



**Girl Scouts Forever Green  
Community Action Project  
2009-2010**

# Girl Scouts Forever Green Community Action Project

## How green can YOU be?

Girl Scouts of all ages are engaging in a nationwide, annual, signature community action project called **Girl Scouts Forever Green**. You can be a champion of environmental sustainability too, by participating in Girl Scouts, San Diego-Imperial Council's local Girl Scouts Forever Green pilot program.

Through this year-long project, you'll become an advocate for greener communities by implementing a project addressing water usage, energy efficiency or waste management at your school or community center. You come up with your own project idea, based on your school or community's needs and one of the three environmental focus areas. Pages 6-13 have more information and project ideas to help you get started.

## The Girl Scout Leadership Experience: Discover, Connect, Take Action

By learning about the impact you have on the environment and the world around you, you'll begin to **discover** your role as a global citizen. You develop critical thinking skills and a strong sense of self, seek challenges in the world and gain practical life skills.

As you **connect** with each other and with members of the community you're serving, you develop healthy relationships, promote cooperation and team building, resolve conflicts and advance diversity. As you plan and work together to improve the environment, you learn more about yourself, each other and the world around you.

When you **take action**, you identify a community need, solve problems, advocate for yourself and your community, educate and inspire others, and feel empowered to make a difference in the world. By working on a *take action* project, you develop a sense of community and feel your ideals and beliefs are valued by authority figures. By sharing your enthusiasm with others and advocating for the environmental concerns you're passionate about, you develop communication skills.

The Girl Scouts Forever Green: Community Action Project brings about sustainable, girl-led change!

## Project Requirements

- Girls must choose a project that addresses an environmental issue at their school or local community center and falls under one of these focus areas: water usage, energy efficiency or waste management.
- Girls must submit a completed Girl Scouts Forever Green: Community Action Project packet (see p. 4) by **Friday, December 4.**
- Girls must register their troop project and answer follow-up questions at the national Girl Scouts Forever Green website.
- ***The proposed project must be completed by June 2010.***

All troops that complete the project requirements will receive recognition and a certificate.

## Guidelines for Success

**Keep it simple:** Review the focus area charts, and choose a topic that you feel passionate about and that you think can be completed before the 2010 deadline.

**Make connections:** The more people who participate in this project, the greater chance of success you have. You might want to involve a science class or an environmental club. Who else might want to help? What are different ways they could be involved?

**Built to last:** Will your solution fix an ongoing problem or issue for the future or does it have only a one-time impact? Can you create a project that has long-term results? How can you make sure the solution lasts beyond your initial effort? Is this a project that can inspire all students and all ages at your school or members of your community?

Any Girl Scout troop or individual registered with Girl Scouts, San Diego-Imperial Council may participate. We look forward to reading about your projects, and seeing what environmental topics are important to you!

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## How does my troop participate?

Here are the steps for a successful Girl Scouts Forever Green Project.

**1. Read this entire booklet first.**

2. Choose a focus area and project that you feel is important to implement at your school or community center.

3. Write to your school (see p. 5) requesting a letter of support for the Girl Scouts Forever Green project. A letter from your school's administration must be included in your project submission packet. Please contact program specialist Amanda Host Freese at [afreese@sdgirlscouts.org](mailto:afreese@sdgirlscouts.org) if you need assistance.

4. Mail or fax your completed Girl Scouts Forever Green: Community Action Project packet (one per troop) to Girl Scouts, San Diego-Imperial Council, 1231 Upas St., San Diego, CA 92103, by **Friday, December 4**. Make sure to include:

**Troop Take Action Plan**

- Pages 21-24 of this booklet

**Project Timeline**

- All projects must be finished by the end of June 2010. Applications should include an explanation of how the project will be accomplished in the given timeframe.

**Letter of Support from School Administration**

**Parent Consent Form for Girl Scouts of the USA survey (via e-mail)**

- Go to the Girl Scouts Forever Green page on [www.sdgirlscouts.org](http://www.sdgirlscouts.org) (COMING SOON) and click the "survey consent form" link. E-mail the completed form to the address at the bottom of the page.
- This form must be completed by the parents of each girl working on the Community Action Project.

5. Register your troop project and create a profile at [www.girlscouts.org/forevergreen](http://www.girlscouts.org/forevergreen), **Step 1**. All progress will be tracked electronically through this website.

6. Complete your project by **June 2010**. Keep track of the number of participants and your environmental impact. Look at the questions at [www.girlscouts.org/forevergreen](http://www.girlscouts.org/forevergreen), **Step 2**, for ways you can measure environmental impact.)

7. Return to [www.girlscouts.org/forevergreen](http://www.girlscouts.org/forevergreen) **prior to June 15** and enter your project's results under Step 2.

