



# Cadette Breathe Journey

Online, Outdoors and on Videoconferences

June 1 through June 30, 2020



## “BREATHE” JOURNEY OVERVIEW

Learn about air in nature, health and the environment. Choose an action project relating to noise, climate action, air quality in schools, or indoor air quality. Activities draw on personal experiences and online information to discover, connect, and take action.

### OBJECTIVES:

1. Incorporate personal experiences to discover, connect, and take action
2. Explore the ways that air is part of daily life and environmental quality
3. Identify issue and develop steps to Take Action for Brownies or Juniors
4. Practice clear thinking and communicating
5. Identify how to make the world a better place, by discussing environmental realities, anxieties, and advocacy

### LEARNING PROGRESSION:

1. Choose an issue and partner, and complete remaining activities together
2. Explore the issue online and outdoors
3. Identify action to reduce impacts or improve the issue
4. Develop activity to share later with Brownie or Junior troop
5. With family members, engage in air-related activities

### FIVE MEETINGS

1. Discover the air issues
2. Learn more about the four issues
3. Community connections
4. Take Action through advocacy
5. Closing and celebration

**Facilitators.** Ambassadors **Shayda Roshdieh** and **Zoe Woodhouse**

**Leader.** **Anne Fege** is a Forester with a forty-plus-year career in urban forestry, wildfire ecology, habitat conservation, wilderness management, energy forestry, research, environmental education, and local nature advocacy. She was a Brownie at age seven and stayed through Seniors, led several Cadette troops, and now volunteers to offer more “nearby nature” troop experiences and outdoor STEM for older girls. Contact at [afege@aol.com](mailto:afege@aol.com), 858-472-1293.

**Social media.** This guidance will be followed.

Council guidance on social media, at <https://www.sdgirlscouts.org/en/for-volunteers/branding-101.html>, scroll down and click on “Social Media.”

GSUSA Computer and Internet Use, including internet safety pledge, [https://www.sdgirlscouts.org/content/dam/girlscouts-sdgirlscouts/documents/volunteer/safety-activity-checkpoints/TR-1510W\\_Computer\\_and\\_Internet\\_Use\\_SACs.pdf](https://www.sdgirlscouts.org/content/dam/girlscouts-sdgirlscouts/documents/volunteer/safety-activity-checkpoints/TR-1510W_Computer_and_Internet_Use_SACs.pdf) .

## MEETING ONE: DISCOVER THE AIR ISSUES

### BEFORE MEETING ONE

**ONE.** Review these four videos that provide basic information about the issues in this Journey.

- How does excess noise affect us? <https://www.youtube.com/watch?v=p7XkZleu9aY>
- How does indoor air affect our health? [https://www.youtube.com/watch?v=b\\_o5ILXTbc4](https://www.youtube.com/watch?v=b_o5ILXTbc4)
- How does air pollution affect schoolchildren?  
[https://www.youtube.com/watch?v=t7Q7y\\_xjR5E](https://www.youtube.com/watch?v=t7Q7y_xjR5E)
- How do greenhouse gases affect urban heat?  
<https://www.youtube.com/watch?v=Vztjbm6HA58>

**TWO.** Click and complete this survey.

### MEETING ONE: DISCOVER THE AIR ISSUES (June 1 and 2)

- Outline and objectives of the Breathe Journey, Anne Fege, leader
- Introduction of Ambassadors, Shayda Roshdieh and Zoe Woodhouse, co-facilitators
- Introductions of Cadettes: name, school, favorite Girl Scout troop activity, chosen air issue and reason this interests you
- Choose journey issue focus and journey partners
- Confirm contact information in documents named
- Share your perceptions of the video(s) you watched:
  - What did you already know about the issue?
  - What was a surprise to you, when you watched the video(s)?
  - How is this issue part of your daily life?
- Review activities to be completed before Meeting Two

## MEETING TWO: EXPLORE ONE AIR ISSUE

### BEFORE MEETING TWO

**ONE.** Get some fresh air! Walk for half hour on your neighborhood streets, with an adult and a mask. Or sit quietly and alone for half an hour. **Listen for sounds and silence.** Then write five observations in your journal.

**TWO.** Set up journal document in the GoogleFolder, With your partner, set up a “journal” document in the GoogleFolder,

<https://drive.google.com/drive/folders/1WldzrjyqQytkexnah2ChoT5mZuDfqpBf?usp=sharing>

Follow this format for the document name: Journal\_Name1\_Name2, example  
“*Journal\_Shayda\_Zoe*”

**THREE.** With your partner, view the video(s) again, about your chosen issue.

**FOUR.** Explore online information about this issue. Start with these reliable entry points to online resources.

- Noise pollution, <https://lifeandhealth.org/lifestyle/reducing-noise-pollution/1736.html> and <https://www.everythingconnects.org/reduce-noise-pollution.html>
- Indoor air quality, <https://www.epa.gov/indoor-air-quality-iaq>
- Air quality in schools, <https://www.lung.org/clean-air/at-school> and <https://www.epa.gov/iaq-schools>
- Urban heat and climate warming, <https://www.epa.gov/heat-islands>

Find answers to these questions:

1. How does this affect humans?
2. How does it affect nature?
3. What increases or reduces the impacts?
4. What actions can be taken?

