

# Earth Defenders

## FACILITATOR'S GUIDE



2nd Edition





## What is truth?

**truth** is a group of awesome people working to help other people, the environment and animals be healthier. They use music, videos, live events, social media and just about every other method you can think of to teach people about the harms of cigarettes. **truth** knows every girl can truly make a difference in the world. **truth** is all about inspiring people to take action to get rid of cigarettes in their neighborhoods, schools, parks, cities, states and beyond.

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## About Girl Scouts of Greater Chicago and Northwest Indiana

Girl Scouts believe in the power of every G.I.R.L. (Go-getter, Innovator, Risk-taker, Leader)<sup>TM</sup> to change the world. We offer girls in grades K-12 a chance to learn new skills, explore STEM, discover the outdoors, become entrepreneurs while making new friends and having fun. Our mission is to build girls of courage, confidence and character who make the world a better place. Girl Scouts of Greater Chicago and Northwest Indiana (GSGCNWI) is one of the largest Girl Scout councils in the country, serving over 40,000 girls in 245 communities in six Illinois and four Indiana counties. To volunteer or donate, visit [www.girlscoutsgcnwi.org](http://www.girlscoutsgcnwi.org).

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## Patches

Girls receive patches by completing programs. The patches include the Girl Scouts GCNWI logo. Upon completion of this program, girls will have earned the Earth Defenders patch that can be attached to the back of their vest or sash!



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This program was made possible through the generous support of Truth Initiative®: Inspiring Tobacco-Free Lives



## **Girl Scout Promise**

*On my honor, I will try:*  
To serve God\* and my country,  
To help people at all times,  
And to live by the Girl Scout Law.

## **Girl Scout Law**

*I will do my best to be*  
honest and fair,  
friendly and helpful,  
considerate and caring,  
courageous and strong, and  
responsible for what I say and do,  
*and to*  
respect myself and others,  
respect authority,  
use resources wisely,  
make the world a better place, and  
be a sister to every Girl Scout.



\*When making the Girl Scout Promise, individual members may substitute wording appropriate to their own spiritual beliefs for the word "God."

# Table of Contents

## Session 1: Welcome to the Earth Defender Academy • 1

## ACTIVITY ONE: STEP OUTSIDE • 1

## ACTIVITY TWO: WHAT COULD WE DO? • 3

## REFLECTION ACTIVITY • 4

## Session 2: Leave a Place Better than You Found It • • • 6

## ACTIVITY ONE: TRASH TREASURE HUNT • 8

ACTIVITY TWO: WHAT HAPPENS TO OUR TRASH? • 9

REFLECTION ACTIVITY • 11

## Session 3: Our Water, Our World ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● 13

ACTIVITY ONE: WATER GLOBE ACTIVITY • 14

ACTIVITY TWO: FREDA THE FISH • 15

REFLECTION ACTIVITY • 18

## Session 4: G.I.R.L. Agenda – Take a Stand • • • • • 20

ACTIVITY ONE: ME? CHANGE THE WORLD? • 21

REFLECTION ACTIVITY • 23

## Session 5: Earth Defender Graduation Day ●●●●●●●25

## Appendix ..... 28

PICTURE MATERIALS • 30

GIRL SCOUT STORIES + TALKING POINTS FOR FAMILY • 40

MATERIALS LIST BY SESSION • 42

MASTER MATERIALS LIST • 43

ENDNOTES • 44

## Session 1

# Welcome to the Earth Defender Academy

### OVERVIEW:

- Welcome girls to Earth Defender Academy. By the completion of this program, girls will learn that they can become Earth Defenders, but first they have to complete their training. They also learn that Girl Scouts make the world a better place.
- Girls play an environmental name game to get to know each other, and recognize the things that they enjoy about the outdoors. This is followed by a discussion about things that could hurt the environment.
- Girls choose an image that shows a side effect of tobacco production or use that they want to change. Girls separate into smaller groups to discuss what they can do to improve the situation depicted in the image.
- Girls learn about other Girl Scouts who have made a difference in their communities, and reflect on the session's activities.

### TOTAL TIME:

45-50 Minutes

Activity One: 15 minutes

Activity Two: 25 minutes

Reflection Activity: 10 minutes

### ALL MATERIALS:

- Writing & Coloring Utensils (markers, crayons, pencils, etc.)
- Earth Defender Journals
- Environment Photos: (pg. 30-34)
  - Litter (pg. 32)
  - Polluted Waterways (pg. 34)
  - Deforestation (pg. 30)
  - Earth Defender Capes (worn by facilitators)

## Activity One: Step Outside

**TIME:** 15 minutes

### SAY:

Welcome to the *Earth Defender Academy*! We are very excited you all are here. You're probably wondering why we're wearing these capes, right? Well, we're *Earth Defenders*! We care about the environment and we are here to train you to become *Earth Defenders*, too!

By the end of this program you will have all of the skills that you need to protect the environment from pollution, litter and so much more!

Before we get to the official training, let's warm up with a game!

### HOW TO PLAY: When the Sun Shines

Choose the option that works best for your age group and setting. Option 2 is easier for younger girls than option 1, but option 2 requires space to run around.

#### Option 1: Gather Girls in a Circle

The facilitator starts by saying their name and something they like to do outside.

Example: "My name is Savannah, and I like swimming."

Continuing to the right, each person in the group says their name, an outdoor activity and then repeat each person's name and activity before them. The last person to go in the circle will then have to repeat everyone's name and their outdoor activity after their own.

### Do:

Gather everyone into a circle, and explain the game.

### SAY:

There are so many fun things to do outside! We're all going to introduce ourselves and share something that we like to do outside. I'll start, and the next person will share their name, an outdoor activity and then repeat mine! The last person will say everyone's name and activity. Ready? I'm [name] and I like to [outside activity].

### FACILITATOR NOTE:

Some girls may have trouble, so encourage everyone to help remember names and activities. Also ensure that girls are choosing unique outdoor activities, no repeating! Help girls think of outdoor activities if they're having trouble.



## Option 2: Gather Girls in a Circle

The facilitator starts as the "Sun" in the center of the circle, with everyone else in the circle. The Sun first introduces themselves by saying their name, then they raise both arms and spins around, while saying the following: "The Sun shines for \_\_\_\_". The blank gets filled with a statement related to an outdoor activity they like to do, such as, "The Sun shines for everyone who likes to kayak" or "everyone who likes camping" or another outdoor activity. At this point, any of the players who share this characteristic (including the person who is currently the Sun) must find a new spot. For each statement, no player is allowed to go back to their previous spot or a spot directly beside their previous spot or run around the outside of the circle. The last person in the middle of the circle, will become the new "Sun" for the next round.

