



Brownie WOW! Wonders of Water Activity Plan 2 **SAVE Water and SHARE Water Awards**

Purpose: When girls complete this activity plan, they'll know about water issues around the world and what is being done to advocate for water.

Planning Guides Link: Leadership

Activity Plan Length: 1.5 hours

Resources

- This activity plan has been adapted from the *It's Your Planet—Love It! WOW! Wonders of Water Journey*, which can be used for additional information and activities.
- Girl Scout Cadettes who are working on the *It's Your Planet—Love It! Breathe Journey* can earn their Leadership in Action (LiA) Award by assisting with these activities. Contact your Service Unit Manager to find girls in your area who may be interested in assisting your group. Requirements for the *WOW! Wonders of Water* LiA award can be found in the *It's Your Planet—Love It! WOW! Wonders of Water* and *It's Your Planet—Love It! Breathe* adult guides.

Activity #1: Sharing Our Water Promise

Journey Connection: Session 3—Opening Ceremony: Loving Water Time

Allotment: 5 minutes

Materials Needed:

- Optional: Paper water droplet with water promise written on it from previous meeting.

Steps:

1. Have everyone stand in a circle. If you have a large group, have them split into smaller groups to save time.
2. Go around the circle and, one at a time, say "My name is _____ and the water promise I kept was _____."
3. Explain that the girls have now earned the LOVE Water Award!

Activity #2: Gathering Water

Journey Connection: Session 3—Gathering Water

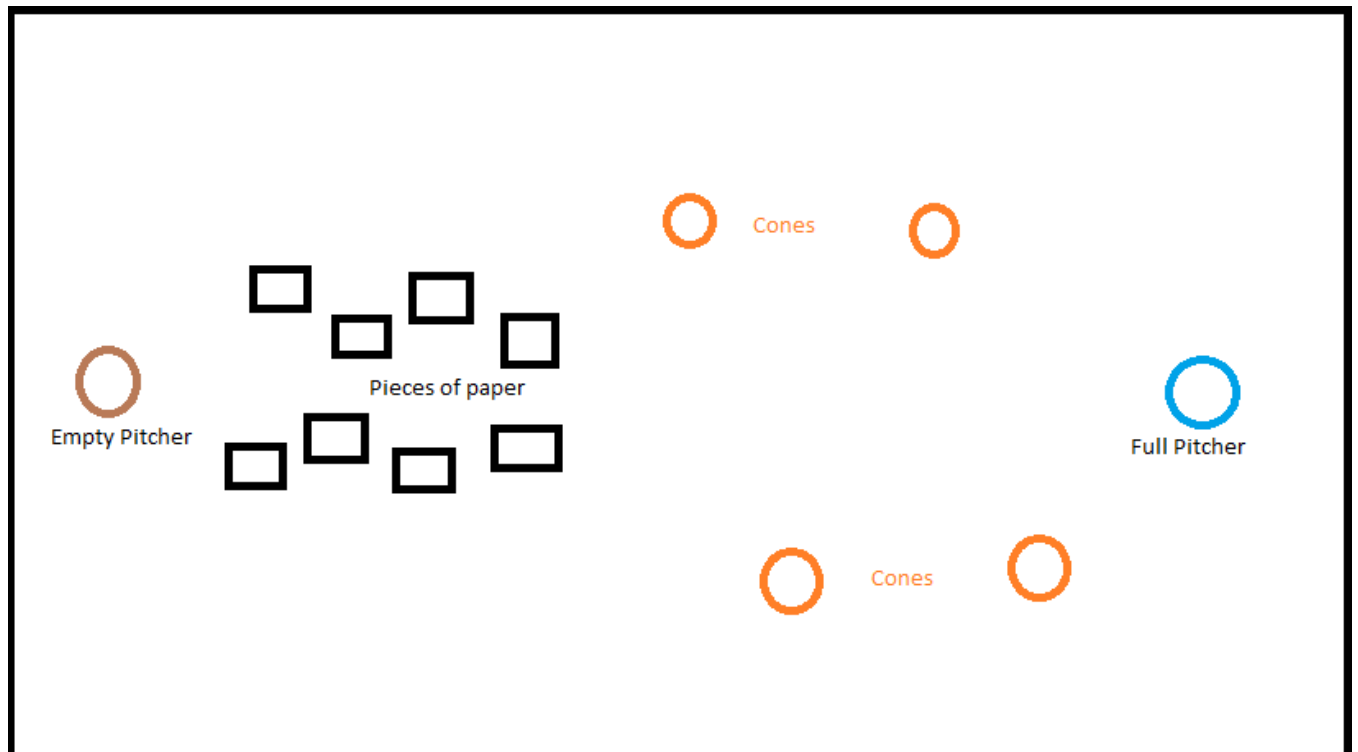
Time Allotment: 15 minutes

Materials Needed:

