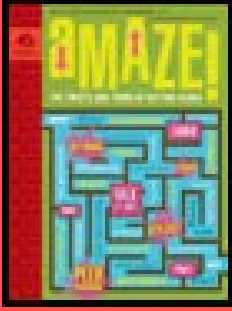





Cadette Journey Summaries

Journey Series	It's Your World - Change It!
Title of Journey	aMaze!
Significance/ Meaning	Girls learn smart ways to navigate life's maze of relationships. As girls maneuver through all the twists and turns, they'll find true friendships, plenty of confidence and maybe even peace for their world, and the planet, too.
Theme	Advocacy/Leadership
Activities	 <ul style="list-style-type: none"> • 8 sample sessions at a glance (FG pages 10-11) • Interact Award challenges charts (GB pages 12-15) • Peacemaker kits (throughout GB and FG) • First impressions and stereotypes activities (GB pages 16-25, FG pg. 43) • Navigating friendship activities (GB pages 26-34) • Talk Show: Ask the Expert activity (FG pages 45-46) • Healthy snacks activity (GB pg. 35) • Photo booth activity (GB pages 36-37) • Friendship obstacles and peer pressure information and activities (GB pages 40-45) • Where Do You Stand? Activity (FG pages 52-53) • Balancing time activity (GB pg. 47) • Jealousy (GB pages 46-49) • Create your own No Pressure Zone activities (GB pages 50-51) • Cliques and conflicts (GB pages 54-59, FG pages 49-50, 54) • Gossip activities (GB pages 60-63) • Using "I" statements (GB pages 64-65, FG pages 55-57) • Friendship Pickup Lines (FG page 47) • Role play friendship activity (GB pages 66-67) • Conflict resolution techniques (GB pages 68-69) • Bullying (GB pages 74-75, 82-83, 89-90, FG pages 59-62) • Witness power (GB 84-88) • Use media with a friend to explore bullying coping mechanisms (GB pg. 91) • Peace Break – Zen garden, yoga, physical activity (GB pg. 94) • Create a playlist of songs that inspire courage, confidence & character (GB pg. 95) • Cyber relationships (GB pages 96, 98-100, FG pages 64-65) • Applying the GS Law (GB pg. 97) • Cyber safety (GB pages 101-105) • Identify how you connect with others and how much time you spend on media (GB pages 106-107) • Expressing yourself in text – make your own emoticons (GB pg. 108) • Internet safety pledge (GB pages 100-111) • Defining leadership (GB pg. 113, FG pages 72-73) • Diplomat Award outline (GB pg. 114) • Planning for the Take Action Project (FG pages 66-69) • Brainstorm a solution to a social issue, organize a "mini-maze" workshop for younger girls (GB pages 115-117) • How will you improve your world? Activity (GB pages 120-121) • Assess resources (GB pg. 122) • Plan action and create timeline (GB pages 123-126) • Publicity (GB pages 127-128) • Feelings to Farm Work (GB pg. 131) • Celebrate! (GB pages 133-134, FG pg. 81)

<p>Awards</p> 	<p>Facilitator Guide (pages 8-9)</p> <p>Interact Award: This award signifies that girls can advance peace in the world around them, one interaction at a time, to earn it girls must complete three of the nine challenges listed in the interact challenges.</p> <p>Diplomat Award: A diplomat possesses skill or tact in dealing with others, to earn this award Cadettes demonstrate that they can pass their relationship skills on to others through a take action project for example they might teach younger girls how to use.</p> <p>Pacemaker Award: This invites the girls to consider how the relationship skills they are exploring could create more peace in the word</p>
<p>Ceremonies & Celebrations</p>	<p>Facilitator Guide (pages 39, 41, 42, 43, 44)</p>
<p>Suggested Take Action Projects</p>	<ul style="list-style-type: none"> • Girls can use the Diplomat award guidelines on page 114 of the Girl Book to help plan their take action project. • There are more ideas in the girls book pages 116-117 • Pass it on: girls can choose a role play, activity or discussion that they enjoyed through this journey and plan to present it to others. Facilitator Guide (pg. 69) • Pass it down- Girls could assist younger girls with their relationships by holding mini workshops. Facilitator Guide (pg. 69) • Spread the word- through local newspapers, schools, web sites or hold a miniseries or awareness campaign. Facilitator Guide (pg. 69)
<p>Outcomes</p>	<p>Facilitator Guide (23)</p>
<p>Additional Resources</p>	<p>GSUSA Information: http://www.girlscouts.org/program/journeys/your_world/senior.asp</p> <p>Journey Map: http://www.girlscouts.org/program/journeys/maps.asp</p> <p>Link to Curriculum: http://www.girlscouts.org/program/journeys/curriculum/</p> <p>Journey Assets: http://www.girlscouts.org/program/journeys/your_planet/pdf/journey_assets_cadette.pdf</p>