**FIVE.** Search the “YouTube” site for documentaries relating to the air issue you have chosen, and watch at least two that are a half-hour or longer. Suggest search words “documentaries,” “urban heat island climate,” “noise pollution,” “indoor air pollution,” “air quality in schools.” (If you can’t locate documentaries about your chosen air issue, choose and view documentaries about another air issue.)

Be prepared to share three surprises from one of the documentaries that you viewed about your chosen issue, during Meeting Two.

**SIX.** With your partner, write full sentences for each of these, in your journals, and be prepared to share these sentences during Meeting Two.

1. Three reasons this issue concerns us
2. Three ways this issue affects our daily lives
3. Three actions that governments and businesses can take, to reduce impacts
4. Three actions that individuals can take, to reduce impacts

**SEVEN. Family activity.** Complete an activity with your family. Bake or make some food that involves air: bread, cake, popcorn, smoothie, or other food.

## **MEETING TWO: EXPLORE ONE AIR ISSUE (June 8 and 9)**

- Check in. Tell us about your family activity!
- As a group, view the videos for the four issues. Each pair will share what they have learned, about their chosen issue. Why does this concern you? How does it affect your daily lives? What actions can be taken to reduce the impacts of this issue?
- Share surprises and new learning, from these videos and from information you gathered from documentaries and online resources.
- Review activities to be completed before Meeting Three.



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## MEETING THREE: HOW EVERYDAY PRODUCTS AFFECT AIR

### BEFORE MEETING THREE

**ONE.** Get some fresh air! Walk for half hour on your neighborhood streets, with an adult and a mask. Or sit quietly and alone on a bench or wall for half an hour **Notice fragrant plants, and other smells.** Then write five observations in your journal.

**TWO. Sustainability.** Explore the cycles of creating and disposing of things. On a person to person basis, sustainability is not very effective, but if people join together as a community to do what is best for us now and for future generations, we can make a big difference. Our lifestyles right now are contributing to climate change. Imagine what we could do if we all united our efforts for a better world?

Watch this video, the **Story of Stuff**, <https://www.youtube.com/watch?v=9GorqroiqgM>

**THREE.** With your partner, explore one of these products, that relate to the air issue you have chosen. Individually view the videos (or read the articles) and think about the questions below. How is it made? How far is it transported? What happens when we use the product? How do we dispose of the product?

- Noise: Leaf blowers. <https://www.sierraclub.org/loma-prieta/blog/2017/08/lifestyle-eco-actions-gas-powered-leaf-blowers> and <http://www.greenenergytimes.org/2018/10/24/leaf-blowers-bad-for-the-environment-and-you/>
- Indoor air quality: Air fresheners. <https://www.sustainabilityconsortium.org/wp-content/themes/enfold-child/assets/pdf/insights/hpc-air-fresheners-insights.pdf>
- Schools: Artificial grass <https://biofriendlyplanet.com/green-ideas/eco-friendly/just-eco-friendly-artificial-grass/>
- Climate warming: Meat (beef) <https://www.nytimes.com/interactive/2019/04/30/dining/climate-change-food-eating-habits.html>

**FOUR.** Copy these questions into your journal and write about the product relating to your issue. These are concepts from the **Story of Stuff**.

1. What are the three greatest impacts in **extracting or growing** this product?
2. What are the three greatest impacts in **processing and transporting** it?
3. What are the three greatest impacts in **consuming or using** it?
4. What are the three greatest impacts in **disposing** of it?

**FIVE.** Pair and share. Be prepared to share the **three greatest impacts** of this product, in the entire lifecycle.

**SIX.** Imagine what we could do if we followed the Girl Scout law in buying and using these products. With your partner, write three sentences (actions) for each question.

- How can we use resources wisely?
- How can we be responsible for what we say and do?
- How can we make the world a better place?

**SEVEN.** Read this news article, <https://www.latimes.com/environment/story/2019-09-19/climate-change-youth-activism> . If you can't link to this, try [http://sdrufc.com/wp-content/uploads/2020/05/LATimes\\_ClimateChg-YouthHope\\_19sep19.pdf](http://sdrufc.com/wp-content/uploads/2020/05/LATimes_ClimateChg-YouthHope_19sep19.pdf)

Choose three sentences that best describe your perspective about your future and climate change. Copy these sentences into your journal.

**Family activity.** Complete an activity to play with air. Try blowing bubbles, making and flying paper airplanes, or flying a kite.

### **MEETING THREE: HOW EVERYDAY PRODUCTS AFFECT AIR**

- Check in. What air-related activity did you do with your family? How did it go?
- From the Los Angeles Times article, read one sentence that best describes your perspective about your future and the environment.
- As partners, share the three greatest impacts in the lifecycle of the product that you explored together.
- What can youth do, to change behaviors or advocate for change? What can Girl Scouts do?
- Review activities to be completed before Meeting Four.

## What's behind the youth movement to tackle climate change? Fear — but also hope

by [JULIA ROSEN](#), STAFF WRITER , SEP. 19, 2019,  
<https://www.latimes.com/environment/story/2019-09-19/climate-change-youth-activism>

Ella Shriner doesn't remember learning about climate change. It was always just there — a somber backdrop to her young life. But the older she got, the more pressing the issue seemed. "It's something affecting people, not just the polar bears," said the high school senior from Portland, Ore. "In my lifetime, for sure, it's going to affect everyone personally."

