

AMPHIBIANS AND REPTILES PATCH PROGRAM



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 (Discover, Connect, Take Action) and the two required activities

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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 Programs.

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
- 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

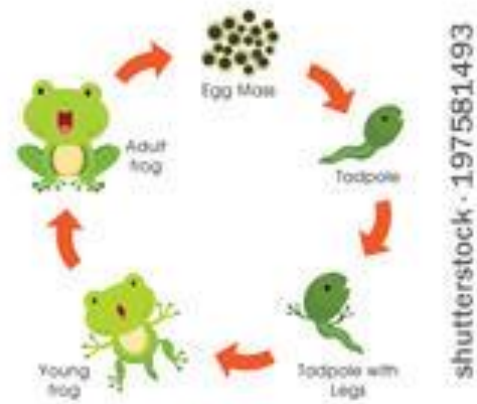
- Have each Girl Scout now spread apart her legs a little
- Tell them as the tadpoles get older they start to grow legs
- Now have them spread their arms from their side
- Tell them they are getting closer to being an adult frog soon!

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

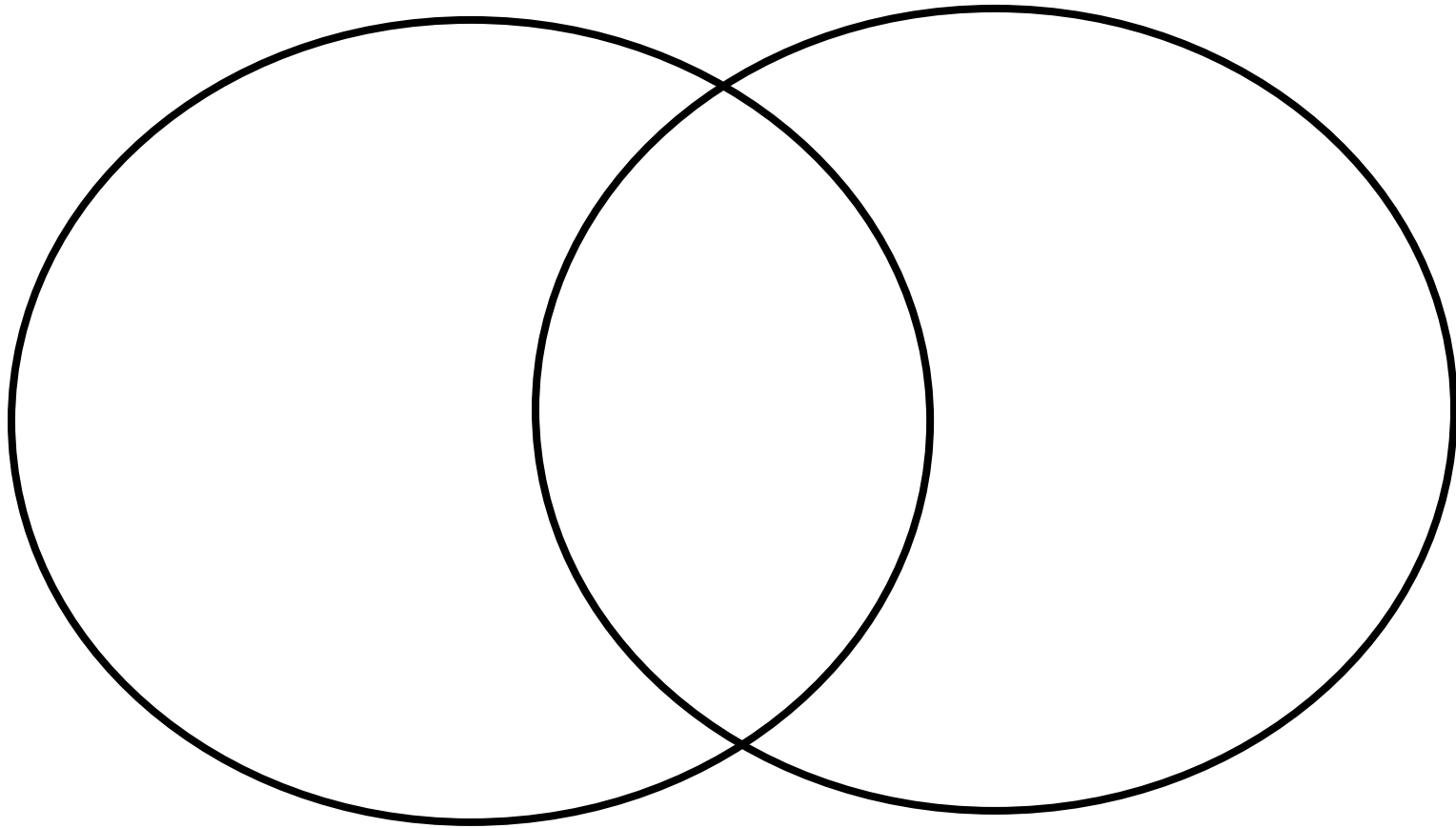


Pick two reptiles or amphibians to compare how they look similar and different in this Venn diagram. Below is a list of reptiles and amphibians to compare:

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 |
|----------|------------|
| | |

