



BREATHE

To engage the Cadettes in the many aspects of air, this journey calls into play all the senses. Air isn't just smelled; it's seen and heard. Often it can be felt and tasted, too

BREATHE leadership Awards

Along this journey, Cadettes have the opportunity to earn three prestigious leadership awards that engage them in improving the world's air quality while also supporting and nourishing their own abilities as leaders who are aware, alert, and able to affirm all they do.

In the girl's book, activities leading to the awards are marked by an icon of the awards cluster. Here are the three awards and the steps Cadettes take to earn them:

AWARE Award

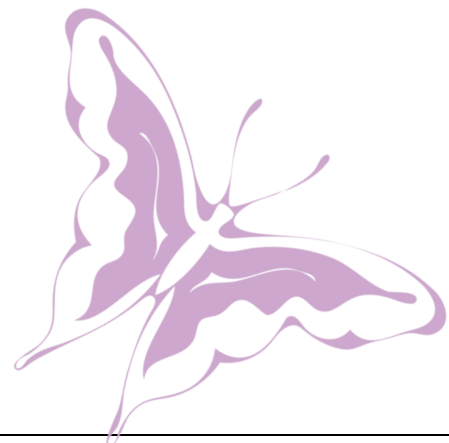
1. Keep an air log throughout the journey. Record what they see, hear, feel, and smell in the air.
2. Identify two experts who can guide them to greater air awareness (meteorologists, biologists, wind farm or aeronautical engineers, parasailing instructors, astronauts, physicians or other health specialists, fragrance specialists, yoga instructors, etc.)
3. Increase their **AWAREness** about issues that impact Earth's air. Check out all the air issues throughout **BREATHE**. Take a walk, with some Cadette friends (and of course a trusty adult), around school, a business district, a mall, or other area in search of air issues. Think about trees (see pages 52–63 in the girls' book) or think about noise (see pages 17–31 in the girls' book)
4. Decide the most important, personal reason they care about Earth's air. Write a statement that explains why this reason matters to them and why it should matter to others. Share their **AWAREness** statement with their sister Cadettes.

ALERT Award

1. With their Cadette team, choose an air issue to act on together. Learn as much as they can about it (use experts they've met) and write a statement that explains why it's important to educate and inspire others on the issue.
2. Decide whom to educate and inspire—this is their Air Care Team (ACT)! What groups of people would be best to join with them? Principals and teachers? Parent? Their peers? Who can best assist them in moving forward?
3. Decide what they will ask their Air Care Team to do. What call to action will they deliver as they educate and inspire? How will their ACT's efforts in this call to action improve their air issue?
4. Decide how to reach their Air Care Team to inspire them to act on their air issue. The medium and method are up to the girls. The goal is to engage all their senses and create a sustainable effort! Air needs more than just a one-time gathering!
5. Educate and inspire! Give their ACT its call to action. Feel the rewards of influencing others in a lasting way!

AFFIRMAward

1. Gather proof of progress or improvement through their efforts to educate and inspire. What is the ACT doing to benefit air?
2. Share the impact with their ACT and maybe even go further. Contact a local media outlet or ask their library for display space.
3. Get with their Cadette team and reflect on their efforts and their impact. Take some time and talk it through. What will they do differently the next time they decide to act for Earth?
4. Affirm their commitment to strive to be an heir apparent for air and all of Planet Earth's elements.



Here are some sample sessions for the **BREATHE** journey that may get you started.

These are only suggestions and they do not represent all of the possible fun activities that are built into this journey. Use your imagination and girl input to make this journey appropriate for your group of Cadettes. Page numbers in each heading refer the pages in the adult guide for the journey where the session starts.

Session 1: **Blare in the Air!** page 34. Cadettes explore the noises people routinely send through the air, and then experience the sound of silence as a team. They begin to think about the Earth sounds they love and how what they value can influence how they choose to care for Earth's air. They could:

- Learn about decibels and how loud noises affect us by doing the exercise on page 20 of the girl book
- Learn about distractions and noise pollution by playing the Symphony of Noise game round one and two outlined on pages 36–37 of the adult guide
- Participate in a group discussion about what they observed and felt during the game
- Listen to some CD's that demonstrate noises in nature and imagine what the scene looks like where the noise was recorded and relate their favorite nature sounds and where they can hear them
- Start planning the logistics of this **Breathe** journey
- Make a pledge to listen to nature more often and write in in their air log
- Be prepared for the next session by asking family and friends for help in finding a "scenty" thing to bring

Session 2: **Scent Sense** page 41. Girls examine how scents in the air make them feel, and explore relaxation and breathing techniques. They begin to think about "yucky stuff" in the air and how it affects them and Earth. As the session ends, girls work together to plan for "airy science" at the next gathering. They could:

- If the place they meet allows it, light a candle and sit quietly for 5–10 minutes to reflect on the silence or sing a quiet song
- Relate their earth sound they tuned into during the week to the rest of the group and maybe swap sounds
- Share their "scenty" things by arranging them around the room so they can write down how the scent makes them feel