8. Troops will receive recognition and a certificate once their projects are completed.

September 2009

Girl Scouts, San Diego-Imperial Council is part of a pilot for a new national program entitled Girl Scouts Forever Green: Community Action Project. This initiative, which takes place during the 2009-2010 school year, encourages Girl Scouts to discover their roles as global citizens, connect with their communities and take action to create sustainable change through environmental projects implemented at schools across San Diego and Imperial counties.

We're accepting proposals from Girl Scouts and their troops who are interested in participating in the pilot. To promote involvement from fellow students, faculty and administration, the girls are asked to make you aware of their plans and gain your support in as they "green their school." They also must secure a letter of support from school administration before they can begin the program.

Our organization is committed to developing leadership in girls by providing girl-led, learning by doing, and cooperative learning experiences.

By supporting greening efforts, you're setting a positive example for the Girl Scouts and students at your school, as well as for members of your community at large.

Thank you in advance for your interest in this project. Please contact Jen Nation, Director of Program, at (619) 610-0726 with questions.

Sincerely,

Jo Dee C. Jacob  
Chief Executive Officer  
Girl Scouts, San Diego Imperial Council

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*What do we spend more money on than cell phones, computers, cable, television, internet, and all other types of media combined?  
Energy!*

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## ENERGY

*Non-renewable energy sources, such as oil and coal, pollute the environment. Because air quality and health of people are severely impacted by non-renewable energy sources, it is important to minimize the use of non-renewable energy sources. Support usage of less energy in general and the use of renewable energy when possible. Renewable energy sources, such as solar and wind power, are cleaner and are replenished in a short period of time. The limitation of renewable energy sources is that they rely on weather and may not be consistently available.*

### 1. Energy Conservation—Buildings

#### Goals

- Reduced energy usage

#### How?

Project Examples	Measure Your Project's Impact
Create a project designed to reduce energy use at home and/or school (for example, use more energy efficient lighting and equipment, make small reminder signs to post near light switches and computers that say "turn off the lights" or "turn off the computer").	Decrease in energy use (kWh, BTUs, etc.)
Use a Kill A Watt tool to measure the energy usage of appliances and replace inefficient appliances.	
Advocate for building to use Energy Star's Portfolio Manager to evaluate energy performance.	
Educate people about energy usage and alternatives and how to reduce their energy usage.	Number of people educated about energy usage
Advocate for long-term budgets to include solar panels or wind turbines.	Increase in amount of renewable energy used (kWh, BTUs, etc.)

### 2. Energy Conservation—Transportation

#### Goals

- More carpooling and bicycling
- Less fuel used by school buses and cars

- Lowered use of energy

**How?**

Project Examples	Measure Your Project's Impact
Implement plan for conserving energy by changing transportation patterns. <ul style="list-style-type: none"> <li>○ Bike racks and bike paths</li> <li>○ Carpooling program</li> <li>○ Walking school buses</li> </ul>	Decrease in number of vehicles coming to and from school or other place in community each day
Educate about alternative fuels and campaign to reduce energy usage, and/or have people sign a pledge to reduce their energy consumption.	Number of people who are educated about reducing energy Number of people who sign a pledge to reduce their energy consumption
Plant trees and shrubs strategically to reduce heating and cooling costs.	Number of new plants, shrubs, and trees Number of square feet of new or improved green space Increase in number of different plant and animal species
Educate people in the community about green vehicles which have higher than average mileage and produce fewer emissions.	Number of people educated about greener vehicles

## Resources

[www.southface.org](http://www.southface.org): South Face focuses on energy sustainability projects. Resources include designs for green buildings.

[www.energystar.gov/powermanagement](http://www.energystar.gov/powermanagement): Energy Star standards require that electronics use less energy than federal efficiency standards. Counsels can join campaigns to reduce energy consumed by refrigerators, telephones, and computers.

[www.usgbc.org](http://www.usgbc.org): U.S. Green Building Council provides information about greening buildings and LEED certification. There is a link to Build Green Schools.

[www1.eere.energy.gov/buildings/energysmartschools](http://www1.eere.energy.gov/buildings/energysmartschools): Schools are a great place to teach children about energy and the environment. This Web site includes suggestions on designing and building green schools.

[www.consumerenergycenter.org](http://www.consumerenergycenter.org): Includes energy tips for schools, information about renewable energy, and transportation tips to reduce energy consumption.

[www.kidwind.org/lessons/teachers.html](http://www.kidwind.org/lessons/teachers.html): Resources for teaching girls about renewable energy sources.

[www.windpoweringamerica.gov/schools.asp](http://www.windpoweringamerica.gov/schools.asp): Information about wind power in schools. This Web site also provides links for interactive activities and other resources about wind power.

[www.epeat.net](http://www.epeat.net): EPEAT helps consumers choose electronic products (computers) based on their environmental characteristics.

