



## Justice

On this journey, the challenge of identifying environmental injustices, understanding how they arise, and realizing how solutions to them can be found are opportunities for Ambassadors to develop valuable leadership skills they can use now and throughout their lives. Plus, they'll be networking—with scientists, community leaders, environmentalists, and others, all of whom can offer valuable advice about college, careers, and other aspects of life after high school.

On this journey to **JUSTICE**, Ambassadors have the opportunity to earn the prestigious **Sage Award** by participating in activities in the six steps to understanding environmental issues. The Sage Award takes its name from the word meaning wise person (from the Latin root *sapere*, to be wise) and the medicinal herb (from the Latin root *salvare*, to heal or to save). The award represents both the commitment and ability to be judicious, and it reminds us of the importance of healing.

No matter how Ambassadors travel through this journey, if they complete the 6 Steps to earning **SAGE**, the prestigious **Girl Scout SAGE Award** is theirs.

### **The 6 Steps to Sage are:**

1. Look high, look wide
2. Do the Math
3. Be Hawk-eyed
4. Take the scientific view
5. Decipher decisions
6. Create your equation and present it

Here are some ideas for sample sessions for the **Justice** journey. They are merely suggestions and are not meant to be the only way to take this journey.

It is extremely important that you let the girls make all of the decisions about how this journey will be earned from planning how to start the journey to making the final plans as to how to receive the **Sage Award**.

This journey encourages the girls to establish a friends, mentors, teachers, and family network so you as the leader will be able to step back and guide rather than lead.

Page numbers in the headings refer to the page the session starts in the adult guide.

Session 1: **Toward Justice** page 32. Girls begin to think about what justice asks of each of us as individuals. They examine the ways in which environmental concerns can be ranked based on various needs and perspectives. They go on to explore how their desires for environmental justice compete with self-interests. They could:

- Participate in a ceremony where they examine the word “justice” and record what they each feel the word means
- Participate in a discussion about what environmental issue means the most to them and rank them by importance based on a consensus of the group
- Participate in a discussion about teams and how they will travel on this journey (planning pages 36–37 in the adult guide)
- Participate in the closing ceremony on page 38 of the adult guide
- Team up with another girl to prepare for the opening ceremony in session 2

Session 2: **Look High, Look Wide** page 39. Girls find ways to see the big picture of environmental justice issues. As they explore what it means to “sit at every stone” in search for justice, they also consider how a “high and wide” perspective can help them resolve conflicts in their own relationships. They could:

- Participate in an opening ceremony of their choice
- Participate in the “Telling a Story from a Bird’s-Eye View” activity from page 40 in the adult guide
- Read the profile of Annie Petsonk on page 27 in the girl book and discuss the questions on page 41 in the adult guide
- Read pages 11–12 in their girl book and start their equation

Session 3: **Do the Math** page 46. Girls identify ways to lighten their step on the planet and make a commitment to follow through and record their results. They explore how “doing the math” can be an effective motivation and communication tool in the quest for environmental justice. They also create a simple survey to explore what other people believe about environmental issues, and what actions they are willing to take to contribute to change. They could:

- Open the gathering with the ceremony on page 47 in the adult guide

- Admit to one guilty habit and participate in a discussion group to determine what everyone is willing to do to change their bad habit, start a new good habit, and improve their impact on the planet
- Measure the impact their positive change is making by doing the math
- Participate in a discussion about how they will record and visualize their commitment
- Using the questions and the information on page 54 of the adult guide, the simple list from session 1 and the commitment list from this session, start a discussion about creating a survey
- Decide who to target in the survey
- Write the survey (survey writing tips and examples are on page 56 in the adult guide) and take the survey to their chosen group
- For session 4, gather environmental news stories, green marketing, and advertising to share

Session 4: **Be Hawk-Eyed** page 58. Girls sharpen their critical eye for environmental issues as they learn to look beyond the hype and get the facts. They also consider how getting the facts can be a good strategy for conflict resolution in their own lives! They could:

- Participate in the opening ceremony suggested on page 59 of the adult guide
- Participate in a discussion about how their Do the Math Actions are going and decide on some Do the Math visuals to show how the changes are “adding up”
- Tabulate the results of their survey and analyze the data
- Explore media and advertising using the examples they brought and participate in the Beyond the Hype activity on page 60 of the adult guide
- Participate in a role-play activity to demonstrate hype
- Add insights about media to their equation for justice plan
- Plan to use “getting past the hype” to help resolve a conflict in their lives

Session 5: **Take the Scientific View** page 64. Girls investigate the role of science and uncertainty in environmental justice issues by interviewing a scientist and by exploring how various “expert” opinions can intertwine when environmental justice is at stake. Ultimately, girls consider what science can and cannot do for the environment. They could:

- Participate in an opening ceremony where they dream up possible green technology of their own
- Prepare to interview a scientist in person, on the phone, via email, or IM about interpreting scientific findings about environmental issues using the suggested questions on page 66 in the adult guide

- Do the ‘Whose Opinion Really Counts activity on page 67 of the adult guide
- Revisit their definition of justice, their equation, and their presentation possibilities and add in the new information they have learned

Session 6: **Decipher Decisions** Page 72. Girls explore the complexity of decision-making when various needs compete. Ultimately, they develop ideas about “just decision-making” to add to their growing equations for justice. They could:

- As a group decide on a person to interview who has made a major decision recently (page 104 in the girl book)
- Share their commitment to change a bad habit for a good one and check the math
- Interview a Decision-Maker (suggested questions are on page 75 of the adult guide)
- Track the “footprint of the decision”
- Add to their equation any new information they have learned

Session 7: **What’s the Equation?** page 78. Girls access “add it in” notes and ideas they’ve made along the journey, create their definition and equation for justice, and choose the audience for their presentation. They also consider some “new equations” for themselves as they talk about what they have learned about career options along their journey. They could:

- Plan and fine tune their **Justice Equation**
- Decide who to present their justice equation to

Session 8: **Who Will Listen?** Page 83. Girls continue to plan their presentation to define justice and share an equation for achieving it. They could:

**Note:** This is the session where the girls finish planning, practice, and then present.

- Present their **Justice Equation** to the chosen audience

Session 9: **Inspiring Justice** Page 88. Girls share their vision of justice—what it means and how we get it—with others and invite everyone to make strides toward justice by Doing the Math. Following their presentations, girls take time to talk through everything they’ve explored along the journey. They could:

- Reflect on their presentations and how they will make it continue on to inspire others



Session 10: **Celebrate!** Page 91. The girls reflect on what they have learned along their journey toward justice, enjoy a closing celebration, and take a look at how they might continue their pursuit of justice. They could:

- Reflect on what they have learned and celebrate their accomplishments (options are on pages 92 and 93 in the adult guide)
- Be presented with their **Sage Award** (ceremony ideas on page 94 and 95 in the adult guide)

To help customize this journey please visit the GSUSA web site at [www.girlscouts.org/journeys](http://www.girlscouts.org/journeys) where you will find journey maps. Badge Activity Sets and the Girl's Guide to Girl Scouting are available at your local Girl Scout Shop or to purchase on line at [www.girlscoutnorcal.org/shop](http://www.girlscoutnorcal.org/shop).

**A good Justice Equation Plan:**

- Gives the girls the opportunity to expand their network
- Is realistic based on the girls' time and interest
- Identifies a specific problem and involves the girls in a specific solution
- Uses the Ambassadors' unique skills and talents
- Helps the girls learn something they can apply to their lives
- Contributes to sustainable impact
- Gives girls an opportunity to advocate, and to educate and inspire