### Do:

Gather everyone into a circle, and stand inside the circle. Explain the game.

### SAY:

There are so many fun things to do outside! We're going to play a game that will help us see what we have in common. I'll start as the "Sun," but everyone will get a turn.

When you're the "Sun" you'll introduce yourself like this: "Hi, I'm (name)!" Then I'll raise my arms up and spin in a circle, while saying, "the Sun shines for..." and say something I like to do outside like, "The sun shines for everyone who likes playing outside." Now here's the fun part: everyone who also likes playing outside will find a new place in the circle, and I will too! A new person will be in the middle of the circle and they will become the new "Sun" and we'll do it all over again, until everyone has been the "Sun!"

**RULES:** You can't go back to a spot you were just in or go to spot that's right next to your old spot. You can't run outside of the circle. Try really hard to think of something that's an outside activity or hobby so there are no repeats. Any questions?

### Virtual option:

One girl starts by introducing herself, and then says, "The sun shines for..."

All girls who feel the same way raise their hand in the participant feature. The last girl to raise her hand will start the next round.

**FACILITATOR NOTE:**

Some girls may be hesitant to participate, so if a girl has already gone and she becomes the “Sun” a second time, have her choose another girl who hasn’t been “The Sun.” If no one runs into the circle when a girl shares an activity, run in so that she doesn’t feel left out or congratulate her on being unique and ask her to share another hobby/activity. There are no wrong answers! Have fun and remember the objective of the group game is to share fun outdoor activities and get to know each other.

**Both Options:****► After everyone has participated****SAY:**

Wow! That was impressive! There are so many fun things to do outside! What do you think would happen if we didn’t take care of the outdoors?

**GIRLS MAY SAY:**

*We wouldn’t be able to play outside, enjoy the outdoors, there would be fewer plants, etc.*

**SAY:**

What are some things that might hurt our environment?

**GIRLS MAY SAY:**

*Litter, Cars, Cutting down trees, etc.*

**SAY:**

Exactly! That’s why it’s so important that we take care of our environment by becoming Earth Defenders. Let’s get started!

## Activity Two: What Could We Do?

**HOW TO:**

In this activity, girls are shown three pictures and asked to go to the picture that they want to change. The pictures depict things that can hurt our environment such as: litter, toxins in water, and trees cut down. Girls will separate into small groups based on the image that they chose. In the breakout groups, girls discuss how to prevent these things from happening, and how to make a sustainable change to improve the situation.

**TIME:** 25 minutes

**MATERIALS:**

- Environment Pictures (pg. 30-34)
  - Deforestation (pg. 30)
  - Litter (pg. 32)
  - Polluted Waterways (pg. 34)

**Do:**

Display the pictures by putting each picture in an open area. Make sure there is enough space around each picture for girls to gather. If there are too many girls in one group, split them into two smaller groups. If there aren’t many girls in one group, join them or ask girls in other groups to join the smaller group. There should be enough girls in each group to have meaningful conversations about how to take action.

**SAY:**

As *Earth Defenders* and Girl Scouts, we protect Earth by taking action, like teaching people why the environment is important or how to protect it themselves. We’re going to look at some pictures of environments in need of our help. Walk over to the picture that shows something you want to change.



## ► Once girls are sorted into groups

### SAY:

Now I want you to brainstorm with your group. Think about what you can do to make the situation better. Come up with as many ideas as possible, and get an idea from everyone. Try to think of things that will continue to make a difference even after you leave.

*Virtual option: Girls may use breakout rooms to discuss the different photos in groups, OR you can display each image for the girls in the included PPT.*

### FACILITATOR NOTE:

As you walk around each group, keep the girls on task and help them brainstorm ideas by asking guiding questions. Help girls understand the idea of sustainable change by explaining Take Action vs Community Service, like in the example below. The goal is to help them come up with a way to make a lasting, positive change on the environment.

### SAY:

How could we make this park beautiful?

### GIRLS MAY SAY:

*Pick up trash!*

### SAY:

Picking up trash would make the park beautiful for a day, but do you think people will continue to litter? What could we do to make sure there is no more litter in the park?

### GIRLS MAY SAY:

*Put up "No Littering" signs, Install more trash cans, etc.*

### SAY:

Great ideas! But if the park was littered with cigarette butts, how could we prevent them from getting into the park in the first place?

## Reflection Activity:

If there's time, have one girl from each group share what they would do to change their scene.

### How To:

Share the first Girl Scout story about how Girl Scout Troop 30245 from Binghamton, NY completed a Take Action Project to make public parks non-smoking. As you read the article, have girls work on pages 1 and 2 of their Earth Defender Journal.

**TIME:** 10 Minutes

### MATERIALS:

- Writing & Coloring Utensils
- Earth Defender Journals
- Girl Scout Stories (pg. 40)

### SAY:

You all have some pretty good ideas on how to fix these environmental problems. Did you know that you can help solve them all by not smoking, educating your friends and classmates about the harmful effects tobacco on the environment, and advocating for smoke-free places in your community? During this program, we will give you the tools to become Earth Defenders and do just that! While you work on pages 1 and 2 of Earth Defender Journal, I'll share a story of how real Girl Scouts, just like you, made a change in their community to protect local parks from cigarette litter.

### Do:

Read the news article on Troop 30245's story, *Ban on Tobacco in Parks and Playgrounds* (pg. 40)



## Session 2

# Leave a Place Better than You Found It

### OVERVIEW:

- Girls learn how to participate in a community cleanup with proper gear and protocol by taking part in a cleanup simulation. The quantities of each kind of trash are put in place intentionally. They are scaled accurately to show girls how many cigarette butts are littered compared to other kinds of trash (see materials list).
- Girls gain a better understanding of the impact of trash on the environment during the *What Happens to Our Trash?* activity as they also learn how recyclables can be reused.
- Girls wrap up by hearing about the *Leave No Trace* principles and reflecting on how they can help the environment.



### TOTAL TIME:

45-50 Minutes

Activity One: 20 minutes

Activity Two: 20 minutes

Reflection Activity: 10 minutes

### ALL MATERIALS:

- Reusable gloves (1 per girl)
- Receptacles for "trash" collection
- 1 roll of painter's tape
- Recycling bin icons (x3) (pg. 36)
- Coloring and writing utensils
- Earth Defender Journals
- "Trash"
  - Faux Cigarette butts (x42)
  - Plastic bottles (x11)
  - Plastic bags (x11)
  - Beverage cans (x3)

### BACKGROUND INFORMATION:

*The Information in this section is for Facilitators as background information only. This section is not designed to be read to the girls, but to help you answer their questions.*

#### ► WHAT ARE CLEANUPS?

A community cleanup brings volunteers together to clean, repair and improve public spaces or other areas such as: vacant lots or abandoned properties that have been neglected, vandalized, or misused. Cleanup projects can occur at all kinds of public spaces, to name just a few: parks, riverbanks, schoolyards, sidewalks, playing fields and even parking lots. Almost all litter can end up in our water systems, so community cleanups are an important way to prevent this from happening.