[www.focusnation.org](http://www.focusnation.org): Focus the Nation is a national teach-in and policy agenda with a campaign to promote the civic engagement of youth.

[www.greenroofs.com](http://www.greenroofs.com): A resource portal for green roofs.

[www.fueleconomy.gov](http://www.fueleconomy.gov): The United States Department of Energy gives tips on vehicle energy usage and how to drive more efficiently.

[www.epa.gov/greenvehicles](http://www.epa.gov/greenvehicles): The EPA's guide to Green Vehicles help people chose fuel-efficient vehicles to meet their needs. This information can serve as the basis of an educational session in the community.

[www.emoregon.org/pdfs/OIPL/OIPL\\_Kill\\_A\\_Watt\\_fact\\_sheet.pdf](http://www.emoregon.org/pdfs/OIPL/OIPL_Kill_A_Watt_fact_sheet.pdf): This is a PDF file about how to use a Kill A Watt to save energy.

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*What do a fish, a tree and a human  
all have in common?  
Water!*

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## WATER

*Each person uses 150 gallons of water a day on average. This translates into roughly 55,000 gallons used per person every year. In a class of 25 students, the students use enough water each year to fill 2 Olympic-sized swimming pools! If water consumption is reduced, that means that there is more clean water for wildlife and you in the future. Two-thirds of your body is nothing but water, which means that we don't just use water, we are water! There is a finite amount of water on Earth, so we need to conserve clean water for future generations. Water can be recycled from cooling systems and irrigation systems and used more efficiently in buildings by using low-flow shower heads and fixing leaky toilets. Promoting awareness of water consumption also help decrease water usage.*

### 1. Improve water quality

#### Goal

- Improved particulate count

#### How?

Project Examples	Measure Your Project's Impact
Remove garbage and other waste from a local water body.	Weight of trash collected and removed from body of water
Implement a plan to improve water quality by focusing on education and advocacy.	Number of people educated
Plant native shrubs and trees around water body to prevent erosion.	Number of new plants, shrubs, and trees Number of square feet improved
Sand dune restoration.	Increase in number of different plant and animal species

### 2. Conserve water inside and outside of buildings

#### Goals

- Reduced water consumption
- Reduced impact of water on municipality for water treatment

#### How?

Project Examples	Measure Your Project's Impact
Campaign for people to reduce their shower time (take shorter showers)	Total number of minutes by which shower time was reduced x 2.5 gallons per minute = reduction in total number of gallons of water

Educate people about reducing water consumption and pledge to reduce consumption	Number of people educated Number of people who pledge to reduce their water consumption practices
Replace shower heads, toilets, and faucets with low-flow models.	Number of low-flow units installed Reduction in number of gallons of water used
Irrigation controls, xeriscaping of school yards, and plant trees and native plants.	Reduction in number of gallons of water used Number of new plants, shrubs, and trees Increase in number of different plant and animal species
Campaign and help school officials install drought tolerant plants.	Number of new native/drought tolerant plants, shrubs and trees
Build a rain garden	Size of garden in square feet Number of new plants Increase in number of different plant and animal species

## Resources

[www.girlscouts.org/program/gs\\_central/insignia/online/participation\\_patches/water\\_drop/](http://www.girlscouts.org/program/gs_central/insignia/online/participation_patches/water_drop/) - **Water Drop Patch Project**: A program resource, co-produced by GSUSA and the EPA, that teaches Girl Scouts about water quality and how to take action in their communities to protect and restore local water resources. Guidance on constructing rain gardens on school properties is included.

[www.epa.gov/safewater](http://www.epa.gov/safewater) : The EPA has resources about water pollution, instructions on how to build rain gardens, and information about local water sources. This Web site includes links to publications about water conservation and ideas for promoting water efficiency.

[www.epa.gov/watersense/index.htm](http://www.epa.gov/watersense/index.htm): Water Sense is an EPA partnership voluntary labeling program that offers consumers a simple way to make product choices that use less water with no sacrifice to quality or product performance.

[www.worldwatermonitoringday.org](http://www.worldwatermonitoringday.org) : World Water Monitoring Day is an international effort to improve water quality. There are test kits available to test the quality of local water sources.

[www.wateruseitwisely.com/100-ways-to-conserve/index.php](http://www.wateruseitwisely.com/100-ways-to-conserve/index.php) : This Web site lists 100 ways to conserve water. One of these tips may spark a project idea.

[www.nwwater.com](http://www.nwwater.com) : The North Wales Water Authority provides information and facts about water and ideas for kids on how to conserve water. This Web site includes interactive games for kids about saving water and resources to teach children about water conservation.

