

Brownie WOW Journey

Activity #1 – Introduction

Journey Connection – Session 1: Loving Water

Time Allotment: 20 minutes

Materials: poster board (1 for each girl)

Team WOW Map title poster (for center of map.... Attach each girl's poster together around title poster to create large team map) – if doing small group, can create a team map using banner paper.

Markers

Crayons

Welcome the girls to the Wonders of Water! Explain to them that they will be embarking on a wonderful adventure all about water. Share with them about the 4 awards they will be earning while on this Journey (show pictures of the awards):

- LOVE water – they will share 2 things they know & love about water, and they will make and carryout a promise to protect water.
- SAVE water – they will work together to speak up to protect water.
- SHARE water – they will inspire others to commit to a water promise
- WOW! – they will see and celebrate the impact they had on others

Explain to the girls that they will be creating a Team WOW map – showing everything they love and learn about water on their Journey. Ask the girls to think about their favorite water activities – whether it is enjoying a cold glass of water on a hot day, ice skating, swimming, playing in the sprinkler – then have them draw a picture showing this on their poster board, making sure to leave plenty of room to add more during the day.

After the girls have finished, let each girl stand up, introduce herself, and share her picture and tell her favorite water activity.

Activity #2 – Water Around the World

Journey Connection: Session 3 – Gathering Water

Time Allotment: 15 minutes

Prep: set up an obstacle course as described:

- Put 2 pitchers on the ground at the start line (one for each team) have a bucket of water at the other end of the obstacle course (will serve as the “well” where the girls get water)
- Place cups and baby dolls by the empty pitchers.
- Create 2 clear paths of paper for the girls to step on – secure down
- Space out 4 cones/obstacles to go around.

Materials:

2 pitchers

1 bucket of water

2 small cups

Cones or obstacles

paper (8 pieces)

baby dolls (2)

Tape

paper towels

Begin a discussion about how important water is to all the activities the girls mentioned. Ask how they would feel if there wasn't enough water to fill a swimming pool or the lake, so they couldn't go swimming? Share how there are places around the world where there is a water shortage – talk about how California is so low on water that people cannot water their lawns and are punished if they use too much water. Explain what a drought is and how it makes us have less water. In some parts of the world, people don't even have clean water – can you imagine not having clean water to drink, wash your hands, or take a shower?

1. Explain: In some countries, it is difficult to find water. Often the wells are very far away. They may have run dry or contain contaminated water that could make a family sick. Explain to the girls that the small cups they will use represent large containers of water girls and women have to carry for many miles to get water.
2. Split the girls into 2 teams. Explain that the teams will be running an obstacle course against each other to collect water. They will take turns taking an empty cup to the “well” on the other side of the course, fill it up, and get it back to add it to their “water supply” (empty pitcher). They will have some challenges:

- When many girls carry water, they have to carry their baby brother or sister with them. Each girl will carry a doll with her as she completes the obstacle course. When they reach the end they will empty the cup into their team's pitcher, then hand the cup and the doll to the next girl in line.
 - Tell the girls many people in the world do not have good shoes to protect their feet so they have to be careful where they step. In our obstacle course, the paper represents the safe spots to walk.
 - Often the road to the water is not straight and the girls have to take winding paths. The girls will have to walk around the 4 cones/obstacles to represent the long path.
 - Often jugs are so large, girls can't carry them in their arms. Instead they put them on their head. For the obstacle course, each girl will use her hand to hold her "jug" (cup) on her head. Remind the girls that water is a valuable resource, so they don't want to spill any.
 - Demonstrate the obstacle course to the girls.
3. Run the obstacle course – the team that gets all their girls through first wins. – added bonus: the team that finishes with the most water in their pitcher wins special congratulations for conserving the water!
 4. Once finished – have the girls clean up.

Review with the girls what it was like for them.

Read the information on page 48 in the girl book. Can they imagine if they had to haul THAT amount of water that they use each day?!!