#### ► WHAT IS RECYCLING?

Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit your community and the environment.



## ► WHAT ARE THE LEAVE NO TRACE PRINCIPLES?

The *Leave No Trace Center for Outdoor Ethics*<sup>1</sup> is a national and international program designed to educate all those who enjoy the outdoors. Whether hiking, camping, skiing, fishing, biking, or enjoying any other outdoor activity, there are simple techniques to minimize any negative impact on the environment. *Leave No Trace* is best understood as an educational and ethical program, not as a set of rules and regulations. To instill an appreciation and respect for the outdoors, *Leave No Trace* has established seven principles:<sup>2</sup>

1. Know Before You Go
2. Choose the Right Path
3. Trash Your Trash
4. Leave What You Find
5. Be Careful With Fire
6. Respect Wildlife
7. Be Kind to Other Visitors

This activity session will focus on three of the *Leave No Trace* principles:

1. Trash Your Trash.
  - Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food and litter.
  - The Girl Scout way is to leave a place better than you found it, which means cleaning up after yourself and others.
2. Respect Wildlife.
  - Observe wildlife from a distance. Do not follow or approach them.
  - Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
  - Protect wildlife and your food by storing rations and trash securely.
3. Be Kind to Other Visitors.
  - Respect and be courteous to other visitors and protect the quality of their experience.
  - Let nature's sounds prevail. Avoid loud voices and noises.

### FAST FACTS:

- Plastic never fully degrades, but breaks down into small pieces of plastic, (microplastic) that still hurt marine life<sup>3</sup>.
- Only 9% of plastic is actually recycled. (*Source: National Geographic, A Whopping 91% of Plastic Isn't Recycled, July 5, 2019*)
- *Leave No Trace* is a set of principles that people who care about the environment use to take care of Earth.
- An estimated 1.69 billion pounds of cigarette butts will wind up as toxic trash each year.
- Cigarettes aren't biodegradable – which means they don't fully break down over time.
- 4.5 trillion cigarette butts are littered world wide each year. YUCK!

# Activity One: Trash Treasure Hunt

## How To:

Before girls arrive, take the mixed bag of "trash" and spread it in a pre-determined area. When girls arrive, explain how to properly collect litter. Work with girls to collect and safely sort the litter.

**TIME:** 20 Minutes

## MATERIALS:

- "Trash"
  - Faux cigarette butts (x42)
  - Plastic bottles (x11)
  - Plastic bags (x11)
  - Beverage cans (x3)
- Reusable gloves (1 per girl)
- Receptacles for trash collection
- Earth Defender Journals
- 1 roll of painter's tape



## ► Part 1: Simulating a Cleanup

### SAY:

Now we're going to discuss something that you probably see all of the time but you might not notice: litter! Earth Defenders care about the environment so they help pick up trash. However, even Earth Defenders have to protect themselves from the litter by wearing gloves. You should never pick up trash without proper protection like gloves and only pick up trash in a safe area when you have an adult's permission and supervision. Are you ready to help protect our environment by going on a trash treasure hunt?

### Do:

Mark off 4 areas with painter's tape, rope, or other items. This will be used to help the girls sort the trash.

### SAY:

Now we're ready to safely pick up trash! Once we pick up our trash we are going to sort it to determine which items we can recycle.

### Do:

Help girls pick up "trash" within the collection area.

While the girls are collecting the trash, put a sample piece of trash in each marked off sorting area to indicate which pieces of "trash" should be placed in which areas.

## ► Part 2: Sorting the Litter

### SAY:

Nice trash collection skills! Now let's look at what we collected by sorting all of the litter into the areas we have marked off.

### Do:

Help girls sort trash properly by matching items in the bags with the sample items in the marked off areas.

### SAY:

Take a look at what we've sorted. Can you make some observations? Are there more of some items than others?

### GIRLS MAY SAY:

*Plastic bags or bottles (because they're bigger).*

### SAY:

If we count the number of cigarette butts, we see that they are the most littered item in our cleanup area. They are also the most littered item on Earth! Did you know that some trash can end up in landfills and in our water stream and that it NEVER goes away. That kind of trash can really hurt our environment. Now think about if we could use this trash in another way. Can anyone tell me what recycling is?

### Do:

Once you have given girls an opportunity to answer the question, share the definition below:

### SAY:

Recycling is the process of taking materials ready to be thrown away and converting (changing) them into reusable materials.

*Virtual option: Display the image of the types of trash on the included PPT to start the discussion about what girls observe about trash.*

## Activity Two: What Happens to Our Trash?

### How To:

Introduce the concept of recycling and show how it can help the environment. Lead girls in a discussion on what happens to recycled materials.

**TIME:** 20 Minutes

### MATERIALS:

- Sorted "trash" (from previous activity)
  - Faux cigarette butts (x42)
  - Plastic bottles (x11)
  - Plastic bags (x11)
  - Beverage cans (x3)
- Painter's tape or rope
- Recycle bin icon (pg.36)



**SAY:**

Let's look at the trash we have collected and try to guess what items can be recycled.

**Do:**

Show girls a picture of a recycle symbol.

**SAY:**

This is a picture of a recycle symbol. It is used on items that can be recycled. Now let's give you a chance to guess which items of the items you collected can be recycled.

**Do:**

Recruit three girls to bring up a piece of "trash" that can be recycled.

**SAY:**

Great job! It looks like most of our items can be recycled. Now let's talk about what they can be recycled into. Did you know that plastic bottles and bags can be recycled into park benches, decks, or playgrounds. You can even recycle plastic into shirts – how cool is that!?

**SAY:**

Even though plastic bottles and bags can be recycled, they are still very harmful to the environment. That's why it is important we use less of them. What are some ways we can use less plastic?

**GIRLS MAY SAY:**

*Bring my own water bottle to camp, use recyclable bags at grocery stores, etc.*

**SAY:**

BUT WAIT! What item does not have any pictures next to it?

**GIRLS MAY SAY:**

*Cigarette butts.*

**SAY:**

That's right! That's because cigarette butts can't be recycled and they never fully break down over time – that's why they are harmful to the environment. They can also end up in our water stream. You will learn more about that in our next session when you meet Freda the Fish.