[www.wetcity.org/resources.htm](http://www.wetcity.org/resources.htm) : *Water Watchers: Conserving Water at Your School and Home*, a school water audit and conservation handbook, helps educators mentor a student-driven audit of water use at school and in their homes. Lessons in the guide are arranged to lead students from awareness of basic water conservation issues to responsible action and stewardship of their water environment.

[www.projectwet.org](http://www.projectwet.org) : According to this Web site, "the mission of Project WET is to reach children, parents, educators, and communities of the world with water education." There are numerous resources about water and water sources.

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*Can you recite the three R's of  
Waste Management?  
Reduce! Reuse! Recycle!*

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## WASTE MANAGEMENT

*Each one of us throws away approximately 4.6 pounds of waste per day! That means each week you throw away enough trash to equal more than 60 boxes of Thin Mints. We need to make good decisions in our daily consumption patterns and teach others about reducing, reusing, and recycling, which are daily actions that make a big difference in how much waste we produce and how quickly we use the space in landfills. Composting helps clean up contaminated soil, prevent pollution, and create more space in landfills. Reusing consumer goods means that fewer new products need to be produced, thus saving energy. Helping to manage waste can also serve as a money earning activity for your project.*

### 1. Reduce

#### Goals

- Reduced greenhouse gases
- Reduced purchase of food containers and reduced waste

#### How?

Project Examples	Measure Your Project's Impact
Reduce quantities of disposable food and drink containers consumed.	Reduced weight of weekly or monthly purchases of food containers
Reduce waste of weekly junk mail (for example, join the Catalog Canceling Challenge and contact mail sources).	Reduced weight of weekly junk mail and bathroom supplies
Reduce waste of bathroom supplies (for example, install hand driers in bathrooms).	
Print paper double-sided (for example, adjust printer default for automatic double-sided printing).	Reduced weight of paper purchased per month
Educate and advocate for reduced consumption of goods.	Number of people educated about waste management
Decrease the amount of trash produced (for example, encourage others to recycle, reuse, and donate items and to buy items in	Decrease in weight of trash sent to landfill per week

minimal packaging).	
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## 2. Reuse and Recycle

### Goals

- Decreased volume of waste and less impact on local resources and landfill space
- More recycled aluminum cans, plastic, newspaper, paper, and electronics

### How?

Project Examples	Measure Your Project's Impact
Donate usable items—sporting goods, food, electronics, clothing, books, and furniture.	Weight of usable items donated
Form a waste exchange to trade unwanted consumer goods.	
Start a compost program in your school, home, or community (check state regulations first).	Weight of items that are composted
Reuse paper <ul style="list-style-type: none"> <li>○ Place trays or boxes for paper used on one side for others to reuse before recycling.</li> <li>○ Make notebooks by binding papers used on one side with cereal boxes.</li> </ul>	Reduced weight of paper purchased
Educate people about benefits of recycling.	Number of people educated about recycling
Start/promote recycling programs and install recycling bins in visible and convenient locations (for example, paper, cardboard, plastic, glass, aluminum cans, e-waste, Capri Sun pouches, snack wrappers).	Weight of items that are recycled—paper, aluminum, plastic, cell phones, e-waste, and other products
Increase use of reusable water bottles through educational efforts.	Number of people educated about water bottle waste
Plan a Waste Reduction Week where events occur on themes days (for example, Monday is Reduction Day, Tuesday is Compost Day, Wednesday is Zero Garbage Day, Thursday is Conservation Day, Friday is Reuse or Exchange Day and tie to national environmental events.	Refer to metrics for each specific activity

## Resources

[www.greenschoolproject.com](http://www.greenschoolproject.com): This is a cartridge- and cell-phone recycling program that partners with schools to promote recycling. There are also lesson plans and printable worksheets on the Web site.

[www.therecyclingguy.com](http://www.therecyclingguy.com): Program for recycling cell phones and other electronics in a safe way that benefits schools and charities financially.

[www.nikegamechangers.com/earth](http://www.nikegamechangers.com/earth): Nike's Reuse-A-Shoe program reuses shoes to construct playgrounds and athletic facilities. Troops or councils can apply to host a shoe drive in their community.

[www.stopjunkmail.org](http://www.stopjunkmail.org): Ways to reduce junk mail and remove your name from mailings. This Web site has templates for letters that you can write to catalogs and credit card offers to reduce junk mail.

[www.crirecyclingink.com](http://www.crirecyclingink.com): CRI Recycling buys e-waste including ink cartridges, cell phones, and ink jets that it then recycles.

[www.nationalgreenweek.org](http://www.nationalgreenweek.org) and [www.eeweek.org](http://www.eeweek.org): Information about two national environmental weeks aimed at schools and communities and how to make them greener. Girl Scout projects can be featured on the Web sites. There are also videos, facts, and resources about the environment and waste.