So Ella became an activist. In 2016, she campaigned for a measure that successfully [banned the construction](#) of new fossil-fuel storage facilities and export terminals in her hometown. She also joined the Portland Youth Climate Council and is fighting to save old trees growing on land zoned for industrial use.

Recently, she's helped organize the [global climate strike](#), which will take place in cities around the world Friday, just days before the [United Nations Climate Action Summit](#) in New York.

On a recent Sunday morning, Ella and a dozen other young activists met at the local Sierra Club office and ticked through the items on their agenda, including deciding what time students should walk out of class and which route to march from Portland City Hall to the Oregon Museum of Science and Industry, where they plan to hold a rally.

When the question of street permits came up, Ella agreed that it would be safer to secure them. But she had philosophical reservations. "We are trying to be a little bit rebellious — saying this is not working for us," she said to her compatriots seated around a large wooden table. "And we need it to work for us."



Photo: Ella Shriner speaks at a 2017 rally in Portland, Ore., after the city adopted a resolution to transition to 100% renewable energy by 2050. (Katherine Muller)

Ella's statement captures the zeitgeist behind the growing wave of youth climate activism: that the reigning economic order imperils young people's future by putting profits ahead of the planet.

The movement has taken off over the last year, led by teenagers like [Greta Thunberg](#), the 16-year-old from Sweden who [testified before Congress](#) on Wednesday, imploring lawmakers to heed

scientists' warnings about climate change. By organizing school walkouts, public protests and social media campaigns, young people have drawn the world's attention to global warming in ways that decades of studies could not.

Underneath the activism lies a simple truth: Young people are incredibly scared about climate change. They see it as a profound injustice and an existential threat to their generation and those that will follow. "It's hard to not feel hopeless because it feels inevitable," said 16-year-old Lana Perice after the planning meeting in Portland wrapped up.

Youth are struggling to cope however they can. But they are not giving up. "Even with this inevitability, I feel proud knowing that my generation isn't going down without a fight," Lana said.::



Like all people, kids have a range of perspectives on climate change. A small percentage — mostly made up of boys — doesn't sweat it much. But research shows that many members of Generation Z are deeply concerned. "They do worry, and they worry kind of a lot," said [Maria Ojala](#), an environmental psychologist at Orebro University in Sweden.

And how could they not? On top of the usual adolescent pressures — grades, social hierarchies and budding romances — young people are confronting a world that may be unrecognizable by the time they grow up.

Arielle Martinez Cohen remembers reading a report from an Australian think tank that warned the human species could [face extinction by 2050](#) if society doesn't get its act together.

"That gives me chills and scares the heck out of me," said Arielle, an 18-year-old from Los Angeles and [an activist](#) with the youth climate group [Zero Hour](#). "I go to bed thinking about it." Even if that doesn't happen, she worries about the collapse of agriculture, food shortages and rising lawlessness as people vie for increasingly scarce resources.

Her fears are hardly unfounded. Scientists have determined that climate change already threatens [crop production](#) and probably contributes to [violent conflict and migration](#). "I almost imagine, like, an apocalypse-type thing happening," Arielle said.

Many young people say they can't fathom bringing kids of their own into the world. "It's not ethical. It's literally a burning house," Lana said. "That's something that's not realistic," agreed her twin sister, Yena.

And how can they even think about college or contemplate their careers when faced with so much uncertainty? "It's something I feel every single day," Yena said. "I work really hard at school and I do all these things, and I'm like, 'What am I working for? Do I have a future?'"

Teens don't have to imagine all of the troubling consequences of climate change. Some are already here. Around the country, classes and sports have been [canceled because of intense heat](#) and [dangerous levels of wildfire smoke](#). Over the summer, 13-year-old Jacob Brown had to stop fishing at [Rosedale Lake](#), a favorite spot near his home in Hopewell, N.J., because [toxic algae](#) had turned the water a soupy green.

"It has to do with the amount of rain we are getting," said the middle schooler, who recently attended a climate change academy at a nearby nonprofit called the [Watershed Institute](#). (Indeed, New Jersey has seen [a rash of harmful blooms](#) caused by warmer temperatures and increasingly extreme rainfall events that flush nutrients from nearby farms into rivers and lakes.)

Stella Reeves, a 12-year-old from Grass Valley, Calif., jokes that there are only two seasons in California now: allergy season and fire season. Last year, she watched flames tear through the town of Paradise, 50 miles away, and worried that her community could be next. "It was very scary just knowing that we may have to evacuate," Stella said.

It's even harder knowing that others have it worse, she said. In July, Stella participated in a [climate change camp](#) and learned that people around the world are dying in natural disasters, like [flash floods in South America](#). "The heavy stuff is how we're losing lives, and things are happening now because of climate change," Stella explained matter-of-factly, blinking behind her purple glasses. "At some points, it can even get you crying." ::

All of this can tempt young people to despair. But somehow, they remain hopeful. Ojala studies how kids cope with climate change, and she sees a number of strategies. Some distance and distract themselves; others focus on trying to solve the problem.

Her surveys of Swedish youth suggest that kids fare best when they engage in what she calls [meaning-focused coping](#), which emphasizes finding sources of hope and support rather than getting rid of worry.

Some young people recognize that, while climate change is serious, humanity has solved difficult problems before. They can also force themselves to adopt a kind of defiant optimism.