# Reflection Activity:

## How To:

Explain the *Leave No Trace* principles to girls as they work on pages 3 and 4 of their Earth Defender Journal. Reinforce the facts that cigarette butts are the most littered item in the world and that they are made out of plastic.

**TIME:** 10 Minutes

## MATERIALS:

- Coloring and writing utensils
- Earth Defender Journals



## SAY:

We have learned a lot today about litter. Did you know all of the things we talked about today are part of a larger idea called *Leave No Trace*? Has anyone heard of *Leave No Trace* before?

*Leave No Trace* is about making good decisions to protect the world around you and the places we all enjoy. It looks like you are already on the right track! You already have a good idea how to protect the places we love. You should:

### Respect Wildlife

Do not follow or approach wildlife, and never feed wildlife. Feeding wildlife damages their health, alters natural behaviors and exposes them to predators and other dangers.

### Be Kind to Other Visitors

Respect other visitors, help educate others on how they can help protect the environment and avoid loud voices and noises.

### Trash Your Trash

Pack it in, pack it out. Throw trash in trash bins, take home recyclables, and clean up after yourself and others.

You all are doing a great job with these three *Leave No Trace* principles! Did you know that it's the Girl Scout way to care about the world around us and to leave a space better than we found it?

Now, let's all work together to make a promise to protect the environment. Remember that one of the easiest ways to take care of the environment is to not litter in the first place and to always recycle. You can share these facts with people to encourage them to also take care of the earth:

- Cigarettes are the most littered item on earth.
- Plastics, like cigarette butts, never fully break down.





## Session 3

# Our Water, Our World

### OVERVIEW:

Girls learn about how much of our planet is made up of water and how the Earth's fresh water is a limited resource.

### TOTAL TIME:

45-50 Minutes

Activity One: 10-15 minutes

Activity Two: 20-25 minutes

Reflection Activity: 10 minutes

### ALL MATERIALS:

- Inflatable globe ball
- 1 plastic container
- 1 sponge cut into the shape of a fish
- Water
- Handful of dirt
- "Slime"
- Small pieces of trash
- 1 faux cigarette butt
- Freda the Fish story sheet (pg. 16-17)
- Coloring and writing utensils
- Earth Defender Journals
- Tobacco field picture (pg. 38)



### BACKGROUND INFORMATION:

*The information in this section is for facilitators as background information only. This section is not designed to be read to the girls, but to help you answer their questions.*

#### ► WHY ARE FORESTS, GRASSLANDS AND WETLANDS IMPORTANT TO OUR WATER SYSTEMS?

**Forests, grasslands and wetlands are nature's water filters.** They help keep erosion and pollution from flowing into our water and they slow rainwater down, sending more water into underground supplies. Every year **600 million trees are chopped down for tobacco manufacturing**, that's a lot of water filters gone every year.

#### ► HOW DOES TOBACCO PRODUCTION CONTRIBUTE TO DEFORESTATION?

Deforestation is considered one of the most severe environmental problems worldwide. Modern cigarette manufacturing uses wood to cure the tobacco and to roll and package the cigarettes. According to Crop Watch, a cigarette manufacturing machine uses four miles of paper per hour to roll and package cigarettes. It is estimated that one tree is consumed for every 300 cigarettes produced.<sup>4</sup>

## ► HOW DOES TOBACCO FARMING NEGATIVELY IMPACT THE ENVIRONMENT?

The negative consequences of tobacco are plenty, extending far beyond the deterioration of human health. The effects of agricultural practices used in producing tobacco have been contaminating the environment for years. Due to the fact that tobacco is a cash crop, meaning it's produced at high quantities for commercial use, it is farmed using a method called monoculture. Monoculture is the farming of only one crop in a given area, resulting in unhealthy soil with a very low ability to fight off disease and pests.

Because tobacco is a sensitive plant to grow, it needs multiple pesticides, fungicides and herbicides added to the crop throughout its growing season. Some tobacco crops receive up to sixteen applications of chemicals. According to the General Accounting Office, every year an estimated 27 million pounds of pesticides are sprayed onto tobacco fields in the United States.

These pesticides will also enter waterways after rainfall through the form of runoff. Rainwater will carry pesticides into water sources, contaminating the water and rendering it undrinkable, which can have very serious consequences on communities with limited access to water sources. Pesticides will also inevitably enter the food web as fish consume pesticides in the water and humans in turn consume fish.

### FAST FACTS:

- Every year 27 million pounds of pesticides are used to grow tobacco. These chemicals may affect drinking water sources as a result of run-off from tobacco growing areas.
- An estimated 1.69 billion pounds of cigarette butts wind up as toxic trash each year.
- Toxins seep out of cigarette butts which contaminate our water.
- The biggest driver of deforestation is agriculture.
- 600 million trees are chopped down every year for tobacco manufacturing.
- Curing tobacco leaves requires fuel wood.

## Activity One: Water Globe Activity

**TIME:** 10-15 minutes

### MATERIALS:

- Inflatable globe ball
- Optional: paper and pencil (to record)



### SAY:

As our Earth Defender journey continues, we are going to talk about the importance of water.

### DO:

Show the girls the inflatable globe ball. Explain that they will be tossing and catching the globe, recording where their right thumb lands (on water, on land, or for older girls: on a particular ocean or continent) to get an idea of how much of Earth is covered by water.

### SAY:

Earth is called the "blue planet." That's because so much of it is covered with water. From outer space, Earth looks mostly blue. That's all liquid water. Earth has frozen water at the poles and in glaciers. From outer space, those places look white.

### DO:

Point to the girls the white places on the Globe.

**SAY:**

Do you know how much of the Earth is water? Almost three out of four parts are covered with it. So if Earth were a dollar, about three quarters of it would be water. But most of that water is in the oceans. We can't drink saltwater or use it to grow food or plants or flowers. Just three percent of the water on Earth is fresh water. Think of it this way: If all of the water on Earth equaled 100 drops, just three of these drops would be fresh enough to use.<sup>5</sup> We can't afford to pollute and destroy our drinking water sources. But that's exactly what we're doing – often without knowing it.

**SAY:**

Now we are going to play a game to show you how much of the Earth is covered in water.

**FACILITATOR NOTE:**

For younger girls have them raise their right hand with their right thumb up to verify that everyone has the correct finger noted.

**Do:**

Have the girls stand in a circle close enough to toss the ball to each other.

Explain that they are going to toss the ball to each other and when each girl catches the ball she will look to see if her right thumb is on water or land. Tally the results.

