctic Sounder (Barrow and Kotzebue)
- The Bristol Bay Tikmes (Dillingham)
- Chickaloon News
- Chilkat Valley News (Haines)
- The Cordova Times
- Daily Sitka Sentinel
- The Delta Discovery (Bethel)
- The Dutch Harbor Fisherman (Unalaska)
- Kodiak Daily Mirror
- Mukluk News (Tok)
- Nome Nugget
- The Seward Phoenix LOG
- The Tundra Drums (Bethel)
- The Valdez Vanguard
- Wrangell-St. Elias News (Glennallen)

Magazines: First Alaskans
Sharing Our Pathways



Aleut/Alutiiq Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Map it!** Find the Aleut and Alutiiq region on a map of Alaska. How do the seasonal changes / cycles, along with the climate, affect the lifestyle of the people who live here? Draw a sketch to show a traditional Aleut or Alutiiq activity that is affected by the climatic cycles.
- 2. Making Connections** Invite an Aleut or Alutiiq elder to visit your troop or group. Prepare questions ahead of time to find out what life was like when she/he was young. How has today's lifestyle changed from traditional times? How has current technology been integrated into traditional practices? Learn a few new phrases in the Unangax or Sugcestun language.
- 3. Hunting Visor** Study several examples of traditional Aleut or Alutiiq Hunting Visors (use museums or the Internet as needed). What are the visors made out of? How are they beneficial to hunters? Using Aleut or Alutiiq art designs, make your own hunting visor out of poster board (*Hands On Alaska: Art Activities for all Ages*, pg. 30-32); or use manila file folders – legal size for Alutiiq hunting visor, regular size for Aleut hunting visor.
- 4. Virtual Museum** Visit the Museum of the Aleutians in person or at www.aleutians.org. See their basket exhibits, a seal gut parka, and learn about the famous "Woman of Ounalashka." Prepare a question for the museum director, and ask your question while visiting (or by e-mail, with an adult's help).
- 5. What's Up?** Review a current copy of *The Dutch Harbor Fisherman* (or other local newspaper) to see what people/events are making the news today. Share your findings with your troop or group. Or, invite an elder or tradition bearer to visit your group and talk about current concerns or news in the area.
- 6. Marine Mammals** Communities in this part of Alaska are dependent on the sea for survival. What animals are important to the people in this area, and how are they used? With your troop or group, play charades to act out important marine mammals and fish.
- 7. Flag Design** Benny Benson, of Alutiiq descent, designed the Alaska State Flag when he was 13 years old and lived in Chignik. Read the book *Benny's Flag* by Phyllis Krasilovsky to learn about his story. Then think of your own idea for a flag that represents Aleut or Alutiiq life. Include found objects (grasses, reed, buttons, beads, etc...), along with paint or markers to present your design.

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- 8. Russian Influence** Choose one aspect of the culture that has been heavily influenced by the Russians (such as language, food, surnames, religion, etc...), and experience that part of the heritage (by identifying native words adapted from Russian, learning to say several new Russian/Unangax or Russian/Sugcestun phrases, scanning a local phone book and making a list of Russian names prevalent in the Aleut/Alutiiq culture, making a Russian dish commonly prepared by Aleuts, or learning about the history of the Orthodox Church and its presence in the area, etc...).
- 9. ANCSA** Learn about ANCSA – the largest land claims settlement in the history of the world. What does ANCSA stand for, when did it occur, and what was the significance to the native people of Alaska? How did it affect their lives? How do Alaska Natives feel today about the passage of this act? Talk to a tradition bearer or elder, if possible. After doing your research, discuss as a group. With your troop or group, visit a native corporation (the Aleut Corp. and Chugach Alaska Corp. have offices in Anchorage), or visit their website (www.aleutcorp.com or www.chugach-ak.com) and find out about the work they do. Or, talk to a shareholder and find out what it means to be a member of a native corporation and how this relates to ANCSA.
- 10. Harriet’s Story** Many people are unaware that the Japanese bombed Dutch Harbor in 1942, six months after bombing Pearl Harbor. The Unangan people (Aleuts) were removed from their homes in the summer of 1942 and sent to Southeast Alaska until 1945. Visit the new Aleutian World War II National Historic Area Visitor Center near the airport in Dutch Harbor (opened during the summer of 2002), to learn more. Or, read “Harriet’s Story” on their website at www.nps.gov/aleu/ForKids/htm. How do you think you and your family would have survived this kind of experience? Discuss with your troop or group.

“Aang” (Greetings) – Aleut

“Camai” (Welcome) – Alutiiq

Additional Resources:

- *Alutiiq Activity Book: puzzles, games, and coloring activities for children of all ages* (produced by Alutiiq Museum & Archaeological Repository in Kodiak)
- *Alutiiq Word of the Week: Lessons in Alutiiq Language and Culture* (published by the Alutiiq Museum in Kodiak)
- Article: “Identity Search,” by Tom Kizzia, from the Anchorage Daily News 7/22/02 (about Alaska’s Alutiiq Culture)
- Video of the exhibition *Looking Both Ways: Heritage and Identity of the Alutiiq People* (produced by the Arctic Studies Center, National Museum of Natural History, Smithsonian Institution, in cooperation with the Alutiiq Museum and Archaeological Repository, Kodiak, Alaska).