But one of the most effective forms of meaning-focused coping, Ojala said, is to place trust in others, be they scientists, environmental groups or politicians. The key is for young people to “see that the grown-up world is also doing something,” she said.

Ojala’s results square with [research](#) by social scientist [Kathryn Stevenson](#) of North Carolina State University, who has found that kids feel more hopeful when they think that people are willing to act, and that those actions matter. That’s why it’s important for schools to teach kids not only about climate change, but what society can do about it, she said.

Learning about solutions made all the difference for Shamar Tilghman, of Trenton, N.J., who attended the Watershed Institute’s Climate Change Academy in 2018. “They sat us down and told us everything bad. It was, like, very heartbreaking,” said Shamar, who is now a senior in high school. “What really helped me is learning all the ways that we can fix it.” In particular, he said, he was excited to learn about hydrogen fuel cells that produce power for cars and buildings without burning fossil fuels and green architecture techniques that save energy and water.

Stella also finds inspiration in electric cars and other sustainable technologies that will help address climate change. “It’s going to take a little while, but I’m sure that there will be a way,” she said.

Others said they are encouraged by proposals like the [Green New Deal](#), championed by politicians such as Rep. [Alexandria Ocasio-Cortez](#) (D-N.Y.), and by legal efforts, such as [the lawsuit](#) brought by 21 young Americans that accuses the federal government of violating their right to a safe and livable climate.



Photo: Kelsey Juliana, the lead plaintiff in *Juliana vs. United States*, speaks outside the U.S. Supreme Court. In the case, 21 young Americans accuse the federal government of violating their constitutional right to a safe environment. (Robin Loznak / Our Children’s Trust)

The surge of youth activism is itself a source of hope. “I think it will actually work this time in creating some change,” said Arielle, the 18-year-old Angeleno.

On Friday, young people will take to the streets in thousands of cities from Alaska to Indonesia to call for aggressive action on climate change. They hope adults will join them, but their relationship with grown-ups is fraught. On the one hand, they’re angry that society hasn’t dealt with the problem already. “The youth have been failed,” said Lana.

On the other hand, kids recognize that they can’t tackle climate change alone, and they’re sick of hearing that their generation will save the day. “Adults are the ones who can really take charge right now,” Shamar said. If the world has to wait until kids grow up to act, he said, “it may be too late.”

But teens are still waiting for a sign that their elders get it. “A lot of people kind of have their heads in the sand about it,” said Jasmine Wu, a high school junior from Troy, Mich. Jasmine, who is contemplating a career in environmental science, said she doesn’t understand that response. “I’ve always felt that if you are afraid of something, you should probably just meet it head-on,” she said.

“Hiding from something that scares you is probably the worst way to handle it. Especially if it’s something that you can help prevent.”





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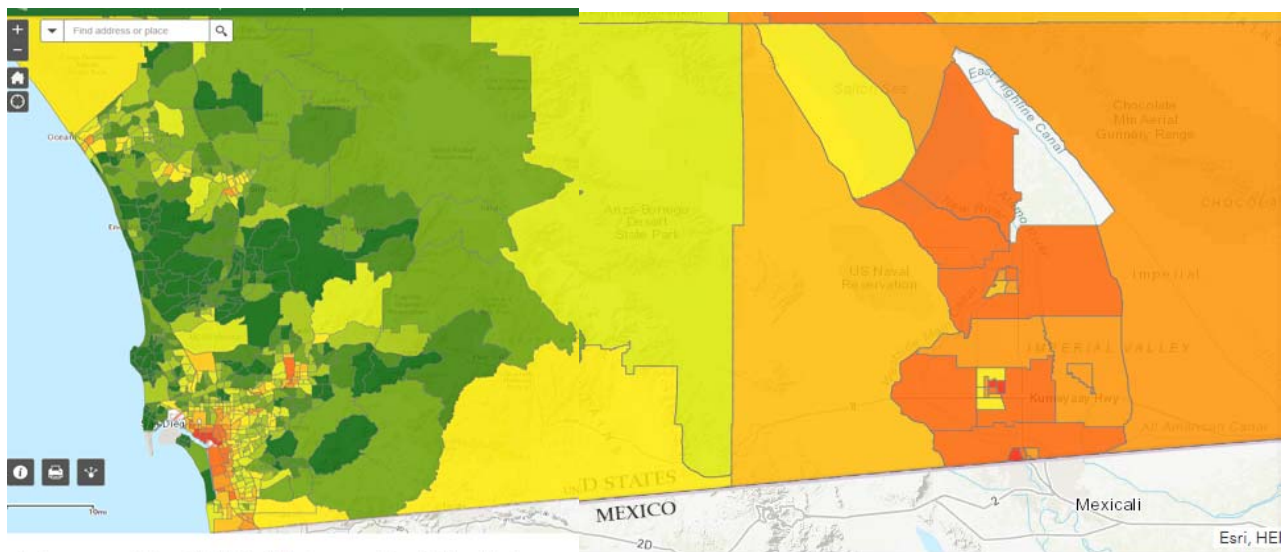
## MEETING FOUR: COMMUNITY CONNECTIONS

### BEFORE MEETING FOUR

**ONE.** Get some fresh air! Walk for half hour on your neighborhood streets, with an adult and a mask. Or sit quietly and alone on a bench or wall for half an hour. **Notice sunny and shady places and how warm or cool they feel.** Write five observations in your journal.