Journey Series	It's Your Planet-Love It!
Title of Journey	Breathe
Significance/ Meaning	Learn the impact the environment has on the day to day life. Breathe teaches girls to utilize their leadership skills to protect the environment and its inhabitants and guides them to their very best flair.
Theme	Environmental Awareness
Activities	 <ul style="list-style-type: none"> • Snapshot of sample sessions (FG pages 8-9) • Overview of Breathe awards (FG pages 10-11) • Notice the air you are in (GB pg. 7, FG pages 51-55) • Identify times when you feel strong and when conflict surrounds you (GB pages 8-9) • Air log (GB pages 14-15, FG pages 56-57) • Aware Observations worksheet (FG pg. 58) • Become aware of sound and noises around you (GB pages 18-19, FG pages 36-38) • Rank impact of sounds activity (GB page 21) • Impact of sound on mood (GB pg. 25) • Media manners page (GB pg. 26) • Take time out to participate in air activities (GB pg. 45) • Get creative with air (GB pg. 47) • Éclair recipe (GB pages 50-51) • Create Scent Stations, make an aromatherapy bath bag, make rose & lime lotion (FG pages 43-45) • Examine how de-forestation is happening in your community. What policies are in place for green space and to preserve air quality? (GB pg. 63) • Use tape to measure the particles in the air we breathe (GB pg. 68) • Become aware of the chemicals used in your home and school (GB pages 70-71) • A closer look at smoking habits and impact (GB pages 76-81) • Choosing an ALERT project guide and possibilities (FG pages 64-65, 68-69) • Note advertising techniques you can use to send your message (GB pg. 84) • Design a "green roof" for your school (GB pg. 87) • Make meringue (GB pages 88-89) • Harvesting Wind field trip (FG pg. 16) • Wind farm haiku (GB pg. 99) • Make a kite from recycled bags and materials (GB pg. 101) • Lofty Award tracker (GB pages 102-103) • Alert Award tracker (GB pages 104-105) • Affirm Award tracker (GB pages 106-107) • Celebration (FG pages 89, 92-93)
Awards	 <p>Facilitator Guide (page 10,11)</p> <p>AWARE - Increase your AWAREness about the issues that impact Earth's air.</p> <p>ALERT - educate and inspire.</p> <p>AFFIRM - Affirm your commitment to strive to be an heir apparent of air and all of Planet Earth's elements.</p>
Ceremonies & Celebrations	Facilitator Guide (page 24, 40, 42, 50, 61, 63)
Suggested Take Action Projects	<ul style="list-style-type: none"> • Detox your school or school district-take stock of the types of cleaning supplies being used in your schools and take action to get school officials to adapt environmentally sound cleaners. Facilitator Guide page 68 • No-Butt Zones-highlight the dangers of smoking in a smokers be-w-air fair. Facilitator Guide page 68
Outcomes	Facilitator Guide (page 27)

**Additional
Resources**



GSUSA Information: http://www.girlscouts.org/program/journeys/your_planet/cadette.asp

Journey Map: <http://girlscouts.org/program/journeys/maps/>

Link to Curriculum: <http://www.girlscouts.org/program/journeys/curriculum/>

Journey Assets:

http://www.girlscouts.org/program/journeys/your_planet/pdf/journey_assets_cadette.pdf