- Pitchers (2)
- Water
- Small cups (2)
- Cones (4) (or you can use anything that the girls will be able to run around)
- Paper (8 pieces)
- Baby dolls (2)
- Tape
- Paper towels

Prep Needed:

- Set up an area for the obstacle course in your meeting space as described below.
- Put two pitchers on the ground. They should be on opposite sides of the obstacle course area. One pitcher should be empty. This will serve as the start of the obstacle course. The other pitcher should be full and will serve as the “well” where girls will collect water.
- Put the cups and baby dolls by the empty pitcher.
- Create two clear paths of paper for the girls to step on, but only one path around the four cones. Secure the paper to the floor with tape.
- If you have more than 16 girls, you should set up an additional obstacle course in the interest of time.



Steps:

1. Explain to girls that in some countries, it is difficult to find water. Often, wells are very far away. They may have run dry or contained contaminated water that could make a family sick. The small cups the girls will use represent large containers of water girls and women have to carry for many miles to get

water.

2. Split the girls into two teams. If the teams are uneven, have an adult helper participate. Explain that the two teams will be running an obstacle course against each other to collect water. They will take turns taking an empty cup to the “well” (full pitcher) on the other side of the room and adding it to their “water supply” (empty pitcher). They will have some challenges to face when they do this.
 - When many girls carry water they don’t do it alone. As girls complete the obstacle course they will have to carry their “baby brother or sister” (baby doll) with them. When they finish putting their water in the empty pitcher, they will hand the doll and their cup to the next girl in line.
 - Tell the girls many people in the world don’t have good shoes to protect their feet so they have to be careful where they step. In our obstacle course, the paper will represent spots that are safe to walk. Demonstrate walking by only touching your feet to the sheets of paper.
 - Often the road to the water is not straight and the girls have to take winding paths. In the obstacle course, girls will have to walk around four cones to represent the long path. Demonstrate how the girls should walk around the cones.
 - 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 girls that water is a valuable resource so they don’t want to spill any.
3. Have the girls take turns going through the obstacle course. The team that gets all their girls through the obstacle course first is the winner.

Activity #3: Advocates for Water

Journey Connection: Session 4—Opening Ceremony: Heroines for Water

Time Allotment: 15 minutes

Materials Needed:

- Water Advocates sheets
- Writing utensils
- Optional: Scratch paper

Steps:

1. Print out the Water Advocates sheets found at the end of this activity plan and place them on tables or the floor around the room. Place several writing utensils around each sheet. If your group has more than 10 girls, place some scratch paper at each sheet.
2. Explain to girls that part of earning their 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.
3. 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 on it. When they are done reading each sheet, they should write their answers on the sheet or the scratch paper near it and move on to another sheet.
4. As girls are reading and answering questions, cycle through the room and help girls who may have trouble reading or who need help brainstorming an answer. If a girl cannot come up with an answer, have her move to a new sheet and come back if she thinks of an answer.

5. 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 aloud.
6. Save these sheets to use when your troop brainstorms their Take Action, SAVE Water, Project ideas.

Activity #4: Snack Chat

Journey Connection: Questions link to Session 4 – Choosing a SAVE Project

Time Allotment: 15 minutes

While enjoying a healthy snack of your choice, work with the girls to start brainstorming their SAVE project.

Have the girls take a few minutes to pass around the sheets they filled out and look at everyone's answers. Tell the girls that they will be doing a project to help water in their local community. The answers to the questions should have given them ideas to get them 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 clean up 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?

Activity #5: Communicate for Water

Journey Connection: Session 5: Communicate It Time

Allotment: 10 minutes

Materials Needed:

- Stopwatch

Steps:

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 become advocates as well. By convincing people to help, we'll be able to save even more water.
2. Have the girls pair up and choose who is going to go first. Have the first person start talking about what they have learned about water. After thirty seconds, have the girls switch so the other partner talks.
3. After the second partner has finished, have the girls switch partners and do the same thing again. Each time they switch partners, give the girls a topic to talk about and a "good communication tip" to focus on during that turn. Have the girls keep switching until they're through all the tips.