[www.terracycle.net](http://www.terracycle.net): Resource for upcycling Capri Sun pouches and other drink pouches as well as energy bar wrappers. These unrecyclable products are made into new products such as purses and pencil cases. Candy wrappers and snack wrappers can also be upcycled!

[www.thinkgreen.com](http://www.thinkgreen.com): Waste Management's Web site helps educate people about the recycling process in a simplified and interesting way. Learn how waste is transformed to energy and how aluminum cans are recycled.

[www.howtocompost.org](http://www.howtocompost.org): A complete source of composting information and articles for beginners to experts, including educational resources for composting in schools, at home and in communities.

[www.freecycle.org](http://www.freecycle.org): A grassroots nonprofit movement of people who are giving (and getting) items for free in their own towns, in an effort to reuse and keep items out of landfills.

[www.newdream.org](http://www.newdream.org): The Center for a New American Dream's web site provides resources that helps Americans consume responsibly to protect the environment, enhance quality of life, and promote social justice. It includes a "green schools" section and highlights reusable water bottle efforts.

[www.catalogcancelingchallenge.com](http://www.catalogcancelingchallenge.com): The Catalog Canceling Challenge is a youth effort to cancel unwanted sales catalogs.

[www.kab.org](http://www.kab.org): Keep America Beautiful is an organization that combines environmental education with hands-on stewardship. This Web site provides a network for action projects and gives project suggestions.

[www.farmtoschool.org](http://www.farmtoschool.org): Farm to Schools is a non-profit organization that brings healthy local foods into schools and educates students about food, and how it travels from farm to fork. Learn about starting a farm to school program in your own school.

## Additional Online Resources

[www.epa.gov/kids](http://www.epa.gov/kids): The Environmental Protection Agency provides a great resource about natural resources, animals, and the environment. Certain information and Web site links (such as the links to virtual experiments) are geared toward younger girls, while other information and links to scholarships and career ideas are appropriate for older girls.

[www.sustainableites.org](http://www.sustainableites.org): Sustainable Sites explains why sustainability is important by focusing on the ecosystem. The Web site includes descriptions of case studies of successful sustainability projects. The Orange County Great Park case study in California summarizes community participation, performance goals, and lessons learned from designing an environmentally sustainable park.

[www.buildgreenschools.org](http://www.buildgreenschools.org): Build Green Schools provides information about green schools including LEED standards. There are resources including power points and videos about recycling, school-wide environmental projects, and energy-efficiency strategies. Other resources focus on K-12 environmental education.

[www.loe.org/series/NCPHS](http://www.loe.org/series/NCPHS): Producing radio shows about the environment is a fun project for older girls who can partner with a local radio station. Living on Earth is an independent environmental radio station, and its Web site offers links and examples of shows produced by students.

[www.bioneers.org/education](http://www.bioneers.org/education): Bioneers Education Community gives examples of successful environmental education projects that create positive change.

[www.greenschoolsalliance.org/students/75ways.html](http://www.greenschoolsalliance.org/students/75ways.html): The Green School Alliance's 75 Things You Can Do To Stop Global Warming is a great list of suggestions for living more sustainably that can inspire project ideas.

[www.nrdc.org](http://www.nrdc.org): Natural Resources Defense Council has articles about current environmental issues, information on legislative policies, and resources for green living.

[www.sierraclub.org/education](http://www.sierraclub.org/education): Write about nature in the Sierra Club's Words for Wilderness around the World project. There are links to educational organizations, environmental education resources, and information about youth awards.

[www.ase.org](http://www.ase.org): The Alliance to Save Energy posts exciting news about the environment and relevant legislation. There is a link to the Green Schools Program that outlines ways to make schools more energy efficient.

[www.gogreeninitiative.org](http://www.gogreeninitiative.org): Go Green Schools is a network for schools to help promote stewardship in their communities. There are also resources for schools such as recommended worms for composts. This Web site also has an article titled, "Why Go Green" that explains the environmental, financial, and social benefits of living more sustainably.

[www.plt.org](http://www.plt.org): Project Learning Tree is a Web site that helps students to learn "how to think, not what to think, about the environment." This Web site has many helpful resources and information about each of the focus

areas. There are also surveys about resource usage (such as water usage) so that girls can assess how much is being used and how usage can be reduced.

[www.earthsky.org](http://www.earthsky.org): Earth Sky is a partner with Project Learning Tree. This Web site features downloadable podcasts that provide information about the environment and science.

[www.nwf.org/wildlife](http://www.nwf.org/wildlife): The National Wildlife Federation helps protect wildlife and promotes sustainability for the future. This Web site provides information about animals and how the focus areas connect to animal welfare and survival. For example, there is an article about eagles and mercury pollution that may inform and inspire projects goals to protect wildlife.