Journey Series	It's Your Story-Tell It!
Title of Journey	Media
Significance/ Meaning	The girls learn to look at Media through different eyes. They are more aware of what influence it has over them and how they can take control over what messages they receive.
Theme	Self-Expression
Activities	 <ul style="list-style-type: none"> • Journey Snapshot (FG page 27) • Media Pie - Girls divide their “pie” into pieces to reflect media influences in their lives. (GB page 11) • Media Rating Quiz - this will show them how much influence media has in their lives. (GB page 12) • Design your own survey. (FG pages 42-45) • Make your own View Finder-Make your own director viewfinder and follow up with movie camera moves and moods. (FG pages 34 and 35) • Viewfinder games (FG page 36) • Media Charades (FG page 41) • Examine media messaging - Getting hooked: talks about ads that get stuck in your head and how they influence you. (GB page 28) • Toeing the Line: evaluating media objective, slanted, both. (GB page 38) • Stereotypes-focuses on different stereotypes and how they influence media. (GB pages 43-46) • Your Body, Your Friend (GB pages 48-49) • Diversifying Beauty (FG page 48) • What's Fame? What's in a Name? This is a game about celebrities and their impact in their lives. (FG page 55) • Planning Field Trips (FG page 57) • Media Remake - Project: Redoing media to reflect a different message.(FG pages 64-65 GB pages 74-77) • Media Remake Planner (FG pages 68-75) • Media Remake Presentation (FG pages 76-91) • Virtual Field Trip (FG page 80) • Media Art (FG page 87) • Make your own playlist - make music playlists that reflect your mood or could change your mood. (GB page 59) • What I like best and my favorites- what you like best about yourself and your interests. (GB pages 64-65) • A Girl Scout PSA (FG page 101)
Awards	 <p>Facilitator Guide (page 12) Girl Book (page 8)</p> <p>Monitor Award: Cadettes have taken stock of media in their world and the influence it has.</p> <p>Influence Award: Cadettes understand the importance of having media reflect the realities of their world.</p> <p>Cultivate Award: Cadettes have made a personal commitment to cultivate a new perspective on media.</p>
Ceremonies & Celebrations	<p>Facilitator Guide (pages 38, 59, 99, 107)</p> <ul style="list-style-type: none"> • Example closing ceremony – Small Bites Say a Lot (pg. 38, Facilitator Guide) ceremony promotes positive sound bites about themselves. • Example Opening Ceremony- Superhero Names (pg. 99, Facilitator Guide) make up a superhero name that shows what they have learned through journey. • Step up to the “MIC” (pg. 107, facilitator guide)
Suggested Take Action Projects	<ul style="list-style-type: none"> • PSA - change an ad to debunk unhealthy body myths. (Girls book page 75). • Media Presentation - remaking media in a way to ban stereotypes or rewrite song lyrics and present to an audience to share your message. (Girl book pages 75 & 80)

Outcomes	Facilitator Guide (pages 110-112)
Additional Resources	GSUSA Information: http://www.girlscouts.org/program/journeys/your_story/ Journey Map: http://www.girlscouts.org/program/journeys/maps.asp Link to Curriculum: http://www.girlscouts.org/program/journeys/curriculum/

Notes:

The Facilitator Guide contains the session plans and roadmap for guiding the girls on this journey. The processes of how you do this and the anticipated outcomes are all defined. You do not have to do the sessions exactly as they're written; you can substitute an activity or add other activities as the girls show interest. We call this 'Customizing the Journey'. You do not have to complete all the sessions. Outcomes as listed in the facilitator guide are the measure of whether the girls have completed the Journey, even if they didn't do all the activities in the book.

LIA (Leadership In Action) - Cadettes and Brownies, think of the power of bringing these two age levels and all their Girl Scout power together! The Cadette Journeys encourage girls to be key assistants on a Brownie team's Journey, look in your Facilitator guide for more information.