- Available at the Girl Scouts Susitna Council office

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Athabascan Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Map it!** Find the Athabascan region on a map of Alaska, and identify the major rivers in the area. Choose a village in this region that you are not already familiar with, and find out how the seasonal changes / cycles affect the people's lifestyle. What skills are essential to survival in this village? Sprinkle your map with sketches of tools used in this area. Or, sketch the eleven Athabascan language areas on your map.
- 2. Native Legends / Story Time!** Learn about Athabascan legends, myths, and folklore. Ask an elder or a tradition bearer to tell you some of the legends, or visit a Native cultural center or museum to find out about legends (or read Athabascan legends from *Athabascan Stories* by Alice Brean or *In the Shadows of Mountains* by John E. Smelcer). Design illustrations for one or more legends, and share the legend(s) and your illustrations with younger girls. OR, read an Athabascan children's book to a group of younger girls (examples are *The Girl Who Swam with the Fish* retold by Michelle Renner; *Anna's Athabascan Summer* by Arnold Griese; or *Walk About: Life in an Ahtna Athabascan Village* by John Smelcer and Tricia Wilson).
- 3. Who's Who?** Georgianna Lincoln was born in Fairbanks in 1943. Use the Internet or the library to discover how she has been a leader in the Native community. What was she the first Alaska Native woman to do? Name one other Athabascan leader or elder and tell what she/he is known for.
- 4. Handiwork** Women from some Athabascan communities make baskets from birch bark and necklaces using prized dentalium shells. Make your own basket or beaded necklace (*Hands on Alaska: Art Activities for all Ages*, pg. 65-69). Base your necklace pattern on images and designs of actual Athabascan jewelry.
- 5. Making Connections** Invite an Athabascan elder to visit your troop or group. Prepare questions ahead of time to find out what life was like when she/he was young. There are 11 distinct languages and 22 dialects spoken by Alaskan Athabascans. What is the name of the elder's language/dialect? On a map of Alaska, locate the area where this language is spoken, and learn a few new phrases in this language.
- 6. Animal Habitats** Subsistence hunting and fishing remain a central of Athabascan culture. What animals are an important source of food for the people? Prepare drawings to make a display of the various animals in their natural habitats.

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7. **Current Events** Keep an eye on the news or newspapers for a week to see what is going on in these areas of Alaska. Who is making the news in these communities? How are they making the news? What are some current concerns in this area? Share your findings with your troop.
8. **Yum!** Athabascans rely heavily on moose as an important staple in their diet. Prepare a moose stew or roast (or other Athabascan dish), and share it with others.
9. **ANCSA** Learn about ANCSA – the largest land claims settlement in the history of the world. What does ANCSA stand for, when did it occur, and what was the significance to the native people of Alaska? How did it affect their lifestyles? How do Alaska Natives feel today about the passage of this act? Talk to a tradition bearer or elder, if possible. After doing your research, discuss as a group. With your troop or group, visit a native corporation (Ahtna, Inc. in Glennallen, Cook Inlet Region, Inc. in Anchorage, and Doyon, Ltd. in Fairbanks serve this region), or visit their website (www.ahtna-inc.com, www.ciri.com, or www.doyon.com), and find out about the work they do. Or, talk to a Shareholder and find out what it means to be a member of a native corporation, and how this relates to ANCSA.
10. **Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Watch a competition (live or on video) and practice one event until you improve your performance.

“Chin’anguninyu” (Thank you, that you came here) – Dena’ina

Additional Resources:

- *Alaskan Athabascans* by Patricia Partnow
- “Athabascan Values” poster (printed by the Alaska Native Knowledge Network)
- *Cheda* (Athabascan Indian for grandma) by A.E. Stephan
- Ella B. Verneti School home page in the Athabascan village of Koyukuk, Alaska (www.vernetti.koyukuk.k12.ak.us)
- *The First Athabascans of Alaska: Strawberries* by A.E. Stephan
- *Gwitch’in Native Elders: Not Just Knowledge, But a Way of Looking at the World* by Shawn Wilson
- *Koyukon Riddles* adapted by Richard Dauenhauer
- *Tetlin as I Knew it* by Shirley David Jimerson
- *Tetlin Resource Booklet* by Patricia Partnow
- *Traditional Athabascan Fish Recipes* by A.E. Stephan
- *When People Meet Animals* by Patricia Partnow