- Share their findings through a group discussion
- Start a Compare Air Log (pages 14–15 in the girl book)
- Participate in a craft project where they make aromatic bath bags using the recipe on page 44 in the adult guide
- Participate in a craft project where they make rose and lime scented lotion using the recipe on page 45 in the adult guide
- Gather together and reflect on what they have learned and what they are now aware of in their environment
- To prepare for the next session participate in the particulate collection activity on page 68 in the girl book
- Plan the next session with the help of their leader and the adult guide



Session 3: **What's in the Air?** page 49. Girls engage in hands-on science experiments to gain awareness of the wonders of air. They use their increased awareness to team up and develop an observational tool to work with at their next gathering. They could:

- Plan and participate in an opening ceremony about how they are becoming more air **AWARE**
- Participate in a group discussion about how air affects all our senses
- Find their particulate mater tapes and write down their observations
- Participate in science experiments arranged around the room (Pages 51–55 in the adult guide)

- Plan a field observation for next session by deciding where to go and what to look for to record on their **AWARE** Observations Chart (page 58 in the adult guide)

Session 4: **Get AWARE!** Page 59. Girls conduct their air observations or public health exploration and interviews and add to their Compare Air logs. Along the way, they think about the flair they have as individuals and as a team. They consider their reasons for caring about air. They might even be ready to earn their **AWARE** award. They could:

- Travel to the destination of their choice to make their observations about the air there
- Talk together about the experience and the ups and downs and the positives and negatives
- Make observations about each girl's flair and what they might contribute to the **ALERT Project**
- Write a personal statement about why they care about air and share with the entire group

Sessions 5: **ALERT Who About What?** page 62. The girls assess what they learned during their observational visit, and their reasons for caring about air. They use their insights to make a team decision on an **ALERT Project** and begin planning it together.

- Participate in a quiet time as a group to discuss and to decide on their **AWARE** statements and to reflect on what they have learned so far about air
- Receive their **AWARE Award**
- Collect and discuss the observations from the field trip
- Using their girl book and the examples in it, decide on an **ALERT Project**, or make up their own
- Create a vision statement based on their chosen **ALERT Project**
- Gather in a circle and praise each other for the special flair they can bring to the project

Session 6: **Inspiration, Please!** page 70. With the **ALERT** issue established, girls get creative about reaching out to an Air Care Team and educating and inspiring the team to Act for Air. Along the way, girls consider the special flair they each can contribute to the team effort.

Note: This is the session where the actual planning takes place; check in on their progress and encourage them, ask questions to guide them, remind them of the **AWARE** activities that might help, the special flair they can bring to the team and assist them as they organize their resources and assets. They will also want to be thinking about their award ceremony.

Sessions 7: **ALERT! It's Happening!** page 76. Girls continue planning and carrying out their **ALERT** efforts, concentrating on working as a team to mobilize their Air Care Team to act for air.

- Carry out their **ALERT Project**



Session 8: **Take the Pulse** page 82. Girls earn the **ALERT** Award and follow up on their effort to assess what "care for air" they may have set in motion. They decide if there are other actions they or their ACT can do to boost the effort. They begin to think about how they will **AFFIRM** and pass on their efforts as leaders and take some Air Time to do an activity of their choice. They could:

- Discuss Rosalynn Carter's quote (page 103 in the girl book)
- Participate in a discussion about their **ALERT Project** and how they can keep the project moving by spreading the word about it
- Prepare thank you notes to all the people who helped them plan and carry out their project

Session 9: **Signs of AFFIRMation** page 87. Girls affirm their impact on Earth's air, compiling their **AFFIRMation** collage to present to Girl Scout Juniors. They also wrap up their "Air Time" fun and plan the closing celebration for their Breathe Journey. They could:

- Report any progress they observe as a result of their **ALERT Project**
- Participate in a discussion and reflection of what they have learned along this journey
- Create their **AFFIRMation** collage
- Plan their final celebration and award ceremony by deciding who to invite in addition to a Junior group

Session 10: **Up, Up, and Away!** Page 91. Girls celebrate their accomplishments on the journey and reflect on their roles as heir apparent of air and all of Earth's elements. They could:

- Celebrate and reaffirm their commitment to clean air and a healthier earth
- Show off their accomplishments and what they have learned to their special guests
- Receive their **ALERT** and **AFFIRM Awards**

A good ALERT! Project:

- Is “do-able” in the time the girls and the volunteers have
- Meets a genuine air need girls identify in the world around them
- Enables girls to use their information and special flair they possess to make a difference in their community in this **Breathe** journey
- Engages girls in understanding the difference between “one shot” and “sustainable” and striving toward some degree of sustainability
- Will be exciting, fun and meaningful to do and pass on to others



To earn the ALERT Award the girls must:

1. Identify the issue they want to take action on
2. Brainstorm an ALERT Project solution
3. Assess resources
4. Create a plan and timeline for specific actions to accomplish the project
5. Publicize the ALERT Project
6. Carry out the ALERT Project and share the results

Some good examples of ALERT Project topics can be found on page 68 in the adult guide and planning helps and tips on page 65.

In addition, there is an example of a vision statement template on page 66 of the adult guide that might help the girls form their own.

To help customize this journey please visit the GSUSA web site at 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.

