

# AMPHIBIANS AND REPTILES PATCH PROGRAM

Girl Scouts - North Carolina Coastal Pines  
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This fun and active patch program will help Girl Scouts learn about amphibians and reptiles while understanding how the environment is important for them to live.

This patch program was originally created by Jenny Palmer, Troop #1234 as a Girl Scout Silver Award. It has been updated to fit with the GSUSA curriculum. We thank Jenny for her contribution the Girl Scouts-North Carolina Coastal Pines Patch Program.

## Activity Requirements

- *Daisies/Brownies- complete 1 activity in each section (Discover, Connect, Take Action) and the two required activities*
- *Juniors complete-2 activities in each section (Discover, Connect, Take Action) and the two required activities*
- *Cadettes, Seniors and Ambassadors- complete 3 activities in each section*

Girl Scout Level	Required (See Below)	Discover	Connect	Take Action	Total Activities
Daisies	2	1	1	1	5
Brownies	2	1	1	1	5
Juniors	2	2	2	2	8
Cadettes	2	3	3	3	11
Seniors	2	3	3	3	11
Ambassadors	2	3	3	3	11

### Required Activities

- ALL** \*What is an Amphibian? What is a Reptile? Find out what characteristics make an animal an amphibian or a reptile. Fill out the chart attached in the **Resource Section**.
- ALL** Discover the relationship between water quality and amphibians. Share with your family.

### Discover

- ALL** Act out the life cycle of a frog. Look in the **Resource Section** for a handout on the life cycle of a frog.
- ALL** Read or have read to you a book about amphibians or reptiles. Share three interesting facts you learned with your troop or family. Check the **Resource Section** for a few options.
- ALL** Invite a herpetologist to come speak to your troop. Or interview one. Find one on the NC Herpetologist website: <http://ncherps.org/>
- J/C/S/A** Learn about the anatomy of a specific amphibian or reptile species. Color and label a diagram. Frog and snake diagrams are included in the **Resource Section**.
- J/C/S/A** Some types of amphibians and reptiles look very similar. Here are some examples, frogs/toads, salamanders/lizards, and alligators/crocodiles. Choose one pair and learn what the differences are. A chart in the **Resource Section** will help you out!

**ALL** Learn how snakes smell things. Journal or talk as a troop how this is different than how you smell things. Talk/Journal about what our world would be like if we smelled how snakes did.

## Connect

**B/D/J** Draw or color a picture of your favorite amphibian or reptile that is native to the Carolinas.

**B/D/J** Play leap frog.

**ALL** Make a reptile or amphibian themed craft.

Here is an example: <http://kidsactivitiesblog.com/47148/sticky-tongue-frog-craft>

**ALL** Choose a species of amphibian or reptile native to the Carolinas and answer the following questions:

- Habitat – Where does your animal live? What happens to them in the winter?
- Food – What does your animal eat? How do they catch it? How do they eat their food?
- Are any of them endangered?

**ALL** Go wooded area, body of water, swamp or other reptile/amphibian habitat near your home. Look for reptiles and amphibians, count how many of each species you see. LEAVE THE ANIMALS WHERE YOU FOUND THEM, THEY LIKE WHERE THEY LIVE ☺.

**ALL** Learn about a reptile or amphibian that is NOT native to North Carolina. Answer the questions below:

1. Why can't the animal live in North Carolina?
2. Where does the animal live?
3. Is there a similar animal that lives in North Carolina?

## Take Action

**ALL** With your troop or family, attend a local event or presentation about reptiles and/or amphibians.

**ALL** Brainstorm causes of poor water quality and ways your family can prevent it. See how many you can do.

**ALL** Participate in a shoreline clean-up event in your area with your troop or family. (Be sure to follow Safety-Wise) (i.e. Big Sweep, etc.) or attend a class related to water quality.

**ALL** Be a friend to tree frogs and toads. Build them a tree frog or toad house using instructions included in the appendix.

**ALL** Make a poster or display that teaches the community about the importance of water quality and its impact on reptiles and amphibians. Display it in your community.

ALL Participate in a community storm-drain stenciling project. See **Resource Section** for links.