Activity #3 – Water Cycle Rain Stick

Journey Connection: Sessions 1 & 2

Time Allotment: 15 minutes

Materials: Water cycle worksheet, crayons, markers, paper towel tubes, foil, small dried beans or popcorn kernels, construction paper (with circles drawn for ends of tubes), glue, duct tape, scissors.

Hand out the water cycle worksheets to the girls. Explain to them the different stages of the water cycle while they color the worksheet. Ask the girls if they can identify the different stages as they see them. (snowstorm, rain, steam off the hot roads) (Have helpers pass out the supplies for the rain sticks)

Once they are finished coloring their water cycles, tell the girls they are going to make a rain stick. Steps to make rain stick:

- Create a long coil with their foil.
- Cut out the paper circles for the ends of the paper towel tubes.
- Glue a circle on one end of tube – cover with duct tape.
- Put foil coil inside the tube, pour in beans/popcorn kernels
- Glue circle on other end of tube – cover with duct tape
- Glue water cycle paper around the tube.

Activity #4 – Water Conservation Charades

Journey Connection – Sessions 1, 2, 3

Time Allotment: 20 minutes

Materials: Water Conservation Charades ideas

- Read the girls “the Blue Planet” information on page 24 of girl book.
- Explain how there are many ways we can all help save water.
- Split the girls into smaller groups and give each group a charades card
- Give the groups about 5 minutes to come up with a skit that demonstrates the water-saving strategy on the card and explain why it helps save water.
- Let each group act out their skit and see if the other girls can guess

Activity #5 – Rainbows

Journey Connection – Session 2

Time Allotment: 20 minutes

Materials: clear page protectors (cut each page apart so 1 page will do 2 girls);
Tissue paper squares (red, orange, yellow, green, blue, indigo, violet);
Glue; sponge paintbrushes; water; cups; rainbow template
(mix 1 part glue with 1 part water in cups for the girls)

Discuss rainbows with the girls while helpers pass out the supplies.

Let the girls create their own rainbow sun catcher that they can hang in their window at home.

- Tape the rainbow template under the clear page protector sheet
- Have the girls “paint” the rainbow 1 stripe at a time with the glue, then place the tissue paper squares on the glue.
- Instruct the girls to keep the tissue squares in the correct color area to create the rainbow stripes.
- When the girls finish all the colors, have them lightly brush a thin coat of the glue over top all the tissue squares, coating the rainbow.
- Let dry
- Helpers will remove template, cut out rainbow and punch hole, and tie string to hang it in window

Activity #6 – Snack & Chat

Journey Connection – Sessions 1-3

Time Allotment: 10 minutes

Materials: Watermelon/“watery” fruit; water drops; pens

While the girls are enjoying their snack, discuss the things they have learned about water and ways to save water. Explain that each of them needs to think about a problem that they feel is important and want to help fix.

- Give each girl a Water Drop. Have them write on it a way they agree to help save water – this is their Water Promise.

Activity #7 - WOW Map/ Love Water Award

Journey Connection – Sessions 1-3

Time Allotment: 10 minutes

Materials: girls' posters, glue/glue sticks, markers, crayons

Have the girls add their water drop to their posters. Also have them write 1 thing they know about water, and 1 thing they love about water. They can also add drawings that remind them of activities they've done or something they learned.