[www.eco-schoolsusa.org](http://www.eco-schoolsusa.org): Eco-Schools USA are part of the National Wildlife Federation and plan to launch its program in September 2009. This program helps schools become more sustainable and green.

[www.myfootprint.org](http://www.myfootprint.org): Individuals can calculate their carbon footprint by entering information such as number of people in household, size of household, number of miles traveled annually, and types of energy sources used.

[www.eo.ucar.edu/kids/green/index.htm](http://www.eo.ucar.edu/kids/green/index.htm): Kid's Crossing: Living in the Greenhouse, University Corporation for Atmospheric Research, provides kids with general scientific information about climate change and the environment

[www.howgreenismytown.org](http://www.howgreenismytown.org): How Green is my Town? provides information about climate change, sustainability, and environmental health at the local level.

[www.greeneducationfoundation.org](http://www.greeneducationfoundation.org): The Green Education Foundation is a nonprofit organization that strives to promote and enhance environmental education in schools. This foundation helps mobilize communities through National Green Week, Green Thumb Challenge, I Play Green Campaign, and other programs and campaigns.

[www.cnn.com/SPECIALS/2009/solutions](http://www.cnn.com/SPECIALS/2009/solutions): The CNN Web site has videos about solutions to environmental issues such as playgrounds made from recycled materials like milk jugs, tires, and sneakers.

[www.audubon.org](http://www.audubon.org): The National Audubon Center Web site provides environmental news and education. With more than 500 chapters around the country, this organization can create effective local connections for councils.

<http://www.epa.gov/adopt/linkinggirls/contacts.html>: This is a contact list of the Linking Girls to the Land federal natural resources and associated partners that may serve as potential partners for Girl Scouts Forever Green projects. These agencies collaborate with Girl Scouts at the national and local levels to connect girls to nature, wildlife and the outdoors and empower girls to take action through projects focused on environmental education, outdoor skills development, career exploration and service.

# Girl Scout Leadership Journeys

## Linking the Girl Scouts Forever Green: Community Action Project to Journeys

Journeys are the core national Girl Scout program to be integrated in the development of the Girl Scouts Forever Green—Community Action Project.

### What is a Girl Scout Journey?

A Girl Scout journey represents a new way that girls can experience Girl Scouting. At each grade level, journey books incorporate Discover, Connect, and Take Action experiences and girl-led, learning by doing, and cooperative learning processes, so that girls achieve the leadership outcomes defined by the new Girl Scout Leadership Experience.

A journey is a fun and challenging experience spread over a series of sessions (usually six to eight, but with the potential to last far longer). The journey, which follows a designated theme, has a clear starting point (an invitation to explore and take action) and a definite ending point (opportunities to enjoy closure through reflections, rewards, and celebration). Along the way, girls are following a purposeful trail that allows them to have fun, get wiser, and experience all the joys of being a traveler (meeting new people, exploring new tastes and cultures, gathering keepsakes, making memories) while being able to carry this all in one “suitcase”—their journey book!

No matter how much time girls spend on a journey, the whole is always greater than any single part. So when a Girl Scout journey comes to a close, girls and their adult volunteers truly feel a sense of accomplishment.

- **Girl books:** Journey books invite girls to Take Action on issues they care about. These books also contain stories; inspirational ideas; information about Girl Scout history, traditions, and values; and facts and games; and they provide space for girls to collect their own ideas and memories.
- **Adult books:** How to guides for adult volunteers correspond to each of the girl books have also been created. These guides offer plenty of support, including sample sessions to tailor with girls, to help carry out the Girl Scout Leadership Experience.
- **Leadership outcomes:** Each journey addresses six to eight outcomes including at least one of each of the Discover, Connect, and Take Action outcomes. Each adult guide contains a chart displaying outcomes tied to that particular journey so adults will always know the intended benefits to girls.
- **Awards:** Girl Scouts at each of the six grade levels can earn awards as they complete steps along the journey. The awards are designed to be worn on the Girl Scout uniform. Daisies, Brownies, Juniors, and Cadettes can each earn several awards along the journey. Seniors and Ambassadors can mark their accomplishments at the culmination of a journey with one award (a pin or iron-on).

The steps for earning the awards are clearly explained in the how-to guides for volunteers for each journey. Girls have information about the awards in their books, too. The journey books for girls and adults also have suggested reflection and ceremony ideas related to earning the awards. The goal is to provide opportunities for girls to fully understand and celebrate the achievement and growth the awards represent.