- Available at the Girl Scouts Susitna Council office

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Eyak/Tlingit/Haida/Tsimshian Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Map it!** Find the Eyak, Tlingit, Haida, and Tsimshian Indian regions on a map of Alaska. Much of this area is similar to a rain forest, with tall, massive trees found in the region. Prepare a display of some other plants and flowers that are native to this area of Alaska, using live plants or your own drawings.
- 2. Imagine That!** Visit the Alaska Native Heritage Center's website (www.alaskanative.net/38.asp) to learn about the exogamous (meaning they marry outside of their own group), matrilineal clan system of this group of Alaska Natives. Traditionally, the Eyak, Tlingit, and Haida each have two moieties, while the Tsimshian have four phratries. Name the moieties / phratries for each group. How is membership in the different moieties / phratries passed down? Or, invite a tradition bearer from one of these cultures to visit your troop or group to explain the matrilineal clan system to you. What clan does she/he belong to? How does this compare with other cultures you know of? How are certain things passed down in your own family? If your family does not follow the matrilineal clan structure, imagine what your own family would be like if you had grown up within this clan system, and write a story about it.
- 3. Ceremonial Regalia** Examine pieces (or pictures) of traditional clothing worn in villages in this area. What significance do the designs have? What purpose does traditional clothing serve in modern times? Arrange a display of various pieces of traditional clothing (or prepare a collage with copies of the pictures), and explain their meaning to younger children.
- 4. Celebration!** For thousands of years, Southeast Alaska Natives have gathered to share their traditions through dance and song. "Celebration!" (started in 1982) is a biennial festival of Tlingit, Haida, and Tsimshian dance, song, oratory and arts held in Juneau. Watch a Tlingit, Haida, or Tsimshian Indian dance performance. Notice the special clothing and regalia worn. Traditionally, what are occasions for dancing within these cultures?
- 5. Unique Art** Study examples of art from these Northwest Coast cultures, using museums, the library, or the Internet as needed. Using traditional colors, design a miniature totem pole or make an octopus bag (*Hands On Alaska: Art Activities for all Ages*, pg. 6-8, or 19-21).

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6. **What's Up?** Keep an eye on the news or newspapers for a week to see what is going on in this area of Alaska. Who is making the news in these communities? How are they making the news? Or, invite an elder or a tradition bearer to visit and talk about current concerns or news in the area. Share your findings with your troop or group.
7. **Who's Who?** Use the Internet or the library to discover why Alaska celebrates Elizabeth Peratrovich Day on February 16. She was part of the Alaska Native Sisterhood. What did she fight for? Who was William Paul Sr., and why is he remembered as an important Alaskan? Research one other Eyak, Tlingit, Haida, or Tsimshian Indian leader or elder and tell what she/he is known for.
8. **ANB/ANS** The Alaska Native Brotherhood was organized in 1912, and was followed shortly thereafter by the Alaska Native Sisterhood. Visit their website or conduct other research to find out what the mission of these organizations is (read the Preamble at www.anbgrandcamp.org/constitution.htm). What have they accomplished towards that goal?

“Awa’ahdahaanda’laxsa’a’ch’i” (Thank you for coming here) – Eyak

“Yak’eihattyigoode’e” (It’s good that you have come) – Tlingit

“Tatsgwiik” (Welcome, here is the place of honor for you) – Haida

“ts’im’wii’amhaw” (Greeting) – Tsimshian

Additional Resources:

- *A Legend of the North Country* by Laura Cecelia McCarley*
- Celebration 2002 Resource Guide (www.juneauempire.com/celebration/2002/)
- *Clan Rule Book* by Patricia H. Partnow*
- *Haida Totems in Wood and Argillite* by S.W.A. Gunn
- *In a Tlingit Winter House* by Patricia H. Partnow*
- *Kahtahah* by Frances Lackey Paul
- *Kwakiutl House and Totem Poles* by S.W.A. Gunn*
- *The Tlingit World* by Patricia H. Partnow*
- *Totem Poles to cut out & put together*, published by Bellerophon Books*

- Available at the Girl Scouts Susitna Council office

* Look inside book for green sticky note with a tip for leaders

Gratitude is expressed to the Alaska Native Heritage Center for recommendations in the development of this project and for permission to use the cultural symbols for badge and try-it designs.



Inupiaq/Siberian Yupik Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Native Legends / Story Time!** Learn more about Inupiaq or Siberian Yupik legends, myths, and folklore. Ask an elder or a tradition bearer to tell you some of the legends, or read some children's books about life in this area of Alaska (some examples are the legend *Caribou Girl* by Claire Rudolf Murphy; *Go Home, River* by James Magdanz; *Kumak's House* by Michael Bania; and *Unipchaat 1, 2, or 3: Animal Stories of the Kobuk River Eskimos* edited by Akugluk Wilfried Zibell). Discuss with your troop or group what lesson(s) you think the legend or story teaches.
- 2. Carvings** Look at examples of scrimshaw and wildlife carvings from this area of Alaska. Make your own piece of scrimshaw with a bar of soap, or your own wildlife carving using plaster (*Hands on Alaska: Art Activities for all Ages*, pg. 43 and 57-58).
- 3. Map it!** Find the Inupiaq region and St. Lawrence Island on a map of Alaska. How do the climate and landscape affect the people's lifestyle? Their food? dwellings? artwork? traditions? (For example, how does the intricacy of their artwork compare with that of Southeast Alaska Natives? Why do you suppose there is such a difference?) What skills are essential for survival in this area of Alaska?
- 4. Arctic Animals** Traditionally, the Inupiaq and Siberian Yupik Eskimos depend on hunting for food. What kinds of animals are typically used to provide food for the people? Learn about the traditional whale hunt done by people in villages along the coast. How are the various parts of the whale used? With the help of other girls, make a large drawing or poster to show how the entire community gets involved.
- 5. Current Events** Keep an eye on the news or newspapers for a week (*The Arctic Sounder* and *The Nome Nugget* are local newspapers) to see what is going on in this area of Alaska. Who is making the news in these communities? How are they making the news? What are some current concerns in this area? Share your findings with your troop or group. Or, invite an elder or tradition bearer to visit your troop or group and talk about current concerns or news in the area.

