



Senior “Sow What” Journey

Online, outdoors and on videoconferences

June 2020

In this “Sow What” journey, you’ll discover the broad range of global and local food system issues, connect with local programs and resources, and Take Action to advocate for change in food production, security, waste, or workers.

Objectives:

1. Discover and think critically about broad food system issues and their connection to existing inequalities and our changing climate.
 2. Connect with one issue and learn more about local and global concerns and actions
 3. Develop your vision, plan your impact, and make your mark on the issue.
 4. Harness your passion and take action through advocacy messages.
 5. Expand your leadership and teamwork skills while working towards making the world a better place.
 6. Get your family involved and show that tackling tough issues can involve fun.
 7. Employ your leadership skills from Girl Scouts to further your advocacy and take action.
 8. Come together and express concern, while also finding hope in a group of like-minded individuals working toward change.
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Co-leaders:

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” experiences for troops and outdoor STEM for older girls. Anne has a Ph.D. in Plant Physiology, a Masters in Forest Resources, and an MBA. Contact at afege@aol.com, 858-472-1293.

Adhiti Chandramohan: Ambassador, Rancho Bernardo Service Unit, and Emerging Leader. Earned Gold Award with project developing lessons and teaching seniors, schoolchildren and Girl Scout troops about how to stay safe during natural disasters.

Avalon Shelton: started Girl Scouts 11 years ago and is currently a senior in the Sunrise Valley Service Unit in Ramona. She completed the Sow What journey with Nicole last year and enjoyed finding out a lot more about the food we eat.

Nicole Curristan is a senior Girl Scout based in the Sunrise Valley Service Unit in Ramona. She has been a Girl Scout for nearly eleven years, beginning with daisies in kindergarten. She is working towards her Gold Award, a member of Global Arms for Advocacy, and alternate National Delegate for GIRL 2020. She is passionate about the many issues that surround climate change. She worked along with Avalon last year to finish her Harvest Award, creating a healthy eating guide for their town of Ramona.

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.

Meeting One: discover the issues

BEFORE MEETING ONE:

1. View these five short videos, some posters and an “article” that highlight elements of global food systems:
 - Strawberries: <https://www.youtube.com/watch?v=CLFOK4U34wI> and <https://www.youtube.com/watch?v=a3T-uSJpxOg>
 - Rice, <https://www.youtube.com/watch?v=ltxboT6E-Aw>
 - Meat, <https://www.youtube.com/watch?v=ANUoAdXfA60>
 - Chocolate (posters), <https://croplife.org/news/chocolate-chain-from-farmer-to-consumer/>
 - Coffee (click “Read More”), <https://www.onegreenplanet.org/animalsandnature/coffee-and-its-impact-on-people-animals-and-the-planet/>
 - Coca Cola's packaging, <https://www.youtube.com/watch?v=6LTlOuDUyIs>
2. Write down FIVE surprises about food systems that you really didn’t imagine or know about. Write down THREE big trends that you are most worried or concerned about, for food systems in your future. Be prepared to share these in the meeting.
3. Be prepared to give a quick self-introduction with name, school, and favorite troop activity.

MEETING ONE: DISCOVER THE ISSUES

1. Introductions
2. Overview of the journey
3. Surprises about food systems, that you really didn’t imagine or know about.
4. Big trends that you are most worried about or concerned about, for food systems in your future.
5. Selection of journey partners
6. Correct contact information
7. Review activities to be completed before Meeting Three

Meeting Two: discover global food systems

BEFORE MEETING TWO:

Get outdoors! Walk for a half-hour on your neighborhood streets, with a mask. Or sit quietly and alone for half an hour. Bring a piece of fruit and **EAT IT** with full attention. Notice the color, taste, texture. Recall another time and place that you have eaten this fruit, that has positive memories.