*Virtual option: Use the animated "Spinning Globe (<https://www.videvo.net/video/animated-spinning-earth-in-space/1633/>)," and give different girls opportunities to say "Stop." When she says stop, pause the video, and have the group observe whether they have landed on land or water. Try this multiple times, and tally how many times the globe lands on land and how many times it lands on water.*

**Do:**

After a few tosses, read the tally.

**SAY:**

Remember even though over 71% of the Earth is covered in water- most of it is ocean water that is full of salt. Fresh water that we can drink is a limited resource. Why do you think it is important for Earth Defenders to protect our water sources?

**GIRLS MAY SAY:**

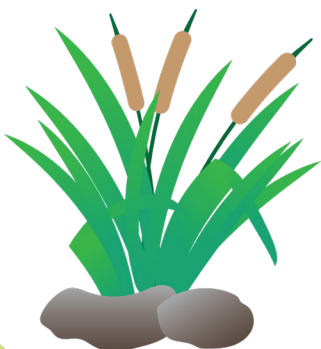
*We use water to drink, brush our teeth, shower.  
We need water for plants to grow.*

**FACILITATOR NOTE:**

*If girls do not think of the answers above, ask them what things live in the water or what they use water for everyday.*

## Activity Two: Freda the Fish

**TIME:** 20-25 minutes

**MATERIALS:**

- 1 plastic container
- 1 sponge cut into the shape of a fish
- Water
- Handful of dirt
- "Slime"
- Small pieces of trash
- 1 faux cigarette butt
- Freda the Fish story (pg. 16-17)
- Tobacco field picture (pg. 38)

**SAY:**

Now we are going to look at some of the things that threaten our water sources. I would like you to meet Freda the Fish. [Hold up sponge cutout of Freda.] Today Freda is going on an adventure. What are some of the things you think Freda sees as she is swimming through the water?

**DO:**

Prompt girls to think about things that a fish may eat, such as vegetation.

Set up for Freda the fish activity:

- Recruit girls to talk for Freda and to take on the narrator role
- Fill your container with clean water
- Set all supplies out on table

**FACILITATOR NOTE:**

Keep in mind younger girls may not be able to read the story cards or may need assistance.

**SAY:**

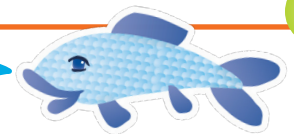
Freda loves her home, the water is cool and clean. Freda has lived here all her life. Today she is going on a big adventure and swimming downstream. She can't wait to see what she will discover.

**NARRATOR SAYS:**

Freda lives in a stream in West Virginia. She loves swimming through the water all day long, especially in the summer when the water is nice and warm.

As Freda begins her day she swims downstream. She comes to a place that used to be full of trees, but all the trees are GONE!

1.

**FREDA SAYS:**

What happened? Where are all the trees?

2.



*Did you know that:*

*600 million trees are cut down each year for tobacco manufacturing? They cut down the trees to plant tobacco fields, but they also need the wood from the trees to fuel the machines that help make the tobacco. Cigarettes also have paper in them, and paper comes from trees.*

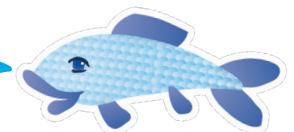
It begins to rain. Because all the trees were cut down, there are no tree roots to hold the soil in place along the river bank and dirt slides down into the water.

3.

**► Dump soil into Freda's tub.**

\*cough\* \*cough\*

4.

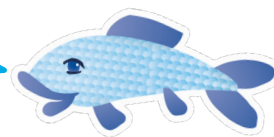


As Freda swims farther down the river, she comes to a place where they are planting something new.

5.

Wait – now that all the trees are gone what are they planting now?

6.



► **Show girls the picture of the tobacco fields.**



Does anyone know what this is a picture of? This is a tobacco field.

*Did you know that:*

*27 million pounds of pesticides are used to grow tobacco each year? Pesticides hurt our rivers and streams.*

7.

► **Put slime into Freda's tub.**



Let's check on Freda.

8.

What is all this yucky stuff in the water? I better swim fast to get through it.

9.



Freda swims past the city park. Some picnickers didn't throw their trash into the garbage can. The wind is blowing it into the river.

10.

► **Sprinkle parts of a plastic bag, paper, a broken plastic spoon, etc. into the tub.**



Remember yesterday when we went on a trash treasure hunt and found all of those plastic bags and bottles? It looks like some of that plastic ended up in Freda's home.

Let's check on Freda.

11.

Oh no! What is all this junk in the water? I can – hardly – get – through – all – this – litter! Yuck!

One of the picnickers is smoking. The cigarette smoke is filling the air making it hard to breathe!

12.



*Did you know that:*

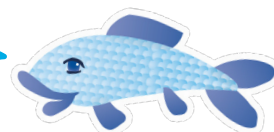
*Secondhand smoke kills 112 people every day?*

13.

► **Put faux cigarette butt into Freda's tub.**

Oh no! Now the cigarette fell into the water. What is happening to my home?

14.



*Did you know that:*

*Cigarette butts are the most littered item in the world and when they end up in our water stream, they hurt fish because toxins can seep out of the cigarette butts?*

15.

Virtual option: Spotlight your video and demonstrate each part of Freda's journey so the girls can see it.

# Reflection Activity:

## How To:

As girls work on pages 5 and 6 in their Earth Defender Journal, discuss Freda the Fish and reinforce the fact that cigarette butts harm aquatic life.

**TIME:** 10 Minutes

## MATERIALS:

- Coloring and writing utensils
- Earth Defender Journals

## SAY:

- How do you think Freda feels about her home now?
- How did it get so dirty?
- Does this happen in real life?
- How can Earth Defenders keep the water clean for Freda and other fish that live in our rivers and streams?





## Session 4

# G.I.R.L. Agenda - Take a Stand

### OVERVIEW:

- Girls learn how to advocate for positive change in their communities and how to stand up against everyday injustices.
- Girls practice sharing the truth about tobacco with their peers.
- Girls wrap up by hearing about Girl Scouts who have taken a stand against tobacco-related issues in their communities.