(continued on next page)

6. **Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Which competitions and games are most helpful in developing skills essential to survival **in this part of Alaska**? Watch a competition (live or on video), and practice one event until you improve your performance.
7. **Pen Pals** With an adult's help, write a letter to a girl in one of the villages in this area of Alaska. Find out what her typical day is like, and tell her about yours.
8. **Language Lessons** Learn how to say four new Inupiaq or Siberian Yupik phrases. Teach these phrases to a friend.
9. **Celebrate!** Learn about an important occasion for celebration in this part of Alaska. Why is this event important to celebrate, and what is done to make the celebration special? What roles do various people play? Hold a similar celebration (or act one out) with your troop or group.
10. **AFN** The Alaska Federation of Natives was incorporated in 1970, and is still in existence today. Find out what issues led to the formation of the organization. How does this compare to the issues that the AFN is concerned with today? Who is the current president of the AFN?

“Paglagivsigin” (We welcome you) – Inupiaq

“Quyakamsitagilghilsi” (We welcome you) – Siberian Yupik

Additional Resources:

- *Unipchaat 1: Animal Stories of the Kobuk River Eskimos*, edited by Akugluk Wilfried Zibell (available at the Council office)
- *Unipchaat 2: Animal Stories of the Kobuk River Eskimos*, edited by Akugluk Wilfried Zibell (available at the Council office)
- *Unipchaat 3: Animal Stories of the Kobuk River Eskimos*, edited by Akugluk Wilfried Zibell (available at the Council office)

- Available at the Girl Scouts Susitna Council office

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Yup'ik/Cup'ik Culture Badge

Level: Junior

Requirements: Complete 6 of the following activities

- 1. Map it!** Find the Yup'ik regions and two Cup'ik villages of Chevak and Mekoryuk on a map of Alaska. Label the main rivers and as many villages in this area as you can find. Sprinkle your map with sketches of animals important to people in this area.
- 2. Got the Beat?** An important part of Yup'ik and Cup'ik dances is the drumming. Watch a Yup'ik or Cup'ik dance performance (live or on video), paying special attention to the rhythm of the drumming. Traditionally, what occasions are cause for dancing and drumming?
- 3. Making Connections** Invite a Yup'ik or Cup'ik elder to visit your troop or group. Prepare questions ahead of time to find out what life was like when she/he was young. How has today's lifestyle changed from traditional times? How has current technology been integrated into traditional practices? Learn a few new phrases in her/his language.
- 4. Plants and Animals** What plants and animals are important to the survival of people in this area? What skills are essential to be a successful hunter/fisher/trapper, and what tools are required? How are different animals used for survival? Traditionally, Yup'ik and Cup'ik use seasonal camps for fishing, hunting, and gathering. Put together a seasonal illustration (four illustrations, one for each season) of typical subsistence activities.
- 5. What's Up?** Review a current copy of *The Bristol Bay Times*, *The Delta Discovery*, or *The Tundra Drums* to see what people/events are making the news today, and discuss with your troop or group. Make a list of Alaska Native words you find in the newspaper.
- 6. Pen Pals** With an adult's help, write a letter to a girl in one of the villages in this area of Alaska. Find out what her typical day is like, and tell her about yours.
- 7. AFN** The Alaska Federation of Natives was incorporated in 1970, and is still in existence today. What issues led to the formation of the organization, and how does this compare to the issues that the AFN is concerned with today? Who is the current president of the AFN?

(continued on next page)

- 8. Native Legends / Story Time!** Learn more about Yup'ik/Cup'ik legends, myths, and folklore. Ask an elder or a tradition bearer to tell you some of the legends and stories, or read a story from *Akiugnert Ciuliamta – Echoes From the Past*, edited by Susan Henry or *Yup'ik Lore: Oral Traditions of an Eskimo People – Yuut Qanemciit: Yupiit Cayaraita Qanrutkumallrit*, edited by Edward A. Tennant and Joseph N. Bitar. Children's books about life in this area of Alaska include: *Dance on a Sealskin* by Barbara Winslow; *The Eye of the Needle* and *The Hungry Giant of the Tundra* retold by Teri Sloat; *How the Crane Got Its Blue Eyes: a Yup'ik Legend* as told by Jean Cook, written by Elsie Jimmy (CD-ROM presents it in both Yup'ik Eskimo and English); *Kitaq Goes Ice Fishing* by Margaret Nicolai; and *What Girls Should Do When Eskimo Dancing* by Rosalie Lincoln. What have you learned from reading the story? Discuss with your troop or group.
- 9. Native Games** Learn about Native youth games in the state of Alaska and World Eskimo-Indian Olympics (www.weio.org). How are these competitions an important part of skill development? Watch a competition (live or on video), and practice one event until you improve your performance.