**TWO.** Explore differences in vulnerability to air-related environmental issues (community equity) through maps on CalEnviroScreen3.0, at <https://oehha.ca.gov/calenviroscreen/report/calenviroscreen-30> .

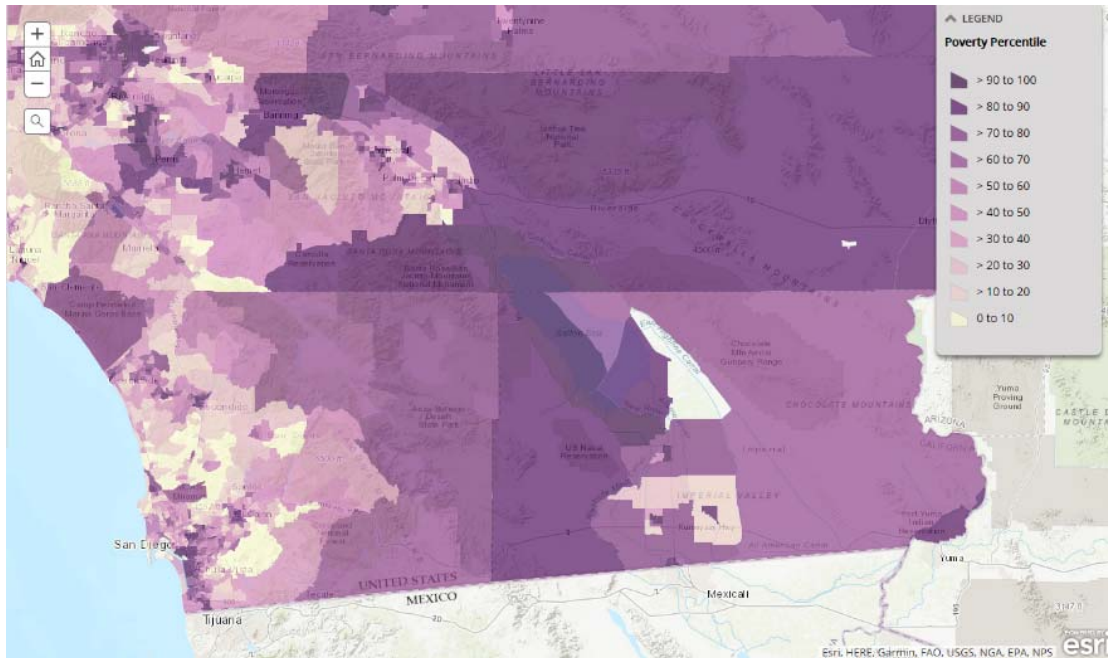
- Scroll down to the map with orange and green shading for each census tract. In the search box, enter “San Diego” and view the map. Invite a parent or adult to complete this activity with you.
- The orange census tracts have high population and pollution measures, and the green tracts have low population and pollution measures.
- They are combined scores, with population data that includes poverty, unemployment, lack of high school education, asthma and heart-related visits to emergency rooms.
- Pollution data includes traffic, air quality, drinking water, hazardous waste, and more.



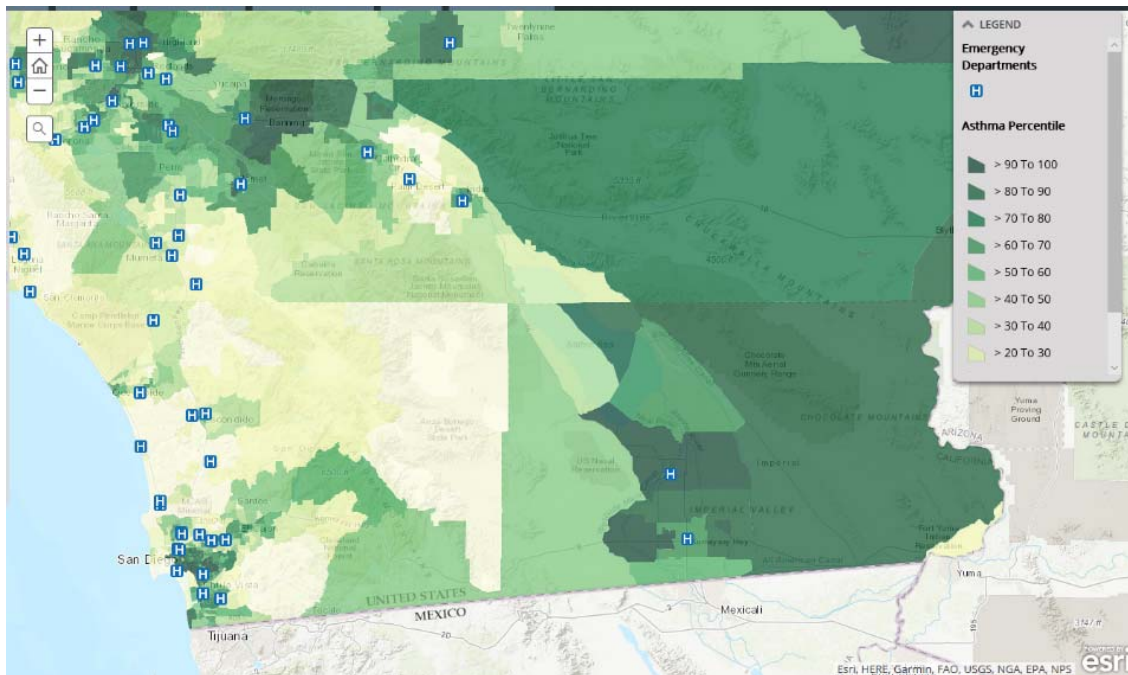
Indicator maps are available on the individual indicator pages, or through this combined map.