### TOTAL TIME:

45-50 Minutes

Activity One: 40 minutes

Reflection Activity: 10 minutes

### ALL MATERIALS:

- Coloring and writing utensils
- Become an Advocate Scenarios (x3) (pg. 23)
- Earth Defender Journal

### BACKGROUND INFORMATION:

*The information in this section is for facilitators as background information only. This section is not designed to be read to the girls, but to help you answer their questions.*

The G.I.R.L. Agenda is a nonpartisan initiative to inspire, prepare, and mobilize girls and those who care about them to lead positive change through civic action. The G.I.R.L. Agenda is powered by Girl Scouts, but is for all girls. When you're a G.I.R.L. (Go-getter, Innovator, Risk-taker, Leader)<sup>TM</sup> you do great things. You believe in taking action and in righting the wrongs you see. You believe we are more powerful together than when we are apart. And you make your voice heard—with bold moves like advocating for positive change in your community, standing up against everyday injustices, mobilizing others to donate or volunteer for causes, meeting with public officials and community leaders to educate them about important issues, and lots more. You are the power behind the G.I.R.L. Agenda.<sup>6</sup>

Every girl has a voice. Every girl's voice is important. More information on the G.I.R.L. Agenda can be found at <http://www.girlscouts.org/girlagenda>

### FAST FACTS:

- The G.I.R.L. Agenda is a nonpartisan initiative to inspire, prepare, and mobilize girls and those who care about them to lead positive change through civic action.
- The G.I.R.L. Agenda is powered by Girl Scouts, but it's for every girl.

# Activity One: Me? Change the World?

## How To:

Recap the facts that they've learned so far. Explain advocacy to girls using the G.I.R.L. Agenda from Girl Scouts. Introduce an advocate who's a Girl Scout just like them. Then, have girls discuss a given scenario and come up with a skit to show how they would tackle the issue. Encourage all girls to participate in the discussion and skit portions.

**TIME:** 40 Minutes

## MATERIALS:

- Become an Advocate Scenarios (x3)

### ► Part 1: What is Advocacy?

Time: 10 minutes

#### SAY:

Raise your hand if you can share some facts that we've learned so far on our journey to become Earth Defenders.

#### GIRLS MAY SAY:

*Girl Scouts change the world, cigarettes are the most littered item in the world, cigarettes harm fish, etc.*

#### SAY:

Very good. It sounds like you remember a lot. Now we're going to talk about advocacy. One of the best things about being a Girl Scout is we help people and our environment. Girl Scouts always work to make the world a better place. *Did you know as a G.I.R.L. you can use your helping power now and forever to make a difference in the world?*

Now I want you to take a minute to think about something in your community, school or neighborhood that you love and want to protect. It may be your local library, the park down the street, or even the stray cats that hang out in the neighborhood. These are all examples of a **cause** or **issue** that you care about.

#### SAY:

What are some issues that you care about? You can also think about some of the things we have learned this week.

#### GIRLS MAY SAY:

*My dog, my school, the playground in my neighborhood, the environment.*

### FACILITATOR NOTE:

If prompting is needed encourage girls to think about the environment and remind them that as an Earth Defender they want to help protect the environment.

#### SAY:

Those are great examples of issues or causes! Now, think about how you feel about that cause. What is good about it? Is there a way it could be even better? Or is there something not so good about it that you'd like to change?

#### GIRLS MAY SAY:

*Too much trash outside,  
The stray cats don't have a warm place to sleep when it's cold outside,  
The library could have more books, etc.*

#### Do:

One of the facilitators shares a story about how they made a difference in their community.

**SAY:**

When you see something that you want changed, but you're not sure how you can get started, here are a few suggestions:

**G.I.R.L STEPS!**

- 1. Make a statement!** Pick one of the causes or issues you care about and make a poster or sign to let other people know how you feel.
- 2. Get noticed!** Give a presentation in class, wear a t-shirt with a message about your cause or carry a sign in a local march.
- 3. Use your words!** Write a letter to your local newspaper about how this issue makes you feel and what you think should happen. If you can't write yet, have an older sibling, parent, or other trusted adult help you out. If the team at the newspaper chooses to print your letter, it will be read by all kinds of people across your community!

**► Part 2: Becoming an Advocate**

Time: 30 minutes

**SAY:**

Now we are going to give you an opportunity to practice being an advocate. We're going to break into groups. Each group will have a different scenario dealing with someone disrespecting the environment by using tobacco. As a group, you will come up with a skit to show how the situation should be handled. Make sure that everyone participates in the planning process. What would you say? How would it make you feel? And how do you think they would respond? People often respond better to education and learning about why tobacco is bad, instead of just lecturing. Make sure to use some of the tips we have shared on speaking out against tobacco and include a fact about how tobacco affects the environment. Remember, we do not want to shame people.

**Do:**

Make copies of the scenarios on the next page. Give girls five minutes to come up with an idea to act out. Help girls stay on task and finish on time.

Throughout this lesson, it is important to coach the girls to not shame people or be aggressive when they approach individuals. There are also situations when it is not appropriate to approach the "person" but rather address the bigger issue by following some of the steps outlined in the G.I.R.L. Agenda. Suggested prompts: "What would you say? How would it make you feel? And how do you think they would respond? What information could you share with them?" Make sure that all girls are participating in the planning process, and encourage girls to come up with creative ways to include everyone in the actual skit.

**SAY:**

I can't wait to see these skits! Who would like to go first?

**Do:**

Have all groups take turns performing their skits. Ask girls to emphasize the environmental fact that they used.

**BECOME AN ADVOCATE SCENARIOS:**

- **Scenario One:** Field Trip  
You and your friends are on a school field trip with your teacher. You see cigarette butts all over the park. What do you do?
- **Scenario Two:** Movie Theater  
The movie theater sells plastic water bottles and you notice they only have trashcans around. The trash is filled with plastic water bottles. What do you do?
- **Scenario Three:** Beach  
You and your family take a day trip to the beach. As you're building a sandcastle, you find litter and cigarette butts in the sand. What do you do?

*Virtual option: Share each of the scenarios in the PPT, and have volunteer girls share their ideas OR have girls go into breakout rooms to practice their skits, and then come back to the full group to share.*

## Reflection Activity:

### How To:

As part of today's reflection activity, ask a girl to read the cheer below. Share with the girls that the cheer was written by a Girl Scout after she graduated from the Earth Defender Academy. Ask them to use pages 7 and 8 in their Earth Defender Journals to spread the Earth Defender message and express themselves through a cheer, poem, or song. Also, encourage the girls to think about how they can share their creation.

**TIME:** 10 Minutes

### MATERIALS:

- Coloring and writing utensils
- Earth Defender Journal

### SAY:

Now it's time to get creative! Who wants to read an Earth Defender cheer that was created by Girl Scouts who graduated from the Earth Defender Academy? Great! I want you all to express yourselves and write a cheer, song, or poem to spread the Earth Defender message!

### Do:

Give girls time to work in their Journals and develop a cheer. Girls can also work in groups. You can also read the Girl Scout Stories in the appendix to the girls while they are working in their journals.