“Waqaa” (Greetings) – Yup'ik & Cup'ik

Additional Resources:

- Bilingual poster of Yup'ik Values
- Cassette: “Yup'ik Stories Read Aloud/Yugcetun Qulirat Naaqumalriit Erinairissuutmun,” recorded in Yup'ik and Translated by Anna W. Jacobsen
- *The Eye of the Needle*, retold by Teri Sloat
- *How the Crane Got Its Blue Eyes: a Yup'ik Legend*, as told by Jean Cook, written by Elsie Jimmy (comes with a CD-ROM that presents it in both Yup'ik Eskimo and English)
- *The Hungry Giant of the Tundra*, retold by Teri Sloat
- *I Am...* by Loddie Ayaprun Jones (illustrations of Yup'ik Eskimo Masks)
- *Kitaq Goes Ice Fishing*, by Margaret Nicolai
- Lower Kuskokwim School District (www.lksd.org)
- Photo layout of Toksook Bay Community's dance festival
- *Stories of the Seasons* by Jane Sutherland Niebergall
- *What Girls Should Do When Eskimo Dancing* by Rosalie Lincoln
- Yup'ik/English calendar (outdated)

- Available at the Girl Scouts Susitna Council office

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ALASKA WOMEN'S HERITAGE PATCH

Level: Junior, Cadette, and Senior

Requirements: Complete 6 of the following activities.

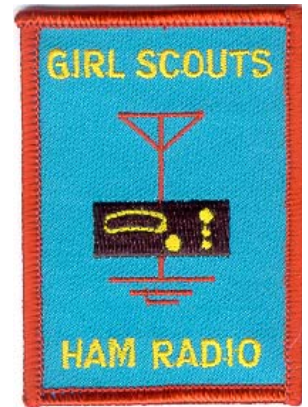
1. Draw a picture or write a poem or story about an Alaskan woman you admire, highlighting what makes this woman special.
2. Read a biography of an Alaskan woman.
3. Create a collage that shows Alaskan women doing a variety of activities. Include activities that are unique to Alaska as well as those done by women in other parts of the country.
4. Attend a community event held to celebrate Women's History Month (March), OR organize an event to honor the achievements of Alaskan women; for example, an awards ceremony for outstanding women in your community or an activity, table or presentation during Women's History Month.
5. Go to a museum about Alaskan history and Native cultures and peoples or read a book on the same topics if there is no museum in your town or city. Try a traditional Alaskan skill such as basket weaving, beading, cooking with sourdough or smoking fish.
6. Interview a prominent woman in your community. Ask her about her most significant contribution as an Alaskan woman has been. How did she prepare herself to do what she does? If she has lived in Alaska for many years, find out what it was like when she was young.
7. Find the word for "woman" in as many Alaska Native languages as you can. Learn to pronounce the words and teach them to your troop.
8. Compile a history of Alaska of the last 30 years from women's perspectives. Interview at least three women of different ages.
9. Find out about the contributions of Alaskan women in a variety of fields (e.g. arts, science, government, and sports.) Use your findings in a fun presentation for younger children about the things Alaskan women have done.

* A resource packet is available at the council.

AMATEUR RADIO PATCH

Level: Junior and Studio 2B

Requirements: Complete 6 of the following activities.



1. Learn what amateur radio is, who amateur radio operators are, and what public services are performed on amateur radio.
2. How do you become an amateur radio operator? List some of the ways to have fun being an amateur radio operator.
3. Visit an amateur radio operator or invite him or her to demonstrate radios to your Troop.
4. Find out about amateur radio clubs and if (or when), they give classes to become an amateur radio operator.
5. Learn how radio waves travel.
6. Find out how amateur radio operators communicate with hams in other countries. Make a list of some "Q" signals used.
7. Learn how "traffic messages" are handled.
8. Draw a block diagram that includes a transceiver, microphone, antenna and feed line.
9. Draw 10 schematic symbols often used in radio diagrams and explain what each part does.
10. Explain the difference between an open circuit, a closed circuit and a short circuit.
11. List 5 typical amateur radio call signs.
12. With the help of an amateur radio operator, talk to and properly log at least two voice or two Morse code contacts.

ARCHERY INTEREST PROJECT PATCH

Level: Studio 2B

Requirements: Complete all of the requirements.



1. Know archery safety rules, such as, what kinds of targets to shoot at, the proper equipment to have, and how to inspect your equipment before using it. Know how to warn other archers that you are behind a target, and what "all clear" means. Know the safety zone.
2. Learn about the different kinds of bows. Know what "draw weight" means. Learn how a bow's length can determine arrow speed and accuracy. Learn how to care for a bow.
3. Learn how to care for a bowstring.
4. Learn the different types of arrows and the kind of shooting for which they are used. Learn how to match arrows to a bow. Learn how to care for arrows.
5. Learn how to make and repair arrows.
6. Learn proper shooting techniques. Know how the "point of aim" affects the trajectory.
7. Be able to shoot a round at a target,
8. Know what the following terms mean:
 - anchor point
 - arrowhead
 - arrow rest
 - bow square
 - butt
 - cast
 - cock feather
 - draw
 - handle
 - head
 - holding
 - kisser button
 - nicking point
 - point blank
 - point of aim
 - recurve bow
 - release
 - shaft
 - torque
 - trajectory
 - vane



BIRD TRY-IT

Level: Brownie

Requirements: Complete 4 of the following activities.

Pick up a packet and check out a kit from the council office to complete this try-it.

