



Sow What?

To engage the Seniors in the global issues of food and land use, this journey expands the notion of an environmental footprint into the realm of leadership by having the girls delve into their “food print” and their “leader print”.

During the **Sow What?** journey, girls have an opportunity to earn the prestigious Girl Scout **Harvest Award**. The **Harvest Award** is an important step on the Girl Scout leadership ladder; it signifies that girls understand who they are and what they stand for, and that they care about others, too. It also signifies that they can grasp an issue by the roots and organize a team to work together to sow the seeds of sustainable change.

To earn the **Harvest Award**, Seniors will complete three steps, which they can accomplish—as a team or on their own. These steps are also in the girl book pages 86–89.

1. Get their leader print going! Here's the path:

Identify, and dig into, a food or land issue, tapping some community experts as they go

2. Capture their vision for change in a Harvest Plan

Decide their very own “So What?” - their goal, why it matters, how it will benefit both the planet and people.

At this Senior grade level the amount of time spent on their **Harvest Project** is less important than their having a meaningful opportunity to identify, plan and do the project. Critical thinking is more important than project “size”.

3. Create Change:

Execute their plan by advocating to influence a food policy or land-use effort (yes, they can!) or by educating and inspiring others to act on a solution they identify.

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

It is extremely important to let the girls make the decisions about how this journey will be planned, and what steps they will need to make to earn the **Harvest Award**.

This journey encourages the girls to establish a friends and family network so you, as the leader, will be able to step back and guide rather than lead. Girls can choose to work on this journey alone, in pairs, in mini-teams, or as a larger group.

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

Session 1: **So What About Sow What?** page 34. Girls become aware of their place in the global food network as they start to think about where food really comes from and how their choices about food impact Planet Earth. They begin to customize their **So What?** journey in order to truly make a difference. They could :

- Bring their favorite food or a picture of that food to the first meeting and share with the group. This could be done using a “commercial” presentation of their food
- Participate in a group discussion guessing where their favorite food came from i.e. water needed, sun needed, gathering, and transportation (pages 12–21 in the girl book)
- Discover what a Food Footprint is and start a map to determine their “food print”
- Plan a food foraging outing for session 2 (use the handouts on pages 44–49 in the adult guide)
- Start planning how their Sow What? Journey will progress using the guides on pages 42 and 43 in the adult guide
- Participate in a discussion about what they learned today about where food comes from and where they think it came from

Session 2: **Foraging for Food!** Page 50. Girls explore the food network in their communities and gather ideas, information, and contacts they can use as they begin to think about changing some of the food prints they encounter. They could:

- Take their food foraging outing and use the handouts to ask questions of any experts they can find
- Gather together to discuss what they found on their food foraging outing
- Plan their next session to create a meal with the smallest “food print” they can in an “Iron Chef” format





Session 3: **What Makes a Meal Really Happy?** page 54. Girls explore the pleasures of the “local harvest” as they explore all the “ingredients” that go into experiencing a truly happy meal. They compare this experience to some of their day-to-day encounters with food and the food network and they go on to think about what makes relationships nourishing, too. They could:

- Participate in their “Iron Chef” Happy Meal activity
- Participate in a discussion about what makes a meal happy including a debate on fresh vs. processed food, local vs. imported, and beside the food, what makes the meal enjoyable.
- Choose a personal food habit they can change to benefit the earth and themselves (pages 36 – 39 in the girl book)
- Plan sessions 4 and 5 taking into account their time and where they live to decide to invite experts in food production and inspection to come to their meeting
- Formulate questions for the experts and decide how they will welcome them to their meeting
- Explore issues of world food production and conservation in the girl book pages 40 – 84

Session 4: **Dig Deeper** page 60. Girls investigate local agriculture practices and find out what some of the challenges are for people who produce food in their region for the larger food network. They could:

- Interview the experts and welcome them with a snack they discovered in their “Iron Chef” activity
- Participate in a discussion with the experts to learn about the challenges of food production in their area

Session 5: **Sow What?: Global Outlook** page 64. Girls consider the values represented by the various women featured in their books, and how they and these women are connected. They then focus their attention on the global issues of hunger, considering how their own decisions and actions impact the food network around the world. They could:

- Participate in a discussion about the women and girls in their book who have made a difference in earth conservation and food production and choose one or two who share their values
- Explore hunger and what that means in their community and identify people in their area who combat hunger
- Decide to pair up, form small teams, or stay as a large team to formulate **Harvest Projects** that mean something to them and have a lasting impact on their community

Session 6: **Planning to Harvest** Page 72. Girls identify their project for the **Harvest Award**. They also check in on their teamwork and discuss the importance of speaking up in healthy relationships. They could:

- Select community members they have met along this journey that might be able to help them formulate their **Harvest Projects**
- Participate in a discussion about what it means to advocate for policy change
- Use the Harvest Plan pages 78 – 81 in the adult guide to help plan their **Harvest Projects**
- Use their teamwork skills to engage everyone in the planning and implementing of the project

Session 7 & 8: **Harvest Time!** Page 82. Girls team up and carry out their efforts to have a positive impact on the food network, en route to earning their Harvest Award.

Note: These two sessions or more as needed are set aside to actually carry out their **Harvest Project**

At an appropriate time after they have all done their **Harvest Projects**, get together to assess how it all went and to explore possible careers and interests discovered along this journey.

Start a discussion about food ceremonies and refer to pages 36 and 37 in their girl book.

Session 9 & 10: **Reap What You Sow!** Page 90. Girls conclude their **Sow What** journey, assessing what they have learned, connecting with all those who have assisted them, and celebrating their Harvest. They could:

- Participate in a planning session to organize how they will celebrate their **Harvest Projects** and what they have learned
- Create ways to thank people who helped them along this journey
- Plan to expand this journey to include inspiring others to be aware of their food print and to make positive changes in their lives to improve it

- Enjoy the celebration

A good Harvest Project 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 Seniors' 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

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.