**THREE.** Sometimes it's interesting to see the individual factors, so we can better understand "root causes" of larger issues. Look separately at the maps of asthma, poverty, and traffic density, all of which are related to air. Notice the patterns in various areas of San Diego and Imperial counties. What communities and areas are most heavily impacted (darkest)?

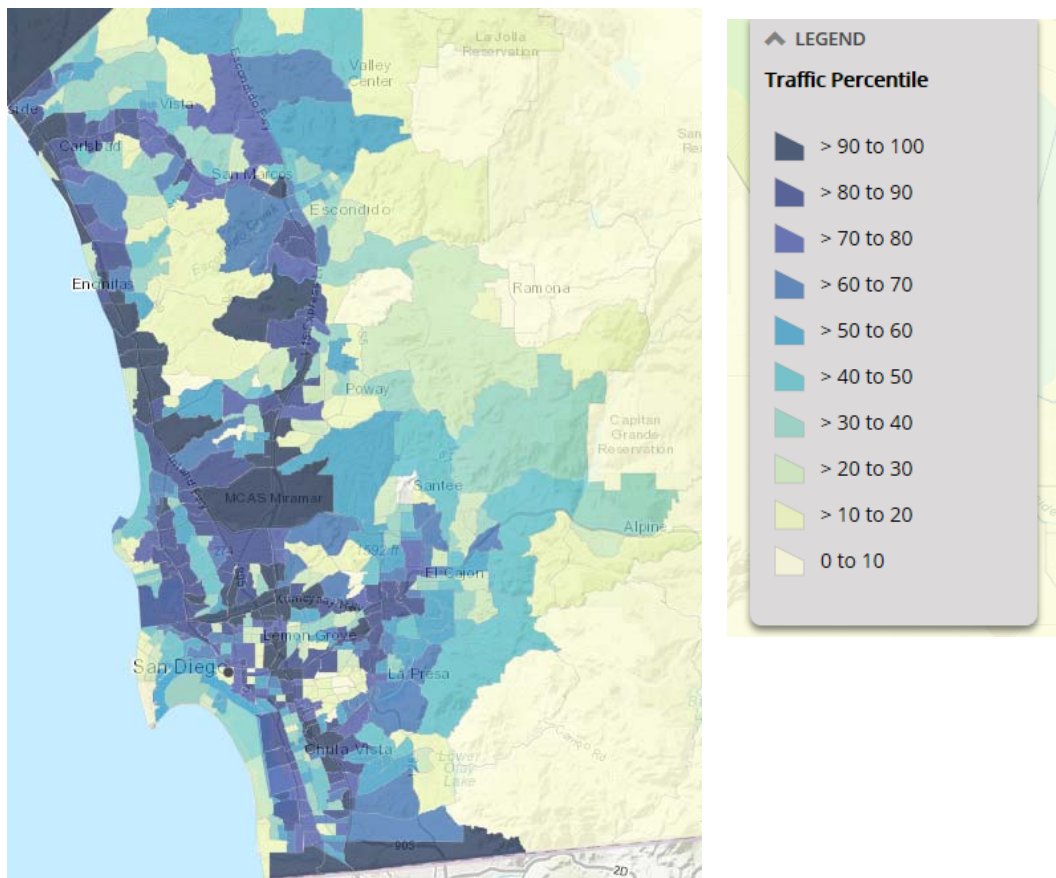
Poverty, percentile of families whose total income before taxes is less than the poverty level. Look at the image below, or go online to the map at <https://oehha.ca.gov/calenviroscreen/indicator/poverty>



Asthma (reported as visits to hospitals and emergency rooms). Look at the image below, or go online to the map at <https://oehha.ca.gov/calenviroscreen/indicator/asthma>



Traffic, a measure of the number of vehicles on the roads in an area. Look at the image below, or go online to the map at <https://oehha.ca.gov/calenviroscreen/indicator/traffic-density> . Ask a vehicle driver to help you identify I-5, I-15, I-8 and other freeways. Why is there so much traffic at the border with Mexico?

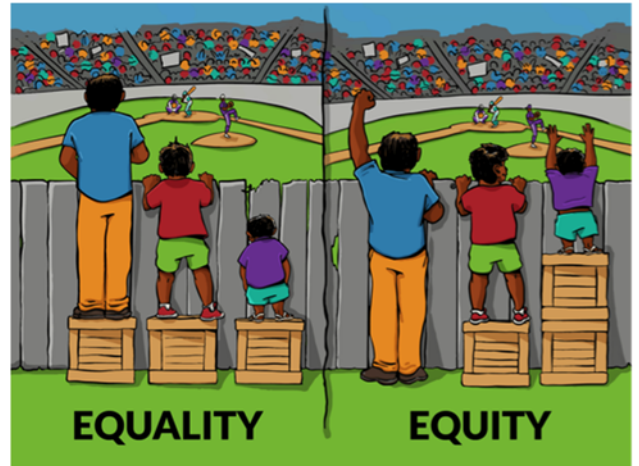


**FOUR.** With your partner, look at the orange-green map, and compare the “disadvantaged” (orange) and “advantaged” (green) communities. Look at the other maps and talk about how these are related. In your journal, write one sentence about each.