Activity #8 – Advocates for Water

Journey Connection – Session 4

Time Allotment: 20 minutes

Materials: Water Advocates sheets; pens for each sheet

1. Explain to the girls that part of earning the next award, the SHARE Water Award, is becoming an advocate for water. To help with this, they're going to learn about some girls and women who are already advocates for water.
2. Once you give girls instructions, have them split up and walk around the room reading the Water Advocates sheets. Each sheet has 1-2 questions - they should answer on the sheet or the scratch paper near it then move on.
3. Have helpers with the girls to help them brainstorm answers.
4. Give the girls about 10 minutes to read and answer questions. They do not have to get to all the sheets. When time is up, gather as a group and read a few answers for each question.
5. Save these sheets to use when brainstorming their SAVE Water project idea

Activity #9 – Bubble Fun

Time Allotment: 15 minutes

Materials: water bottles; socks; rubber bands; scissors; sharpie; bubble mixture

- Give each girl a bottle, sock, and a couple rubber bands.
- Have the girls stretch the sock over the cut end of the bottle and secure with the rubber bands.
- Then they can dip the sock in the bubble mixture and blow from the top end of the bottle to create bubbles.

Activity #10 – Choosing a SAVE Project

Journey Connection – Session 4

Time Allotment: 15 minutes

Materials: poster board, marker, Water Advocates sheets

1. Review the Advocates sheets with the girls.
2. Tell the girls they will be doing a project to help water. The answers on the sheets should help them with ideas to get started. Here are some brainstorming questions to help them decide:
 - How do we want to help water? Do we want to conserve it? Keep it clean? Protect water habitats?
 - How can we accomplish this goal? Should we have a cleanup project? Educate others? What did the water advocates we just learned about do to protect water?
 - Who could we get to help us?
 - You will earn the SHARE Award by sharing the results of our SAVE project with others? How can we measure the success of our project? Who can we share the results with?

Write ideas on the poster board... then let the girls vote on their favorite choice.

Activity #11 - SAVE Project

Journey Connection – Sessions 5 & 6

Time Allotment: 30 - 60 minutes

Materials: Poster board; markers; construction paper; misc supplies for posters

The girls do their SAVE project. Have the girls work on creating posters for their SAVE project.

Activity #12 – Communicate for Water

Journey Connection – Sessions 5-7

Time Allotment: 15 minutes

Materials: stopwatch

1. Explain that for the SAVE Water Project, the whole group will become advocates for water. Part of being an advocate is being able to speak and communicate well so people believe in the cause and want to help.
2. Have the girls practice their communication skills while practicing their project/presentation. Have them try different Topics/communication Tips.
 - Topics/Good Communication Tips:
 - Talk about why they want to protect water while watching for bad habit like twiddling their fingers, shifting back & forth, etc
 - Talk about what you'd like to do to protect water while making eye contact
 - Talk about who you know that could help you with your project, while making sure to speak loudly and clearly.
 - Talk about who you could share your results with while making sure not to talk too fast.
 - Talk about who they can teach about protecting water being confident, but kind
 - Talk about what you think is important to teach others about water, while making sure not to say "um."

Activity #13 – SHARE Award

Journey Connection – Session 8

Time Allotment: 30 minutes

Materials: presentation materials; smartphone to video girls

- Create videos of the girls Sharing their information about water and their SAVE project. Share on the Council FB page. (make sure to have parent approval for video / can hide girls behind posters if needed)
- Girls will also Share at the camporee presentations, where all the groups will share what they have learned/done for their Journey.

Activity #14 – WOW! Award – CELEBRATE!

Journey Connection – Session 9

Materials: Water Drops; pens; girls' posters

Let the other campers commit to their own water promise with a water drop.
Invite the campers to write messages to the girls on their posters.

**Let girls add to their WOW map when they have some extra time

For Rainbow template – just draw one with the separate arced lines for the girls to follow.

Water Wisdom

You notice the bathroom faucet is dripping. What should you do?

- A. Put a pan under the faucet and use the water to fill your dog's bowl
- B. Observe the drops, if there aren't that many, don't worry about it
- C. Tell your parents so they can get it fixed and do A until then. **

It's so hot outside you could probably fry an egg on the sidewalk. What's the best way to cook off outdoors?