1. With your partner, set up a “journal” document in the GoogleDrive. Follow this format for the document name: Journal_Name1_Name2, example “*Journal_Nicole_Avy*”
2. Watch one video and carefully read three articles:
 - Video, Story of Stuff, <https://www.youtube.com/watch?v=9GorqroigqM>
 - Life cycle assessment of food system (environmental impacts), overview article, <https://www.sciencedirect.com/science/article/pii/S2590332219301289>
 - Five lessons for food systems thinking, from Covid-19, <https://medium.com/the-nature-of-food/5-lessons-for-food-systems-thinking-from-covid-19-3f187fcc0e78>
 - Covid-19 and our food system, click on “Read the Issue Brief” at <https://www.sdfsa.org/covid-19>
3. Choose one of the Covid-19 system elements, that you and your partners are most interested in or concerned about.
 - Food production (local agriculture)
 - Food security-hunger-deserts
 - Food waste
 - Food workers (farm, retail-groceries, restaurants)
 - Or you can choose another system
4. With your partner, write full sentences about your issue, in your journal
 - Three reasons this issue concerns us
 - Three ways this issue affects our daily lives
 - Three actions that non-profits, governments and businesses can take, to reduce impacts
 - Three actions that individuals can take, to reduce impacts
5. Complete an activity with your family. Discover with your family what products are usually thrown out from your fridge and make a note to not buy them or buy in smaller quantities.

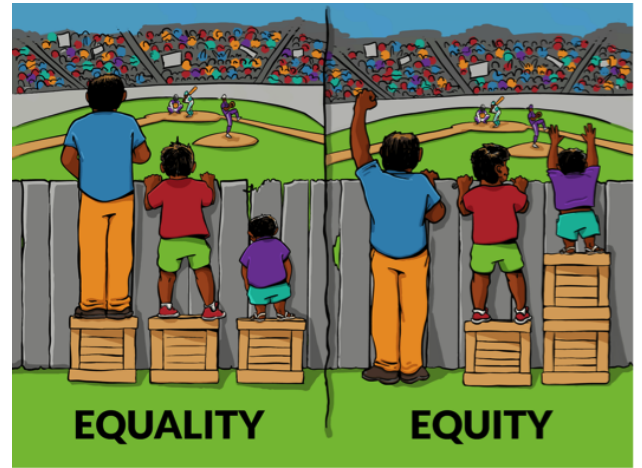
MEETING TWO: GLOBAL FOOD SYSTEMS

1. Check in. Tell us about your family activity!
2. Share the issue that you and your partner have chosen.
 - What concerns us, about this issue?
 - How does it affect our personal lives?
 - What actions can be taken to reduce impacts?
3. Review activities to be completed before Meeting Three

Meeting Three: discover the local issues

BEFORE MEETING THREE:

1. Get outdoors! Walk for a half hour on your neighborhood streets, with a mask. Or sit quietly and alone for half an hour. Bring a piece of fruit and eat it with full attention. Notice the color, taste, texture. Recall another time and place that you have eaten this fruit, that has positive memories.
2. See image showing three people who want to look over the fence to see the baseball game. Think about the differences between equality and equity.



THE POWER OF DATA AND MAPS

3. Explore CalEnviroScreen3.0, that assembles data on population, health and pollution by census tract. Go to <https://oehha.ca.gov/calenviroscreen/report/calenviroscreen-30>.
 - Scroll to San Diego (easy to center if you enter the Girl Scout office address, 1231 Upas, and then zoom out).
 - Select one census tract with a high score for Disadvantaged Community (dark orange)
 - Select one census tract with a low score (dark green)
 - Find the census tracts where you and your partner live.
 - Copy the table on the next page, into your journal.
 - Click on each census tract to get population and pollution data, and type the “percentile” data for each census tract, into the table.
- The percentile is a relative score, comparing that census tract to all other census tracts. For example, a percentile score of 95 for asthma means that the data (age-adjusted rate of emergency visits for asthma) is higher for this census tract, than 95% of the other tracts. A percentile score of 10 for education means that the data (percent of population over 25 with less than high school education) is higher than only 10% of the other tracts.
4. Compare the “disadvantaged” and “advantaged” communities (census tracts), and where you live. Review the data for the four census tracts, and write two sentences about each of these, in your journal.
 - What are the main differences between these communities, in the data?
 - What connections could there be, between food issues and poverty? (cost and availability of food)
 - What connections could there be, between food issues and health (low birth weight)?
 - Refer to your notes on the three articles you read before Meeting 2, and think about how the root causes of food insecurity are reflected in these population differences.