1. Learn about the following 10 birds:
 - Black Capped Chickadee
 - Red Breasted Nuthatch
 - Common Redpoll
 - Bohemian Waxwing
 - Downy Woodpecker
 - Steller's Jay
 - Black Billed Magpie
 - Raven
 - Willow Ptarmigan
 - Bald Eagle
2. Play the Bird Identification Line Game.
3. Learn about the two main types of feathers - contour feathers and down feathers.
4. Watch the Eyewitness Bird Video . . . 35 min.
5. Read Who Eats What by Patricia Lauber and/or play the food chain games.
6. Make a simple bird feeder and put it where the birds will find it! Watch to see what birds come to eat!
7. Read aloud one of the following books:
 - a. Puffin A Journey Home by Jim Tilly
 - b. The Raven and River by Nancy Carlstrom
 - c. Carmine the Crow by Heidi Holder
 - d. Ask your local librarian for other age appropriate books.
8. Learn the "Found a Mammal" song or a song about birds.



BIRD BADGE

(Girls have a choice between these two badge designs)

Level: Junior

Requirements: Complete 6 of the following activities

1. Learn to identify at least 10 birds common to Alaska.
2. Using a field guide, select five birds that live in your area. Learn about their habitat and when they are in your region so you can identify them correctly.
3. Do the “Build an Eagle Wing” activity to learn about Eagle flight anatomy.
4. Make your own bird list and keep a journal of what birds you saw, conditions and what the birds were doing.
5. Learn the 10 different types of beaks and 8 different types of feet.
6. Do the “Goin’ Bird Watching” Skit.
7. Play the Habitat Tag game.
8. Make a bird feeder from recycled materials or create a bird sanctuary in your community. Find out what plants improve bird habitat by reading seed catalogues, or using your local library or trying the Internet.
9. Make a list of 10 ways humans benefit from birds and a list of 10 ways birds benefit from humans.
10. Try the “Owls from the Inside Out” activity.
11. Learn about special adaptations water birds have that make them different with the “Build a Seabird” activity.
12. Go on a wetland field trip and complete at least 4 wetland experiments. You select which ones are appropriate for your troop. Check out the “Stream Ecology Kit” of supplies at the Anchorage, Mat-Su or Kenai offices. Outlying areas may be mailed the kit. A \$25.00 deposit is required to borrow the kit. This kit is only appropriate for freshwater wetlands in forested areas. Check out your local library for wetland experiments.

13. Mix and Match the list below of how bird beaks and feet help them get their food. From the list, choose five to find out how their beaks and feet help them to get their food.

Birds	Food
Owl	Mussel
Hawk	Mouse
Eagle	Crab
Sparrow	Corn
Robin	Seed
Crow	Flying insects
Swallow	Fish
Gull	Worms
Heron	Rabbit

14. Participate in a local service project to benefit birds or wetlands with a resource partner.

15. Participate in Cornell Ornithology Lab's Project Feeder Watch (on the internet) or the Audubon Society Christmas Bird Count.

For more on the fascinating subject of birds contact your local Audubon Society, Bird Treatment and Learning Center, and the US Fish and Wildlife Service. Also, learn more about owls by ordering and dissecting owl pellets.

A bird badge kit is available for checkout from the council office.



CROSS-COUNTRY SKIING BADGE

Level: Junior

Requirements: Complete 6 of the following activities.

1. Know how to purchase or rent cross-country skis. Includes how to determine ski length, pole size and shoe size.
2. Demonstrate flat land, downhill, turn, and turn-around skills.
3. Demonstrate your ability to dress in layers; know why the layers are so important.
4. Know about hypothermia: symptoms, treatment and prevention.
5. Know what items are necessary for any all-day trail ski and a two to four hour trail ski outing
6. Know first aid for skiers and skis. Include at least one meal on the trail.
7. Plan and carry out an all-day ski trip. Include at least one meal on the trail.
8. Know with whom to file your trail plans. Plan out action that a person is to take in the event you fail to return on time.
9. Invite another troop or some friends to ski with your group.
10. Learn how to read or lay a trail so you can arrive at your point of determined exit.



DOG MUSHING TRY-IT

Level: Brownie

Requirements: Complete 4 of the following activities.

1. Talk with a musher or visit a kennel. Learn about what is involved in caring for, raising and training sled dogs (or read the entire book: *Born to Pull*).
2. Read a mushing book or have one read to you. Suggested reading: *Born to Pull* (an excellent resource on mushing at a kid's level.), *Kiana's Iditarod*, *Balto*, *Storm Run* (Libby Riddles), *Danger*, *The Dog Yard Cat*, *North Country Christmas*.
3. See a movie about mushing. Suggestions: *Balto* or *Iron Will*.
4. Attend a dog sled race (such as the start of the Iditarod, or the Fur Rendezvous races) or follow the Iditarod race progress daily on a map or the Internet.
5. Learn about the parts of a dog sled and basic mushing equipment.
6. View, ride on or mush a dog sled. Learn simple mushing commands (i.e. Gee, Haw, On-By)
7. Learn about dog safety. (Anchorage Animal Control has an excellent hand out.)
8. Write a story or a poem about mushing, draw a picture or make a model of a sled dog team.

Written by: Brownie Troop 316, Eagle River Service Unit.