- How does poverty affect health?
- How does poverty affect preparedness for Covid-19?
- How do poverty and asthma affect susceptibility to heat events (as climate and cities get warmer)?
- How does asthma affect Covid-19 infections, and to air pollution?
- How does traffic affect noise and air quality?
- What do these maps show for poverty, asthma, and traffic density in your community?



**FIVE.** With your partner, talk about what equity means. See image showing three people who want to look over the fence to see the baseball game. What's the difference between equality and inequity?



**SIX.** Explore how air is related to Covid-19.

- Watch this video about the biology of Covid-19, “How Covid-19 works,” 8 minutes, <https://www.youtube.com/watch?v=AaXZfILkB80&t=431s> . In your journal, write three ways that air and breathing are involved in transmission of the virus and the body’s response to the virus. Why do cloth masks reduce the spread?
- Watch the videos that are finalist in New York’s “wear a mask” contest! There were 600 video submissions and 180,000 votes cast in the contest. View the videos of the two winners, and even some of the finalists, <https://coronavirus.health.ny.gov/wear-mask-new-york-ad-contest-winner-announced> .

**SEVEN.** Identifying “root causes” are important in the Silver Award steps. Read the page about Root Cause and the chart to Identify Issues, from “Your Guide to Going Silver” (scroll down, in this document). With your partner, write the following in your journal:

- What issue are you passionate about? (for this journey, it’s the issue you chose)
- Why are these issues important to you? (see activities before Meeting Two)
- How do the issues affect your community? (from writing for activity FOUR above)
- What three substantial actions you can take? (to reduce the impacts of the issue on your community)

**Family activity.** Complete an activity with your family. Team up to create at least one quiet zone, try the zone for three days, then talk about how it worked and whether you want to continue the quiet zone.

## MEETING FOUR: COMMUNITY CONNECTIONS

**Check in.** Where did you set up your quiet zone? Were there any rules? How did you decide, as a family group, where and how there would be quiet?

Community connections and equity.

- What differences did you see in areas that are orange (disadvantaged and advantaged census tracts? For asthma? Traffic? Poverty?
- If you were the mayor, what would you do to right now, to reduce impacts from air issues, to disadvantaged communities?

Review activities to be completed before Meeting Five.

# HOW DO I FIND THE ROOT CAUSE OF AN ISSUE?

You probably have a few ideas about community issues that interest you. Maybe there is something at school that bothers you. Or, something in your neighborhood that could be improved. Research to find the root causes of these issues. Read online. Talk to community experts who work in this area. Ask *what triggers* the issue. And then ask *why* these triggers happen to find the real root causes.

Does this sound like homework? It's not! Working on your passion is fun! And it can help you discover a career path that you'll love or a way to give back that brings you happiness. So don't sweat finding the root cause. But do use the mapping tool on page 18 when you're ready to explore root causes. You'll find using this visual map helpful.

## Why Understanding the Root Cause is Important

Imagine that you've agreed to take care of a neighbor's garden while she is on vacation. You drop by after school and notice that all the plants are drooping. You quickly grab the hose and water the plants. Whew! You solved the problem.

But the next day, the plants look worse. Why? Well, you assumed that the cause of the wilted plants was lack of water. But, the plants seem to be drooping for another reason. Maybe they have pests. Maybe they've had too much water. Maybe they aren't the kinds of plants that last. As you can see, it's important to know the real root cause before taking action.

You find the real root cause by researching and talking to experts in the community. In this case, you could research the type of plant to understand its needs. You could visit a plant nursery and ask an expert. When you ask *why* you find the real root causes.

# HOW DO I MAKE MY PROJECT SUSTAINABLE?

Your project is sustainable when it lasts, even after you're done. Making your project sustainable isn't hard.

### You can:

- Hold a workshop so that people in the community can learn about your project
- Educate other Girl Scouts about your project at a troop or service unit meeting
- Post an educational video or blog
  
- Partner with someone who can continue the work (i.e., a club at school)

### What makes this sustainable?

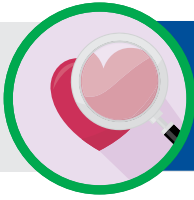
Educating others makes a lasting impression!

Your project continues, even after you've done your part—brilliant!

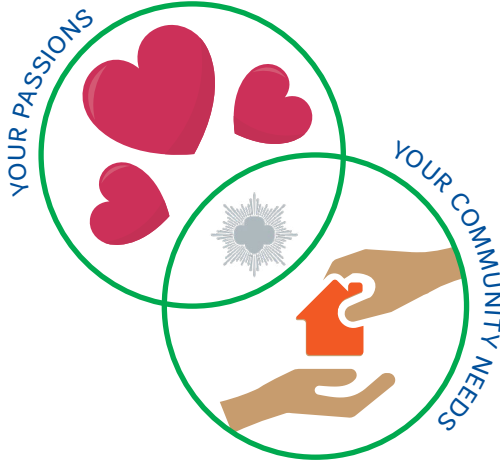




# STEP 2



## Identify Issues



**Starting is easy—begin with your passions!** What makes you excited? What do you love to do? What have you always longed to know more about?

Then, look to your community. What needs to change? Who do you know who needs help? Is there a way to bring your passion to the community to make the world a better place?