## An Earth Defender Cheer:

*This cheer was written by Victoria and Ainsley from Troop 2008. They are Girl Scouts just like you who graduated from the Earth Defender Academy!*

If I cannot pollute so can you  
You can do it, but choose not to

Freda the fish is kind, Freda is cool  
Cigarette butts kill her, Don't be a fool

Cigarettes are the most littered item in the US  
Don't litter or our world will be a mess





## Session 5

# Earth Defender Graduation

### OVERVIEW:

Today is graduation day! The girls graduate from Earth Defender Academy and officially become Earth Defenders to help protect the environment from pollution, litter and other hazards.

- Girls receive their Earth Defender cape
- Girls share what they learned in each session
- Girls decorate their Earth Defender cape
- Girls are empowered to take a stand against tobacco-related issues in their communities.
- Girls share their cheers that they wrote in session 4.

### TOTAL TIME:

60 Minutes

### ALL MATERIALS:

- Earth Defender capes
- Permanent markers to color the capes
- Protective backing (for girls to color their capes on)
- Earth Defender Journals



### ► Part 1

#### FACILITATOR NOTE:

As you pass out the capes, write each girl's name on the inside of the collar. There is a large amount of coloring surface on the capes so you'll want to allocate plenty of time for girls to color.

Permanent marker ink runs very quickly on the fabric so encourage the girls to use the markers sparingly. For example, if they want to color in the trefoils on the recycle bin all they have to do is put a dot in the middle.

We recommend that you use a protective backing under the area they are coloring, to avoid damage

#### SAY:

We are so excited that today is graduation day! At most graduations, students only receive a diploma but at Earth Defender Academy, graduating students also receive a superhero Earth Defender cape. This cape will help you protect the environment and inform others of the negative impact tobacco and other pollutants can have on our environment. Remember, as Earth Defenders it is our mission to educate - NOT yell at or lecture people.

Your Earth Defender cape is going to help you educate people. Remember your Earth Defender Reflection Journal. Each page has an important message about protecting our environment against the environmental hazards of tobacco. Your capes also have pictures on them to remind you of all of the cool facts you learned this week! Looking at your cape will help you spread your message. Let's look at each picture and the meaning behind it.

#### Do:

Point to each cape icon and shout out in a very enthusiastic voice the following fact. After you have said it ask the girls to all repeat after you.

**Do:**

Point to the Trefoil Globe.

**SAY:**

I can make the world a better place.

**Do:**

Point to the Recycle Bin.

**SAY:**

Cigarette butts are the most littered item on Earth.

**Do:**

Point to the Fish.

**SAY:**

Cigarette butts can be toxic to fish.

**Do:**

Point to the Megaphone.

**SAY:**

I can protect the environment by not smoking.

**Do:**

Pass out the capes, protective backing and permanent markers. While the girls are coloring, ask them to share examples of how they can help make the world a better place; or to share ways we can reduce cigarette butt litter. Ask them to think of other things they learned that are related to the pictures.

**FACILITATOR NOTE:**

The girls may get really into coloring their capes! If there's not enough time for the girls to color the whole cape, encourage them to pick one icon to focus on for this session and remind them that they can find markers at home or school to finish coloring.

## ► Part 2: Graduation Ceremony

**Do:**

Ask girls to put on their capes, and share their cheers that they wrote in their Earth Defender journals in session 4 with the group.

**SAY:**

Congratulations! You are now Earth Defenders!

**FACILITATOR NOTE:**

In the first two years of the Earth Defender Academy, each cape was individually wrapped in plastic. Girl Scout Earth Defenders asked if there was any way to use less plastic when packaging the capes. We were so excited that Girl Scouts were using their take action skills that they learned in the Earth Defender Academy to improve the world around them! Because those Girl Scouts took action, now all capes are multi-packaged, using less plastic overall.

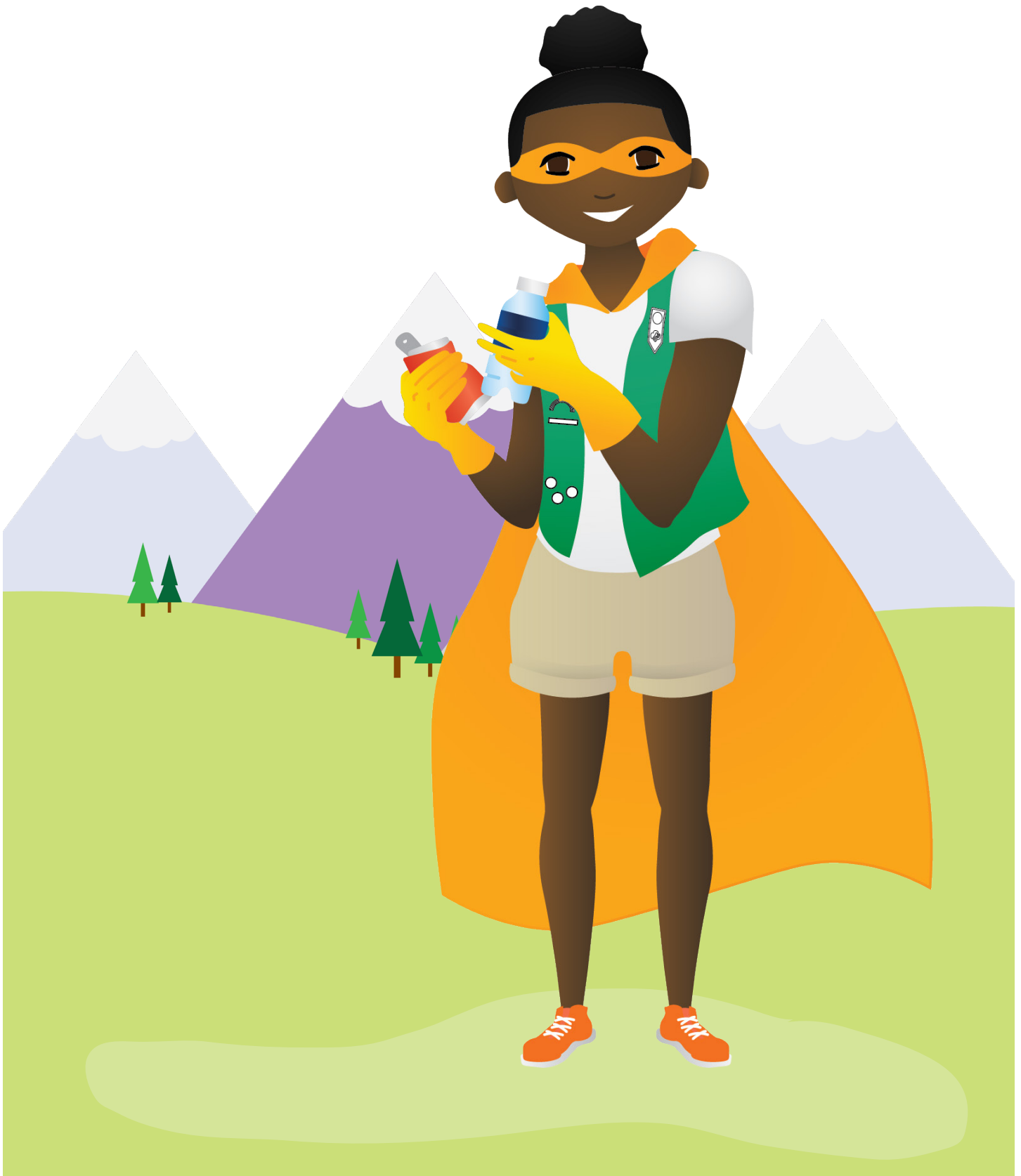
Awesome job, Earth Defenders!