Topics/Good Communication Tips:

- Talk about why they want to protect water while watching for bad habits like twiddling your fingers, shifting back and 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 talk 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."

4. When you have gone through all the tips, have the girls come together and sit down. Ask girls what it was like to have to communicate about water. Have them come up with their own communication tips.
5. If time allows, try to come to a decision about your SAVE and SHARE water projects.

More to Explore

- Field Trip Ideas:
 - Go to a water treatment facility and learn how we get clean drinking water.
 - Visit a dam to find out how water is used to generate electricity.
- Speaker Ideas:
 - Invite a local environmentally friendly crafter to talk about what they do to protect water and other resources. This can be anyone who uses environmentally friendly methods or materials to make a product, including someone who sells natural soaps at the local farmer's market or someone who crochets with recycled plastic bags.

Customize It!: If your group wants to expand work on this award or simply try different activities, go for it! There are many ways to complete this award, including: Completing the activities as listed in the *Wow! Wonders of Water Journey*. completing this activity plan and take home activities, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the SAVE and SHARE Water Awards if:

- They understand and can share with others why water is important locally and globally.
- They understand what it means to be a water advocate.
- They complete a SAVE water project by doing something in their community to save water.
- They complete a SHARE water project by telling people about the impact of their SAVE water project and encouraging them to sign a water pledge.

Girls can continue their WOW! Wonders of Water Journey by completing a Take Action project to earn the SAVE Water Award, the SHARE Water Award and the WOW! Award.

Moving to Take Action: To complete the WOW! Wonders of Water Journey, girls plan and carry out a Take Action project that addresses the root cause of a community issue in a sustainable way. During the process, here are some things to think about.

- Girls should play an active part in determining the “what, where, when, how and why” of their project, but Girl Scout Brownies will need your support and guidance throughout the process.
- Help girls scale the project to a manageable size, so they can have a successful experience.
- Take Action projects are different than community service projects. Take Action projects pick up where short-term community service projects leave off and are long-term solutions, rather than short-term ones.
- Consider contacting Girl Scout Cadettes in your area to help with the Take Action project. This will help the Cadettes earn the Leader in Action (LiA) Award. See the *WOW! Wonders of Water* adult guide for more information.
- It's up to the girls to find a Take Action project that they are passionate about, but to get started, here are a few ideas:
 - Family project: Girls work with their families to develop a water-conservation plan. Girls and their families spend one month living their plans then work together to calculate how much water they saved. Girls present at their service unit leader meeting to share water conservation techniques and how much of an impact they made.
 - School project: Girls share ways to conserve water at their school and encourage their

classmates to put these ideas into action. Girls check in with classmates to see what they've done and share the results with their principal.

- Community project: Girls plan a water conservation fun day and invite other kids to join in. At the event, girls lead others in activities they have participated in, those from their journey book and others they find to teach others about water conservation. Girls create a pledge to have others sign and report their results to their family and friends at a troop celebration.

Family Follow-Up Email

Use the email below as a template to let families know what you did at the meeting today. Feel free to add additional information, including:

- When and where you will be meeting next
- What activities you will do at the next meeting
- Family help or assistance that is needed
- Supplies or materials that girls will need to bring to the next meeting
- Reminders about important dates and upcoming activities

Hello Girl Scout Families,

We had a wonderful time learning about water advocates and protecting water. We earned the WOW! Wonders of Water LOVE Water award and are on our way to earning the WOW! Wonders of Water SHARE Water and SAVE Water Awards. We also learned what some girls in other places have to do to get clean water.

We had fun:

- Sharing the water promises we kept
- Doing an obstacle course to learn what girls in other countries have to do to get clean water
- Learning about water advocates and thinking of ways we can advocate for water, too
- Practicing talking to others about water

Continue the fun at home:

- Research online about local water issues in your area.
- Practice talking about water and why we should save it with your Girl Scout.
- Ask your Girl Scout about the Brownie Team's Take Action project and find out ways that you can help with the project.
- Look at the *WOW! Wonders of Water* Journey book and read about the adventures of Campbell, Jamila and Alejandra and the Brownie Elf.

Thank you for bringing your Brownie to Girl Scouts!

This activity plan was adapted from Girl Scouts River Valleys.

Water Advocates

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?

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

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.

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

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.

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

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.

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?