- A. Turn on the lawn sprinklers for 30 minutes
- B. Fill up all your water toys – soakers and spray bottles – and invite your friends over ***
- C. Fill a wading pool and jump in with your friends

(sprinkler uses 70 gallons in 30 minutes; wading pool uses 100 gallons; toys – less than 10 gallons)

In your neighborhood, the sidewalks and driveways are getting dirty, so you tell everyone, "Bring out those hoses and give it a good cleaning." Is there a better way?

- A. Yes, you can use a broom instead**
- B. No, stick with the hose
- C. Use an electric power washer to blast that grim away

You've been finger painting all afternoon. You can't wait to get cleaned up. How should you do it?

- A. Take a bath, but fill the tub just halfway. That's enough to get good and wet. ** or
- B. Take a bath and be sure to fill the tub to the brim. You need a lot of water to get rid of all that paint
- C. Take a shower. It uses the least amount of water and you won't be sitting in paint-filled water **

You wake up in the middle of the night and hear the sound of the toilet running. What should you do?

- A. Go back to sleep and forget about it
- B. Next morning, tell your parents the toilet needs to be fixed
- C. Get out of bed and jiggle the handle**

How much water should you use while brushing your teeth?

- A. Keep the faucet off until it's time to rinse **
- B. Leave the faucet on the whole time
- C. Keep an egg timer in the bathroom. Use it to tell you when brushing time is over. Once you're finished brushing & rinsing you can turn off the faucet

Water Conservation Charades Cards

<p>Turn off the water while you're brushing your teeth. Just use the water to rinse the toothbrush and rinse out your mouth.</p> <p>Why: About one gallon of water per minute goes down the drain while you brush.</p>	<p>Keep water in the fridge instead of using the faucet.</p> <p>Why: If you leave the tap running while you wait for water to cold, you're letting water go down the drain.</p>
<p>Take a short shower instead of a bath.</p> <p>Why: A full bathtub is about 40 gallons of water, but a 10-minute shower (with a newer showerhead) uses only 25 gallons.</p>	<p>Collect rainwater from your roof to water plants.</p> <p>Why: Rainwater is normally absorbed into the soil, but buildings prevent it from happening. By using this water, you'll use less water from the tap.</p>
<p>Turn off the water while you wash your hands. Wet your hands, turn the water off and then turn it back on to rinse.</p> <p>Why: In the 30 seconds it takes to wash your hands, you save half a gallon of water.</p>	<p>Don't use your toilet as a trash can.</p> <p>Why: Every time you flush your toilet, you use about five gallons of water.</p>
<p>Help your parents check pipes for leaks (Under the sink, in the basement, etc.).</p> <p>Why: Even a slow leak can waste up to 2,700 gallons of water in a year and may cause water damage to your home.</p>	<p>Eat less meat and more plants.</p> <p>Why: Plants use water to grow. Animals eat plants that use water AND drink water themselves.</p>
<p>Teach others about water conservation.</p> <p>Why: If you teach two people, and they teach two people, and so on, eventually we'll get the message out to everyone!</p>	<p>Collect water when you're waiting for it to get hot/cold and use it for cooking.</p> <p>Why: You will collect about one gallon per minute of perfectly good water that would have gone down the drain.</p>
<p>Tell your parents if you notice a dripping faucet so they can get it fixed.</p> <p>Why: Even a slow leak can waste up to 2,700 gallons of water in a year.</p>	

Water Advocates



Picture from:

www.heraldtribune.com/Detail.php?Cat=LOCAL_NEWS&ID=59317

Frances Lamberts turned her backyard into a natural and friendly place for wildlife. She planted native trees and plants to attract birds. If plants need water, she uses rainwater she has collected. She fertilizes the soil of her gardens with compost she makes from decomposed leaves, grass and food. Her land now produces almost all of her food.

Is there a garden in your community your troop could “fix up” to make more water friendly?

Who would you need to work with to get permission?