	Shaded orange (disadvantaged community)	Shaded green (advantaged community)	Census tract where Senior #1 lives	Census tract where Senior #2 lives
Census tract number				
Pollution Burden Percentile				
Population Characteristics Percentile				
Low birth weight				
Education (% without high school degree)				
Linguistic Isolation				
Poverty				
Unemployment				
Housing Burden				

COMMUNITY ASSETS

5. Explore LOCAL resources, organizations and coalitions working on these issues. Browse the websites identified for your issue.
 - Food production (local agriculture), <https://www.sdfsa.org/> , <https://ediblesandiego.ediblecommunities.com/> (includes Farmers' market list)
 - Food security: <https://www.sandiegohungercoalition.org> and <https://www.sdfsa.org/> , Optional: on GoogleMaps, locate each of the census tracts and then click "nearby" to locate grocery stores or restaurants. Compare with the mix in your neighborhood.
 - Food waste: <https://www.sdfsa.org/>
 - Food workers: <https://www.sdfsa.org/covid-19>
6. Identify local resources that address local food system trends and root causes of your issue
 - Three organizations that you would like to contact or learn more about
 - Three programs from these organizations, relating to your food issue
 - Three local actions that would have high impact, for addressing your food issue
7. As partners, choose one of these actions, that most interests you. Be ready to share.
8. **FAMILY ACTIVITY** Watch a documentary together with your family, about one of the food system issues (not necessarily the one you're focused on). Choose from the list of 25 food documentaries at <https://www.culinarynutrition.com/best-food-documentaries-to-watch/>

MEETING THREE: DISCOVER THE LOCAL ISSUES

1. Check in. Tell us about the documentary your family watched together.
2. What is your opinion about:
 - How does privilege play into food security?
 - What will it take, for disadvantaged communities to be more prepared for a future pandemic?
 - Are food stamps effective in increasing food security and how?
 - Who should make sure there are no food deserts in a community?
3. Share insights about local resources for your issue
 - o One organization that interests you, and two questions you would like to ask them
 - o One action that you're interested in, and why
4. Review activities to be completed before Meeting Four

Meeting Four: advocacy messages

BEFORE MEETING FOUR :

1. Get outdoors! Walk for a half-hour on your neighborhood streets, with a mask. Or sit quietly and alone for half an hour. Notice where plants are growing, and where there is more concrete than asphalt. Are there any garden plants, visible from the street? Write five sentences about your observations, in your partner-journal.
2. Refer to Advocacy Table (last page in these meeting activities), for a list of advocacy-based steps for Take Action. We have now completed #1, 2 and 3. Next steps will be to gather more information about your audience and how to reach them (#4 and 5), and key messages (#6). This table is taken from the Ambassador “Your World: Your Voice,” that focuses on advocacy.
 1. Find your cause. Investigate issues you care about.
 2. Choose an issue to focus on. Learn more.
 3. Harmonize. Form alliances. [this journey group]
 4. Identify the big ears and set up a meeting. [reach out online instead of in-person]
 5. Prepare your pitch (messages). [meeting 4]
 6. Make your pitch. [in social media, meeting 5]
 7. Close the loop and give thanks.
 8. Reflect and celebrate. [meeting 6]
3. Advocacy demands courage, confidence, and character. Reflect on how you would exhibit and practice these, as you draw attention to changes that are needed in the food system. Write two sentences about each, in your journal. Share these with your partner, and talk about how you can support each other in practicing these skills.
4. Identify three solid actions that San Diegans could take, to reduce environmental or social impacts of food systems.
 - Refer to the information from the local and national coalitions and websites.
 - Avoid writing the actions too big (end hunger or food waste in a neighborhood) or too small (one person, one family).
 - Consider awareness (food worker conditions), or action (food security, waste).

Then work with your partner to choose ONE of the actions.

- Write 1 or 2 sentences to clearly articulate the action. See example on page 3.

Who could take this action?

- Who are the target audience(s)?
- What are their interests and values?
- What form of social media would reach them? (Instagram, Facebook, ??)

5. Get more information from national coalitions, projects or organizations. Refer to programs with local coalitions and organizations (Meeting Three).