## What Journey Series Are Available?

Journeys are available from Girl Scout council shops and the GSUSA online store at

[www.girlscoutshop.com/gsusaonline](http://www.girlscoutshop.com/gsusaonline). The first leadership journey series is called *It's Your World—Change It!*

This series features one girl book and adult guide for girls at each grade level in Girl Scouting:

- **Welcome to the Daisy Flower Garden:** When flowers talk, what do they say? Something wonderful? Something wise? Listen close, and then plant a seed—maybe even two or three. In this garden, as in all of Girl Scouts, good things are bound to sprout.
- **Brownie Quest:** Pack a bag and join the quest! You'll find trails with friends and fun and all sorts of...well, we can't say what! After all, there's a mystery to solve! And did we mention that special something Girl Scouts have always loved—a bright and shining Brownie Elf?
- **Agent of Change (for Juniors):** Power. Everyone's got it—individual power, team power, community power. There's a whole spiral of power waiting, just for you. Toss in some power stories (and a chatty, power-loving spider) and you've got yourself one powerful adventure. Power on!
- **aMAZE! (for Cadettes):** Life is a maze. Navigate its twists and turns and you'll find true friendships, meaningful relationships, and lots of confidence to boot. So go ahead, enter the maze. The goal is peace—for you, your world, and the planet, too.
- **GIRLtopia (for Seniors):** Imagine a perfect world for girls. Imagining is the first step to creating. Make your vision a reality. That's what leadership is all about.
- **Your Voice Your World—The Power of Advocacy (for Ambassadors):** How often have you seen something that really needed to be changed and wondered, "Why isn't someone doing something about that?" Guess what? You can be that someone! All it takes is your voice joining with other voices and pretty soon, you'll see just how powerful advocacy can really be. So go ahead, start the winds of change with your own little flutter—be a Girl Scout Ambassador and an advocate.

The second leadership journey series, *It's Your Planet—Love It!*, released in July 2009, issues a call for action to the environment, inviting Girl Scouts of every grade level to explore the natural wonders of the world, become stewards of our fragile planet, and investigate the science that keeps our Earth spinning. Books in the second exciting series include:

- **Between Earth and Sky (for Daisies):** Sunshine, fresh air, new places to see. When flower friends travel, they enjoy all of these. So come along for the trip. Meet new friends and old. You'll taste, touch, and smell what fun travel can hold!
- **WOW! Wonders of Water (for Brownies):** Water does so much for you! Can you return the favor? On this Wonders of Water journey, you will love water, save water, and share water! That's a really big WOW!
- **GET MOVING! (for Juniors):** Energy puts the sparkle in fireworks, the giddy up in a pony, and the oomph in the everyday. So get moving! Energize, investigate, innovate. Get all the energy in your life flowing in the wisest ways.
- **Breathe (for Cadettes):** Take a deep breath. How do you feel? What do you see? Hear? Smell? Get set to focus all your senses on air. This is one airy journey and it's full of flair!
- **Sow What? (for Seniors):** So, what do you hope for from your food? Great taste? Pleasing smell? Good looks, too? As you dig into Sow What? and get down to the roots, you'll crave a whole lot more. You'll see how your food network can serve up what's best for Earth—and best for you!

- **Justice (for Ambassadors):** We all know what it is. Why is it so hard to achieve? Maybe it needs a brand-new equation—your equation. On this journey, doing the math + some very sage ways = real hope for inspiring justice—for all of Earth and her inhabitants.

### **How Are Journeys Integrated with the Girl Scouts Forever Green: Community Action Project?**

Dig into the journey books! Community Action Project planning can be integrated into journey activities.

Tips for using the journeys are available on the journeys page of the GSUSA Web site at

[www.girlscouts.org/program/journeys](http://www.girlscouts.org/program/journeys).

## Girl Scout Badges

### **Brownie Try-Its**

These activities teach girls about the environment and help them prepare for their community action projects. This list represents a sample of environmental activities from *Try-Its for Brownie Girl Scouts*.

	<u>Waste Management</u>	<u>Water</u>	<u>Energy</u>
<u>Sports and Games</u>			<u>Bicycling</u>
Earth is Our Home	Project Recycle		Stop a Draft Cooking with the Sun
Water Everywhere		Be a Water Saver Water Explorer	

### **Junior Badges**

These badge activities will help educate girls about the environment and motivate them to complete their community action projects. This is only a sample list. You can find other badges and activities in the *Junior Girl Scout Badge Book*.

	<u>Waste Management</u>	<u>Water</u>	<u>Energy</u>
<u>My Community</u>	<u>Helping Hands</u>	<u>Take a Trip (to the local wastewater treatment)</u>	
Environmental Health		Water Water Everywhere Goin' Fishing	
Earth Connections	Earth as an Ecosystem- consider problems with too much garbage for landfills		
Eco-Action	Trashy Art Paper Rules	Every Drop Counts	What's Watt
Outdoor Cook		Test the Waters	Cook It
Outdoor Fun	Clean Up Protect the Environment		Build a Fire
Outdoors in the City			Cook with City Sun
Water Fun		Precious Water Look Closely	
Creative Solutions	Local, National, and Global Problem Solving (ie: pollution)		
Oil Up	How Does an Oil Spill Affect the Beach? Come Clean		Ten? Twenty?