Water Advocates



Picture from: www.riverthelamain.org/about-us

Sibyl Martinez is a 10 year-old Brownie who is working with her troop to restore Bothin Marsh, a wetland near her home. Non-native plants have taken over the marsh. These keep the local plants, including pickleweed, from growing. If the local plants can't grow, the local wildlife has nothing to eat. Not only does her troop help remove non-native plants, they also educate others in the area about the marsh.

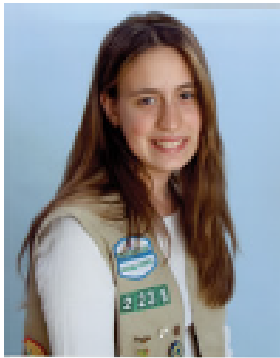
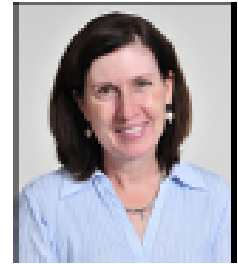
What can you do to protect your local water habitats?

Who could you get to help you?

Water Advocates

Picture from www.omi.ch2mhill.com/about/leadership.html

Elisa Speranza is a Girl Scout alumna who loves working with water. She not only works with water treatment plants in the United States, she is also president of Water for People, a nonprofit company that helps people in other countries build water projects. The company helps people get clean water for hand-washing stations and toilets.



Picture from <http://www.gsnc.org/irls/goldaward/2010/goldawardReceipts.asp>

Katherine Fondacaro is 16 years old and is a master scuba diver. Every year, she travels to the Caribbean with a group of scientists. They study the coral reefs there and note the changes they see from year to year. Many of the coral reefs Katherine sees have become "sick" from ocean pollution. Katherine wants to study biology in school and teach others about what's happening to the oceans.

What can your Girl Scout troop do to keep your local water clean?

Who else could you teach about keeping water clean?

Water Advocates

Picture from www.flickr.com/photos/52528926@N05/5518832886/

Meta Brunzema is an architect who always wondered if there was a way for people to swim in certain rivers without getting hurt. She worked with others to create a River Pool, a floating pool that allows people to swim in rivers without worrying about dangerous tides or trash.



What is your favorite water activity? Is there anything threatening this activity in your area like trash and rip tides? What can your troop do to keep this activity safe in the future?

Water Advocates



Picture from: miwa.net/miy/PET_project/

Artist **Miwa Koizumi** uses plastic water bottles that would normally go into a landfill to make beautiful sculptures. Plastic bottles are made of chemicals called PET. Instead of breaking down like some garbage, PET lasts a long time. Using scissors and tools, Miwa carves the bottles she collects on the street into jellyfish, coral, anemones, and sea slugs.

Picture from: molokainews.net/2012/02/06/a-journey-to-the-the-great-pacific-garbage-patch/

Megan and Renee Handley worked with their Junior Girl Scout troop to help educate people about the Pacific garbage patch. A lot of garbage, especially plastic bags, get dumped in the water and eventually flow to the same area of the Pacific Ocean, called the Pacific garbage patch. Megan and Renee educated others to not dump garbage into the ocean and to use fabric shopping bags instead of plastic.



What reusable products could you teach people to use instead of products that get thrown away?

What ideas do you have to use plastic water bottles and other “trash” items to keep them out of the garbage?

Water Advocates



Picture from: <http://www.alexandracousteau.org/>

Alexandra Cousteau is a Girl Scout and the granddaughter of a famous ocean explorer. Alexandra created Blue Legacy, a program that teaches people around the world about the importance of water and what they can do to protect it.

Picture from: www.zeit.com/sciakers/edith_widdler.html

Edith "Edie" Widdler is a biologist, a deep sea explorer, an inventor, and a Girl Scout! Edie loves studying animals that live deep in the ocean and give off their own light. These creatures can't be filmed with normal cameras, so she invented one that can. She has photographed many fish and sea creatures and even discovered a new kind of squid.



What have you learned that you can teach people about water?

Who could you teach?