- Food production: National Sustainable Agriculture Coalition is an alliance of grassroots organizations that advocates for federal policy reform to advance the sustainability of agriculture, food systems, natural resources, and rural communities.
<https://sustainableagriculture.net/>
- Food security: The Community Food Security Coalition (CFSC) is a North American nonprofit that strives to provide communities with better access to affordable and healthy food by improving local and regional food systems.
<https://community-wealth.org/strategies/panel/urban-ag/index.html>
- Food waste: World Food Program USA works with U.S. policymakers, corporations, foundations and individuals to help provide financial and in-kind resources and develop policies needed to alleviate global hunger.
<https://www.wfpusa.org/hunger-and-food-waste/>. Also US Department of Agriculture, <https://www.usda.gov/foodwaste/faqs>
- Food workers: FoodPrint is a project of the Grace Communications Foundation, that develops innovative strategies to increase public awareness of the critical environmental and public health issues created by our current industrial food system, and to advocate for more sustainable alternatives.
<https://foodprint.org/issues/labor-workers-in-the-food-system/>

6. With your partner, write **three messages** for your action, in your journals.

- Follow the 3 x 3 communication model: 3 messages that you want others to remember, and 3 sentences or concepts for each message
- First message is the action that you want your audience to take, and three ways to take that action.
- Second message provides the reasons to take that action.
- Third message speaks to the audience, with other reasons this action would meet their interests and needs.

For example, if you were advocating for changes in clothes purchases, to reduce the “fast fashion” trends, this would be a short 3 x 3. Your messages may be longer.

Action: Buy clothes sustainably and wisely, instead of purchasing low-cost clothes, wearing them a few times, and then discarding them.

1. **Stop fast fashion!** Buy clothes that you can wear to more than one type of event, such as both spectator sports and shopping with friends. Start upcycling, which is reusing discarded clothes by adding accessories to make it feel brand new. Buy second-hand clothes at garage sales and thrift shops.

2. **Fast fashion adds to climate warming.** When clothes are thrown away as textile waste, they decompose and add carbon dioxide to the atmosphere. Making new clothes requires energy to grow the cotton, make the shirts, transport them to the store, and energy to go to the

mall or get a package delivered. Repurposing clothes and upcycling contributes to a circular economy, which keeps using materials instead of making new products that use even more energy.

3. Upscaled clothes are more affordable and unique! You will wear your clothes for different activities and save money. Invest in accessories that change your outfits and make them look different each time. The money you can be used for other activities you enjoy!.

Target audience: females 13-19

What are their interests and values? Teens are fashion conscious, they want to be viewed as unique, It's a way to say "who you are" without talking, a form of expression. Teens wear clothes to fit in with society and other teens in their school or clique.

Social media. Instagram to people at school, post to personal Instagram accounts, text in group chat, take photos for posts.

6. Open the document, "*Advocacy Messages*" in the GoogleFolder. Copy your key messages into this document, so they can be shared during Meeting Five.

7. Start taking or finding photos or making Infographics to illustrate these messages. Take photos without faces, so there is no need to track permission to use the photos. (Online photos will not be used.)

FAMILY ACTIVITY

8. Write a thank you letter/email to a local farmers market or grocery store. Share why you are thankful for what they're doing during this pandemic.

MEETING FOUR: ADVOCACY MESSAGES (JUNE 22)

1. Check in. What are you hearing in the news, about recent Covid-19 issues relating to food systems?
2. Share your action, audience, and a few of the key messages.
3. If you were head of the San Diego County Health Department, what is the first action you would take to support the change that is in the key messages?
4. Review activities to be completed before Meeting Five.

Meeting Five: advocating for change

BEFORE MEETING FIVE:

1. Get outdoors! Walk for a half-hour on your neighborhood streets, with a mask and a family member. Or sit quietly and talk for half an hour about food security. Talk about what the options that income and employment bring, and what it might be like to not have food security, family income, daily .
2. Read this New York Times opinion piece about social media and food systems, “How Farmers Got Florida to ‘Swipe Ripe”
<https://www.nytimes.com/2020/06/05/opinion/sunday/farmers-florida-coronavirus.html> .
Article is also posted on GoogleDrive as a PDF. “Forget the grocery store. Pandemic-scarred Floridians are learning to shop for produce on social media instead..... “
3. Transform your messages (from Meeting 4) into Instagram posts, and start posting! (Or post on Facebook)
 - When making or using an Instagram page to further your advocacy you should keep a few things in mind. Check out the official Girl Scout page to find further advice for using the Girl Scout logo and name on social media
(<https://www.sdgirlscouts.org/en/for-volunteers/branding-101.html> , under the “social media and websites” tab).
 - Decide if you want to use your personal account or a new account (recommended) for your posts. Either way, ensure that your account is set to "public" to allow your posts to show up under hashtags.
 - If you are creating a new page, pick a name to go along with your issue, create a bio, and pick a profile picture.
 - Decide what way that you would like to convey your information. You can use a program like [canva](#) or [adobe spark](#) to create infographics with text, use your own photo, or you can find a basic stock picture and input your information in the caption of your photo.
 - Complete your post with hashtags to allow people to see your page and follow it. It is best to use a mixture of hashtags. You can use up to twenty tags in a post, so use about ten to fifteen of them for basic words (like #eco, #environment, #food, etc.), and the rest for more specific hashtags (like #sandiego or #foodsystems).
 - Maintain your page for at least three weeks, posting at least once every two days.
 - Follow the pages from others in your meeting group, and cross-post and -comment.

Example of social media posts, for a slightly different action: “Climate impacts can be reduced if we are mindful of how we get our clothes, how we take care of our clothes and where we buy them. ”

Dress for the Climate! One action to reduce climate impacts is to be mindful and aware of how you get your clothes, where you get them and what you do to your clothes. Try three steps to take this action. Attempt to fix anything wrong with your clothes before you donate it. Make sure that you actually donate your clothes instead of trashing it. Buy fewer, but better things if you can't thrift your clothes. [Pictures: sewing machine, goodwill logo]

Our clothes are connected to our climate! One of our local climate impacts is waste; clothes that end up in the landfills that can be easily avoided by donating to local thrift stores. The discarded clothing waste produces methane in the landfills which is a very dangerous greenhouse gas. This concerns me because about 21 billion pieces of discarded clothing land in the landfill every year in the United States. Climate change would impact San Diego greatly, with frequent and intense storms, prolonged heat waves that will cause harm to the air we breathe which will lead to a spike in health problems, and rising sea levels for people and businesses on the coast. [Pictures: the sun, garbage, garbage trucks]

Save our climate! Donating unused clothing to thrift shops will benefit the environment and community. There would be less clothing shipped to the landfill, a drop in emissions from clothing disposal by as much as twenty-four percent, more room for thrift stores to accept even more donations, and a lesser chance for the impacts of climate change to hit San Diego. [Pictures: picture of my backyard]

Show that we care, by the clothes that we wear. As youth, we will be contributing to climate action in our own lives, and we can demonstrate that in our own lives by thrifting. When more clothes are donated to thrift stores, we have a higher chance of getting new, cool findings when we go thrifting.

Audience: People of all ages and classes can purchase clothing from thrift stores. Promoting this action on social media to the younger people will hopefully cause a chain effect where more young people will spread this information to older people and will use this information when needed.

4. Council staff always appreciates evaluations, and they will keep the journey relevant and inspiring. Please take 5 minutes to rate the activities and meetings, in this GoogleForm, complete the evaluation form, at <https://forms.gle/zmfZ3WAG6ALacHmC6>.

FAMILY ACTIVITY

5. Cook a low-waste meal. Plan the menu, using only fresh and unprocessed ingredients. Prepare at least one of the dishes with someone else in the family. Start a discussion about how the fresh food tastes. And have fun!

MEETING FIVE: ADVOCATING FOR CHANGE (JUNE 29)

1. Check in. Tell us about what food security means to your family and your life.
2. Be ready to share your screen, to show two posts. Make a pitch to the group.
3. Share how you will practice courage, confidence and character in this advocacy.
4. Connections to Gold Award process.
5. Set date for Meeting 6 in late July, and review activities to be completed before then.