DOG SLEDDING BADGE

Level: Junior

Requirements: Complete six activities



1. Visit a kennel where sled dogs are raised. Learn about:
 - How to care for a dog and what it costs
 - When training begins and when dogs retire
 - What the dogs eat and how much
 - What is involved in the upkeep of a kennel
2. Interview a musher and find out:
 - What the dogs have to learn and how they are trained
 - Which breed makes the best sled dogs
3. Learn about what happens on the trail:
 - First aid for injured animals
 - What dogs eat on the trail
 - What a person wears on a trail
 - How weather influences sledding
 - How many dogs are on a team
 - How you rest on the trail and how fast can you travel
 - What is packed in a sled
4. Read a book about dog mushing or a famous dog musher. Or, see a movie about mushing.
5. Write an original story about dog mushing. Or, draw a picture, make a mural, or make a model of a dog sled and team.
6. Ride on a dog sled. Learn commands. Drive it yourself, if possible.
7. Watch a sled dog race.
8. Sponsor a musher for the Iditarod. Or, do a service project (make booties, collect food)
9. Learn the parts of a sled and dog-mushing vocabulary.
10. Learn all about the Iditarod Dog Sled Race:
 - When did it start and why
 - Where does it go
 - When is it held
 - Who has won it recently
 - How much can you winOr, draw a map of the Iditarod Trail. Label checkpoints; include a short description of the race.



NORTHERN LIGHTS BADGE

Level: Junior

Requirements: Complete 6 of the following activities.

1. Make a piece of art inspired by the Northern Lights (such as a collage, wall hanging or painting).
2. Learn what causes the Northern Lights or Aurora Borealis.
3. Write a poem, skit or story about the Northern Lights and share it with younger girls.
4. Make a display about the Northern Lights so other people can learn about them.
5. Look for myths, folk tales or stories about the Northern Lights and read one of them. (Example: *Aurora: A Tale of the Northern Lights* by Mindy Dwyer).
6. Take a trip to a planetarium or science museum to learn more about the Northern Lights.
7. Make food inspired by the Northern Lights such as a vanilla milkshake with layers of different colors using food coloring. (Use red, blue and green food coloring and a tall clear glass. Drop one color at a time into the shake near the edge of the glass and stir gently.)
8. Make Northern Lights in the snow by filling a plastic bottle with colored water and squirt it in the snow.
9. Tie-dye a t-shirts to resemble the Northern Lights.
10. Find out when the Northern Lights are most visible in your area. Plan an overnight with your troop where you can catch a glimpse of the Northern Lights. Try organizing a night watch where patrols take turns sleeping and staying awake to watch for a light show.

Written by: Troop 936, Wasilla



OUTDOOR SURVIVAL BADGE

Level: Junior

Requirements: Complete 5 of the following activities.

1. Find out what hypothermia and frostbite are, and know steps to prevent them in different weather and water conditions. Learn and demonstrate procedures to take if either of these occur.
2. Shelter, food, water, warmth, and clothing are basic survival necessities. Show how you can provide these for yourself and consider their order of importance. Make a solar still or an emergency shelter.
3. Make a basic survival kit. Know how to use each item properly. Make sawdust fire starters.
4. Work with a group to set up a physical fitness course. Time yourselves on it. Invite others to try it. What safety measures did you take?
5. Know basic compass and map skills, and demonstrate them by following a simple orienteering course.
6. Arctic wilderness provides its own challenges. Think about and discuss characteristics of water, plant life, geographic conditions and weather in the Arctic that would help or hinder you. What is stress and how can it interfere with survival? Discuss feelings such as fear and loneliness. How do you deal with tensions like thirst, hunger and pain?
7. Invite a wildlife specialist to a meeting to inform you about bear protection and wildlife awareness.



SIGN OF THE DIPPER

Level: Junior

Requirements: Complete all of the following activities.

1. Complete the Alaska Native Heritage badge or one of the five Alaska Native culture badges.
2. Display the Alaska flag at a troop meeting and be able to tell about the state flag, flower and bird. Learn the “Alaska Flag Song”. Find out how and when Alaska became a state and name the current Governor, U.S. Senators, and U.S. Representative. Name the mayor or tribal council leader of your community.
3. Make a map showing at least 4 of these interesting facts about Alaska:
 - miles of coastline
 - location of the Arctic Circle
 - important mountain ranges and glaciers/ice fields
 - major rivers
 - major mineral deposits
 - important cities
 - Girl Scout Council boundaries and locations of council headquarters
 - National Forests, National Parks, and Wildlife Refuges
 - location of Alaska Native cultural groups
 - ANCSA corporation boundariesDisplay your map where others can benefit from your research; present an Alaskan program for your parents or to another troop.
4. Do two activities from any of the following badges to learn more about people in your community and in Alaska: *Across Generations, Celebrating People, Local Lore, My Community, My Heritage*.
5. Do a service project to benefit the environment or other people in your community.

FOCUS ON ABILITIES PATCH

Purpose: To develop an awareness of and sensitivity to disabilities.
Level: Brownie, Junior, Cadette, and Senior
Requirements: Completion of Focus On Abilities activities packet.

The booklet is available at the council office for \$1.50.



Souvenir patches for
Singing Hills overnights.
No requirements.
\$1.00 each



Cooperative Bears Try-It
\$1.00

(Kit is available from the council to fulfill toe requirements for this patch. A \$25.00 kit deposit is required.)



Community Builders
(Patches are Free!)

Contact Judy Koskela, Communications Director
at 248-2250 or (800) 478-7448
jkoskela@gsscak.org

SUPER TROOP



All activities are to be completed during the current membership year (October 1 through September 30). Troops must be registered in order to participate. Each activity counts toward one requirement.