## Resource Section

Links for Storm-drain Stenciling Project

- Cary-  
[https://www.townofcary.org/Departments/waterresources/Stormwater\\_Management/Education/Storm\\_Drain\\_Labeling\\_Project.htm](https://www.townofcary.org/Departments/waterresources/Stormwater_Management/Education/Storm_Drain_Labeling_Project.htm)
- Call someone from your local water resources department to see if you can help stencil drains in your hometown.

How to create a Frog/Toad House

Tips:

- You can make a garden toad house from a plastic food container or a clay or plastic flowerpot. When deciding what to use as a toad house, keep in mind that plastic containers are free and easy to cut, but clay pots are cooler in the heat of summer.
- If you plan to decorate your toad house with children, make sure you use a washable paint. Washable paint adheres to clay better than it does to plastic. Once you have decorated the container, you are ready to set up your toad house.

Instructions:

Option 1

- Get a clay/plastic pot
- Put the pot in a garden, near water, somewhere where you've seen frogs before
- Make an entrance for your frog friends
  - If your pot has a crack or hole a frog can get through that is perfect
  - If not, make a circle of rocks about the size of the bottom of your pot, place the pot on top of the rocks, then remove a rock or two leaving a hole for frogs
- Blend the pot in with leaves, and dirt or decorate and paint it

Option 2

- Lay the pot horizontally on the ground and bury the lower half in soil (this is more of a cave)
- Place rocks and leaves in front of half of the pot, making it a bit more hidden, make sure to leave room for the frog to get it
- You can also paint your pot to make it more homey for the frogs

## Book about Reptiles and Amphibians

- I Wana Iguana by Karen Kaufman Orloff
- Wild Reptiles: Snakes, Crocodiles, Lizards, and Turtle By Chris Kratt
- National Geographic Readers:
  - Sea Turtle by Laura Marsh
  - Lizards by Laura Marsh
  - Snakes by Melissa Stewart
  - Frogs by Elizabeth Carney
- A Color of His Own by Leo Lionni
- Owen and Mzee: A True Story of a Remarkable Friendship by Isabella Hatkoff
- A Frog Thing by James Muscarello
- Frog and Fly: Six Slurpy Stories by Jeff Mack

## LIFE CYCLE OF A FROG

**To demonstrate the parts of a life cycle follow the guidelines below:**

### Eggs

- Have troop huddle together as mass
- Tell them frog eggs are often stuck together in masses

### Eggs hatching

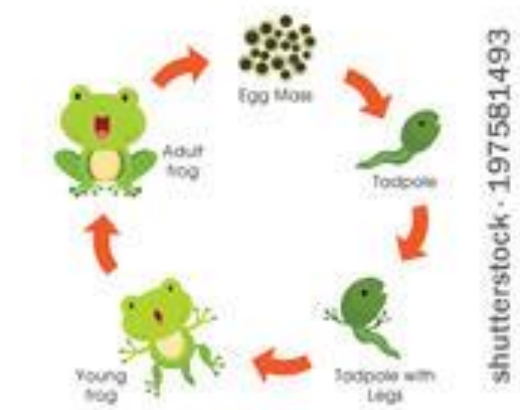
- Have troop start to separate
- Tell them the tadpoles are starting to hatch from the eggs

### Tadpole

- Have each Girl Scout move with her feet together and legs at her side
- Tell them when tadpoles hatch they are more like fish and have no legs and have a tail that propels them

### Tadpole with legs

- Have each Girl Scout now spread apart her legs a little
- Tell them as the tadpoles get older they start to grow legs
- Now have them spread their arms from their side



- Tell them they are getting closer to being an adult frog soon!