### Cadette, Senior, and Ambassador Interest Projects

Girls can earn several Interest Project awards that focus on the environment. Here are some Interest Projects that can connect girls to the environmental focus areas of the community action project. You can find other badges and activities in *Interest Projects for Girls 11–17*.

	<b><u>Waste Management</u></b>	<b><u>Water</u></b>	<b><u>Energy</u></b>
<u>Car Sense</u>			<u>X</u>
Home Improvement	<u>X</u>	<u>X</u>	<u>X</u>
Travel			X
Understanding Yourself and Others	X	X	X
All About Birds	X	X	X
Building a Better Future	X	X	X
Eco-Action	X	X	X
From Shore to Sea		X	
Planet Power			X
Plant Life		X	
Architecture and Environmental Design	X	X	X
Backpacking	X	X	X

# Girl Scouts Forever Green: Community Action Project Take Action Plan

**PLEASE TYPE OR PRINT NEATLY – BE SURE TO COMPLETE ENTIRE FORM**

All forms must be completed and submitted by **Friday, December 4, 2009**. Please fax to (619) 298-2031 or mail to:

Girl Scouts San Diego-Imperial Council  
 ATTN: Program Specialist, Amanda Host Freese  
 1231 Upas St.  
 San Diego, CA 92103

### TROOP/PROJECT COORDINATOR

*Project coordinator can be any registered Girl Scout Adult or older girl who is managing the project.*

*Troop #	Troop Level	# of girls	Association #	Service Unit #
Project Coordinator Name*		Telephone (day)		Telephone (evening)
Address			City	State      Zip
E-Mail				

*\* More than one troop can participate in a single project at a school*

### PROJECT ADVISOR

*The Project Advisor can be a non-registered adult as long as they work with a registered adult member*

Name	Telephone (day)	Telephone (evening)		
Address		City	State	Zip
E-Mail				

As a registered adult member of GSUSA I am aware of all of the rules and regulations governing Girl Scout activities. As the responsible adult I agree to ensure all participation in this project will abide by said rules whether listed in *Safety Wise, Green Pages*, or in GSCNC literature.

\_\_\_\_\_  
Project Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Project Advisor Signature

\_\_\_\_\_  
Date

# Girl Scouts Forever Green: Community Action Project Take Action Plan

After reviewing the Focus Areas Project Chart, exploring the online resources, and talking with your troop/schoolmates, please describe the project that you would like to implement at your school or in your community.

**1. Title of Project:**

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**2. Will you use this project toward the completion of a Higher Award (Bronze, Silver or Girl Scout Gold Award)?**    Yes         No

**3. Project Location:**

School or Community Building Name	Telephone Number	Fax Number	
Address	City	State	Zip
Principal/Administrator Name			

**4. Project Idea:** Tell us about your idea. What do you want to change at your school or community building? Why? How did you come to this conclusion? How will this effort provide a solution to an environmental issue in your school or community? Feel free to use additional space.

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**5. Challenges:** What difficulties you think you may face in executing this project? Please describe the challenges and your plans to overcome them. Feel free to use additional space.

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## DISCOVER, CONNECT & TAKE ACTION

**Discover.** Since you have already chosen a topic, you are well on the way to discovering more about the environment, environmental issues, and how you can make a positive impact.

**Connect.** Think about how you will connect with others during this project. How will you involve your schoolmates in your project? Once you have identified groups that can be of assistance, discuss how you will involve them. Will you form a club? Will you have planning meetings? What will each group or individual do?

1. List all groups that you will involve in the project.

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2. Explain how each group mentioned above will be included in your project.

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### **Take Action.**

**Action Plan:** You will need to finish your project by the end of June. **Please attach a timeline** detailing what you are going to do each month until June, and how the groups listed above will aid you in this process.

**How do you plan to assess the impact/results at the end of your project?**

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**Required Documents Checklist:**

- Completed Troop Take Action Plan
- Project Timeline
- Letter of Approval from School Administration
- Parent Consent Form for Girl Scouts of the USA Survey (via e-mail, one per participant)

**SUBMIT ALL DOCUMENTS TOGETHER, *no later than Friday, December 4, 2009***

**BY MAIL:**

Girl Scouts, San Diego-Imperial Council  
ATTN: Program Specialist Amanda Host Freese  
1231 Upas St.  
San Diego, CA 92103

**BY FAX:**

(619) 298-2031

**Need Help?** Contact program specialist Amanda Host Freese at [afreese@sdgirlscouts.org](mailto:afreese@sdgirlscouts.org).