The following are mandatory for Super Troops:

1. All leaders & assistant leaders (position 01 & 02) of the troop have turned in their FORM 1 **and** Leader/Co-Leader Agreement Forms.
2. The troop leader or her designated representative attended at least 80% of her service Units Leader meeting.
3. The End of the Year Troop Report has been turned in.
4. Requirement *4A, cookie program is mandatory for all troops except Daisies.
5. Requirement 14 (Family Partnership).
6. A minimum of 100 points is required for earning this patch by Brownies, Juniors and STUDIO 2B. Daisy troops need a minimum of 80 points.

1	REGISTRATION (15 points max)	Points
a.	The troop re-registered by Oct. 15, all registration information correct and complete (10 points)	
b.	New, never registered troop registered before their third meeting. (10 points)	
c.	Registered additional adults to help with the troop (5 points)	

2	GIRL MEMBERSHIP (15 points max)	Points
a.	Troop registers as many girls in September as their were active in June. (10 points)	
b.	If a NEW TROOP, by November 30 have the following number of girls registered members: Daisy (5), Brownie (8), Junior (10), STUDIO 2B (5). (10 points)	
c.	Troop registers additional girls after January 1st. (5 points)	

3	ADULT TRAINING (15 points max)	Points
a.	The troop leader has attended "Introduction to Girl Scouting". (5 points)	
b.	Attended training appropriate to her troops age level. (5 points)	
c.	In addition to Basic Leader Training, leader or other registered adult(s) completed other Girl Scout training during the current membership year. (5 points)	

*4	PRODUCT SALES (20 points max) <i>Brownies, Juniors, STUDIO 2B only</i>	Points
a.	Participated in cookie sale. * MANDATORY (10 points)	
b.	Participated in Be A Reader Magazine Sale.* (10 points)	

* = and attended training This activity is **NOT** for Daisies.

5	GROWING IN GIRL SCOUTING (10 points)	Points
a.	Each active Daisy Girl Scout earned at least 3 learning petals during the year.	
b.	Each active Brownie or Junior troop member earned one badge or patch during the current membership year.	
c.	Each active STUDIO 2B member completed one interest project, one focus book, or one requirement toward the Girl Scout Silver or Gold Award during the current year.	

6	COUNCIL PATCHES (10 points)	Points
	Participated in one Council-Sponsored Patch program. (see Council Patches booklet). NOTE: Super Troop patch does not count!	

7	SERVICE (15 points max)	<i>Points</i>
a.	The troop contributed service projects to the community during the current membership year with 75% of active troop members participating. (5 points each)	

The troop's two service projects were:

- _____
- _____

8	GIRL SCOUT EVENTS (15 points max)	<i>Points</i>
a.	75% of active registered troop members took part in activities observing a special Girl Scout day (Juliette Low's Birthday, Thinking Day, Girl Scout Week, etc.) or special Council Event like Women in Science. (5 points each event)	

- The troop participated in:
- _____
 - _____
 - _____

9	OUTDOOR PROGRAM (30 points max)	<i>Points</i>
a.	The troop participated in outdoor activities during the current year. Brownie and Junior troop activities include at least one outdoor meeting or cookout or all day outing. (10 points for each activity)	

- Troop outdoor activities were:
- _____
 - _____
 - _____



10	SUMMER ACTIVITIES (10 points max)	<i>Points</i>
	50% of active troop members who were registered by June 30th participated in a summer troop activity. (5 point per activity)	

- Activities were:
- _____
 - _____

11	GIRL SCOUT VISIBILITY (10 points)	<i>Points</i>
	75% of active troop members took part in activities which increased Girl Scout visibility in their community (flag ceremony for civic group, parade, uniform day, etc.)	

12	BRIDGING (10 points max.)	<i>Points</i>
a.	Bridging Troops. Troops took part in two activities with a sister troop of a different level which leads to a bridging patch. (5 points each)	
b.	Troops not bridging. Troops took part in two activities with a sister troop of a different level which led to FUN! (5 points each)	

- Activities were:
- _____
 - _____

13	GIRL RECRUITMENT (10 points)	<i>Points</i>
	75% of active troop members took part in activities to help recruit additional Girl Scouts (e.g. a meeting or event designed to invite non-scouts to see what the troop does.)	

14	FAMILY PARTNERSHIP (10 Points)	<i>Points</i>
	At least 50% of your troop parents have attended a Susitna Council Family Partnership Presentation. MANDATORY	

SUPER TROOP AWARD

(Please fill in ALL blanks with appropriate information)

A total of _____ points earned by _____ girls and _____ adults of (check age level): Daisy Brownie Junior STUDIO 2B

Requirements	Points	Requirements	Points
1. Registration		8. Girl Scout Events	
2. Girl Membership		9. Outdoor Program	
3. Adult Training		10. Summer Activities	
4. Product Sales		11. Girl Scout Visibility	
5. Growing in GS		12. Bridging	
6. Council Patches		13. Girl Recruitment	
7. Service		14. Family Partnership	

Troop #: _____ needs: _____ X .75 cents ea. = \$ _____
of patches

Leader's Name _____ Daytime Telephone Number _____
Address _____ City _____ State _____ Zip _____
Service Unit _____ Signature of Service Unit Manager (**Required**) _____

For Council Use Only

Date _____

Received by _____

Receipt # _____