#### Young frog

- Tell the girls that young frog have legs and they still have a bit of a tail

#### Adult frog

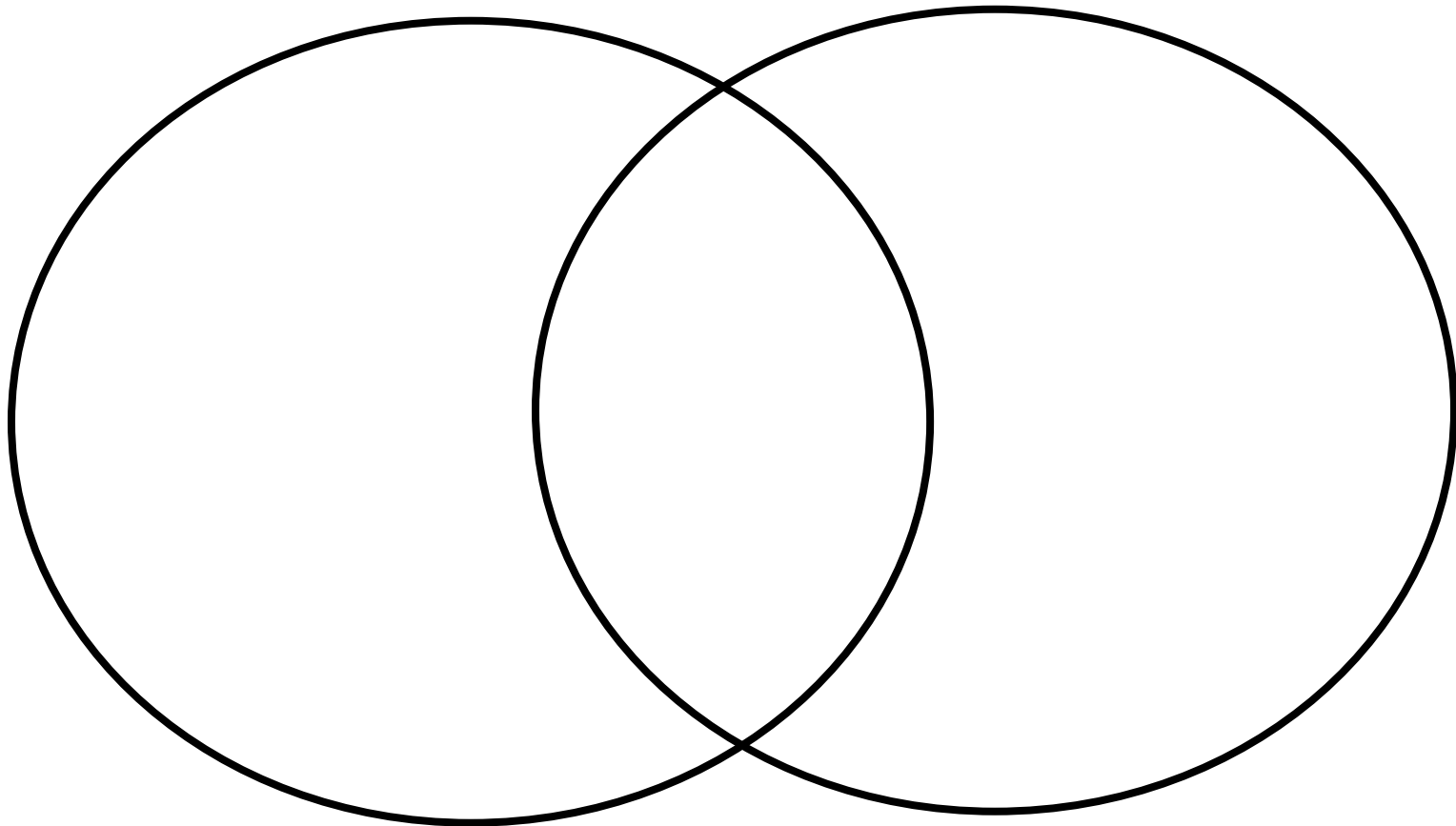
- Have your troop jump around like frogs!
- Tell them they are finally adult frogs, they can hop around freely now
- Make sure they know it takes frogs 4 months to go through the life cycle

Pick two reptiles or amphibians to compare how they look similar and different in this Venn diagram. Below is a list of reptiles and amphibians to compare:

Frogs/toads

Salamanders/lizards,

Alligators/crocodiles



## Reptiles and Amphibian Characteristics Chart

Daisies/Brownies- list 4 characteristics each, then compare

Juniors- list 5 characteristics each, then compare

Cadettes/Seniors/Ambassadors- list 6 characteristics and compare



Reptiles

Amphibians