**Use the chart below to help you find the issues that interest *you*.** There are no wrong answers—no pressure. In this step, you’re simply an explorer, jotting down what comes to mind.

What issues are you passionate about?	Why are these issues important to you?	How do the issues affect your community?



You're a rock star! Check **I have thought about passions and issues** off your checklist.





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June 1 through June 30, 2020



## “BREATHE” JOURNEY OVERVIEW

In this journey, you'll learn about air in nature, health and the environment. You'll choose an action project relating to noise, climate action, air quality in schools, or indoor air quality. Activities (between meetings) will draw on personal experiences to discover, connect and take action, and plan a future activity for Brownies or Juniors.

## MEETING FIVE: TAKE ACTION

### BEFORE MEETING FIVE

**ONE.** Get some fresh air! Walk for half hour on your neighborhood streets, with an adult and a mask. Or sit quietly and alone on a bench or wall for half an hour. **Notice the speed and direction of wind, still air, and birds flying.** Then write five observations in your journal.

**TWO.** Decide whether you want to plan activities for a Brownie or a Junior Troop. Start by reviewing “what girls like to do,” at <https://www.girlscouts.org/en/our-program/grade-levels.html>

- What Brownies do: They want to learn new things and show off what they know. They want to explore the world and meet new people. And they want to do big things that make them feel great!
- What Juniors do: Want to meet a real-life superhero? Just talk to a Girl Scout Junior who wakes up every day ready to play a new role. Juniors are explorers when they go camping for the first time.... They're scientists when they perform energy audits and go on nature walks..... Not to mention change-makers, big-idea thinkers, and future leaders. Superheroes, indeed!

**THREE.** With your partner, think of three different activities for Brownies (or Juniors) to experience air issues. Start with the one relating to your issue, but OK to consider any of the other issues and activities.. Start by reviewing your journal writings. Some suggestions:

- Noise. Observe, notice different sounds, indoors and outdoors, create and observe some silence. Play one or two games that involve closed-eye-bandanas or listening.
- Indoor air quality. Observe, notice smells and scents indoors and outdoors. Create a take-home craft that involves a scent. Potpourri with lavender or sage from a garden.
- Air in school setting. Lead a science activity involving air, in a location that is open and sometimes windy. Notice birds in the sky, and the wind in the trees or shrubs. Fly a kite? Make and fly paper airplanes? Help girls notice how they move in the air.
- Urban heat. Choose a game and play in both shade and sun in the park or other outdoor setting, then observe differences in how the girls feel. Help younger girls learn how to prepare for and wear for outdoor activities in the sun.

**FOUR.** Make a plan for the activities and write this plan in your journal.

1. What do you want these younger girls to learn about air?
2. What type of activities does this age level likes to do?
3. Outline the steps and directions for teaching the activity. It should be outdoors and “hands-on” activities that observe and interact directly with air and nature. Keep it simple. Then try the activity with someone younger in your family, if possible.
4. Make a list of supplies needed, and how you will obtain them.
5. Check whether this activity can meet one requirement for a Brownie or Junior badge, at [https://www.girlscouts.org/en/our-program/badges/badge\\_explorer.html](https://www.girlscouts.org/en/our-program/badges/badge_explorer.html) .
6. Prepare a one-page flyer that can be sent when troop activities are resumed, so use the date of October 1 at 4 pm as a “place-holder.” Choose a park, schoolyard or other outdoor location to offer the activity.
7. Ask your leader to give you contact information for your service unit and find out how to invite troops. Maybe ask your leader for help in developing the activities (step 3).

**FIVE.** Upload your flyer to the GoogleFolder. Name your document with this format, “Flyer\_Tuesday3pm\_Anne\_Sally” .

Preparing the plan and flyer will complete the Breathe Journey for you. We hope you will lead a Brownie or Junior troop activity in the future, but that is not required for this journey.

**Family activity.** Complete an activity with your family. Change up some home habits, such as drying clothes on a clothesline or drying rack, sleeping with open windows to feel the night air, make and try some natural cleaning supplies (baking soda, bleach water instead of prepared disinfectant, other).

#### **MEETING FIVE: TAKE ACTION, June 29 and 30**

- Check in. What new household pattern did you try? How did it go? What family activity did you (and the family) like best, this month?
- Share your activity, for Brownies or Juniors. Anne, Shayda and Zoe will “share screen” to show your flyer.
- Connections to Silver Award process and project. Which tools can you use for steps 1 and 2? (Refer to last two pages in this document)  
[https://www.sdgirlscouts.org/content/dam/girlscouts-sdgirlscouts/documents/girls-and-families/highest\\_awards/silver/PG-0036W\\_YourGuideToGoing\\_Silver\\_WEB.pdf](https://www.sdgirlscouts.org/content/dam/girlscouts-sdgirlscouts/documents/girls-and-families/highest_awards/silver/PG-0036W_YourGuideToGoing_Silver_WEB.pdf)
- Evaluation of journey, with “zoom” poll.
- Take a giant deep breath! Celebrate that you have completed this journey! You have explored more ways to use resources wisely and make the world a better place. You have shown courage, confidence and character in this journey! Hooray!

We’re inspired, energized and delighted to share in your journey! Thank you!  
Shayda, Zoe and Anne ([afege@aol.com](mailto:afege@aol.com))