Meeting Six: assessing the advocacy

BEFORE MEETING SIX:

1. Get outdoors! Continue to walk or sit quietly for a half-hour each day. Take time to make observations in your journal, or in a personal hand-written diary-journal.
2. Continue the posts on your Instagram page for about three weeks.
 - Set up a schedule with your partner when to post your photos (how many times a week/ what days) and keep to that schedule.
 - Pay attention to your posts, see how people interact with them, and how to engage others more.
 - Keep learning about how others promote their causes and be inspired by how more experienced pages develop an instagram presence.
 - Be flexible to make changes with your partner as you continue taking action.
3. Be prepared to discuss the results of the instagram pages and posts.
 - Who interacted with your posts? What were the interactions?
 - What methods did you find helpful with getting your message out there?
 - Looking back, what could you have done differently?
 - What your favorite post/caption you did? Why?
 - What did you learn about what others are interested in, for system issues?
4. Recall and record how you have gained some courage, confidence and character in this journey. Write full sentences in your journey that describe this.
 - I was pleased to discover that a value that is important to me is _____
 - I will keep living this value by _____
 - When i connect with other people in the community, I _____
 - I will make connections by _____
 - I think it's important to Take Action to _____
 - In the future, I'd like to Take Action to _____

FAMILY ACTIVITY

5. Buy and eat more local foods. Go with your family to a farmers' market. Find schedule at <https://ediblesandiego.ediblecommunities.com/shop/san-diego-farmers-market-guide> .

MEETING FIVE: ASSESSING THE ADVOCACY (JULY 20 OR 27?)

1. Share your results of the instagram pages and posts.
2. What will be your next steps, in environmental leadership?
3. **Celebrate!** Use resources wisely. Make the world a better place. You have shown courage, confidence and character in this journey!

Comments by 13 of the 16 participants in the Senior Sow What Journey, June 1 to 29, 2020

The online evaluation invited feedback on the objectives, individual activities, videos and articles, and will be reviewed before the journey is taught again. Participants shared their experiences with Instagram pages, posts and followers, at the final meeting. These were new processes, most had posted for a month and felt they had engaged some of their peers in a meaningful way. Selected comments follow.

Write 1-2 sentences about your experience in this journey, that can be shared with council staff.

- I discovered just how interconnected our world is and how one person can have an exceedingly great impact on it.
- I really enjoyed this journey and it was my first one, so I was pretty new to all of this. I had a lot of fun researching our environment and the role we have as a community to protect our environment.
- I learned so much more about food systems and the problems with it. I became a more conscious individual about buying and wasting food and it definitely gave me a new perspective on food systems.
- This journey prepares you for Gold Award by providing skills to advocate through social media.

Additional comments or suggestions, for future environmental journeys.

- It was really beneficial and educational! It was really good and interesting. I loved it! Thank you for guiding us through this journey and making this journey interesting, and inspiring. (4 comments)
- Girls need to know that this journey requires their time and a flexible schedule.
- I had a lot of fun, but if the workload was lessened then it would be perfect. The assignments often stressed me out and at times it was difficult to understand the instructions.
- I think it went very well considering that it was the first time doing something like this online. It was kind of rocky in the beginning but smoothed out later. Get the materials out quicker to participants.
- I think just helping us learn more about the other girls in this journey would help us get to know each other a little bit more so we aren't as scared to talk in front of each other

Videoconference meetings. What went well? What could be changed?

- Many times a person's internet connection would not be working, so the meeting was slowed down a bit. However, I liked that the group adapted to these changes and created a flexible schedule.
- I think that our communication was good, as we all got turns sharing our point of view. Maybe in meeting one, we could get to know each other better so it's not so quiet throughout the meetings. There should be rules set in place that everyone has to keep cameras "on" and talk at least once
- It was very interesting to hear other people's thoughts on each topic. I learned a lot from the other girls.
- Better use of meeting time to review the articles and videos. Explain the instructions so we could ask questions and better understand what we were supposed to be doing.

Evaluation of objectives:

	Exceeded	Fully met	Partly met	Not met	% Exceeded or fully met	% partly or not met
N= 13 evaluations						
Discover and think critically about broad food system issues	4	5	4	0	69%	31%
Connect with one issue and learn more about local and global concerns	5	7	0	1	92%	8%
Develop your vision, plan your impact, and make your mark through leadership	7	4	1	1	85%	15%
Identify issue and develop steps to Take Action	5	7	1	0	92%	8%
Get your family involved and show that tackling tough issues can be fun.	4	6	2	1	77%	23%
Employ Girl Scout leadership skills to further advocacy and take action	7	5	0	1	92%	8%
Come together and express concern, while also finding hope in a group of like-minded individuals	4	7	1	1	85%	15%
All objectives					85%	15%