# Appendix













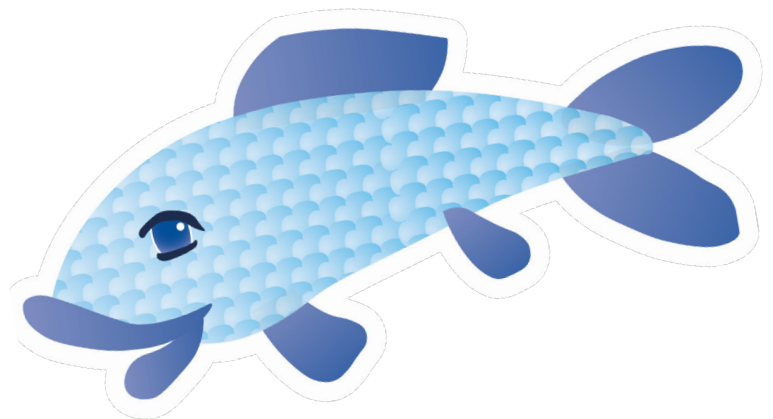








## SESSION 3: FREDA THE FISH





# Girl Scout Stories:

## BAN ON TOBACCO IN PARKS AND PLAYGROUNDS:

While working on their Breathe Journey, Troop 30245, based in Binghamton, NY, decided to take action to make playgrounds and athletic fields in their town tobacco free. The troop began their project by working with the Broome County Tobacco Free Coalition and then created a petition for their community members to sign. After receiving hundreds of signatures, the troop sent a letter and the copies of the petition to a newspaper explaining the harmful effects of smoking on human health and the environment.

<https://gsnypenn.wordpress.com/2016/06/24/local-troop-proposes-ban-on-tobacco-in-parks-and-playgrounds/>

## CHANGING SMOKING LAW IN AURORA:

Five bold Girl Scouts—Makenna, Amelia, Julianna, Micaela and Sofia—demonstrated the power and voices of a 100-woman army. How? This small but mighty group took on a complex and meaningful challenge to earn their Girl Scout Silver Award. As part of Troop 60789 from Girl Scouts of Colorado, the girls worked closely with their longtime troop leader Kristen B. and other community mentors for almost a year to champion and pass an ordinance that made smoking, including vaping, in a vehicle while a minor is present subject to community service or a fine. The ban, passed by the Aurora City Council, is the first of its kind in Colorado and an incredible accomplishment for these determined change-makers who are just 13 and 14 years old.

<http://kool1079.com/aurora-colorado-girl-scouts-ban-smoking-in-cars/>

## TEEN SCOUT SPEAKS OUT AGAINST TOBACCO:

Isabel S. a Girl Scout in New York loved her town park but did not like the fact that people were allowed to smoke at the park, so she decided to put her G.I.R.L power to work and change the laws. Isabel shared, “I’m using my voice now to speak for those little ones that feel the same way I do. I have lobbied to [New York State] government officials in Albany for tobacco control and increase funding for those that want to quit smoking. As a result of working with POW’R Against Tobacco and contributing 75+ hours to this project, the first law of 2015 was created in my hometown that banned smoking within 50 feet of any recreational area such as playgrounds, ball fields, pavilions, and town owned structures and could be subjected to fines.” Thanks to Isabel’s work, her town parks are now tobacco free!

<https://girlscoutshh.blog/2017/07/06/778/>



# Talking Points for Friends and Family:

As you go through the sessions and introduce the many different topics to the girls, you may have some who share with you that they have family members who smoke or use e-cigarettes/vape. If a girl shares that information with you, please be very supportive. Below is some suggested language:

## SAY:

People who smoke cigarettes or use e-cigarettes aren't bad people—they just got started using something that's really hard NOT to do, once you start. This is why you shouldn't start. But there are ways to stop if they want to try. It's hard to quit, but it's not impossible! If you know someone who wants to quit, you should ask them to talk to their doctor about it, and they can ask **truth** for more information, too.

If you know an adult or teenager who smokes cigarettes or vapes and expresses an interest in quitting it is important that you are as supportive as possible. You can encourage them to reach out for help so they don't have to go it alone, and there are also free resources that can be very effective like [BecomeAnEX.org](http://BecomeAnEX.org). They should also check with their doctor.

If one of the girls asks you about e-cigarettes specifically, below is some suggested language and information related to what we discussed this week:

## SAY:

- E-cigarettes or vapes, are electronic devices that allow a person to mimic smoking cigarettes. They are safer than regular cigarettes, so some adult smokers use them to quit smoking regular cigarettes, but they're still not safe. So if they need help quitting, suggest texting **"QUIT" to 706-222-QUIT** and checking with their doctor.
- Most e-cigarettes contain nicotine, which is addictive. Nicotine is what makes cigarettes and e-cigarettes very hard to quit.
- Like regular cigarettes, e-cigarettes are bad for the environment and contain poisons that can hurt the Earth when they're thrown away.



# Earth Defenders Materials List by Session:

## Materials Needed for All Sessions

- **Printed reflection booklets** for each girl
- **Writing utensils** and **coloring utensils** for girls to use in coloring their reflection booklets
- **Scissors** to cut out items used in sessions 1-4
- **Earth Defender Capes** for facilitators to wear during each session

## Session 1: Welcome to Earth Defender Academy Step Outside (pg. 1)

- No supplies needed

### What Could We Do? (pg. 3)

- **Environment pictures** (pg.30-34)
- **Scissors** to cut out environment pictures

## Session 2: Leave a Place Better than You Found It Trash Treasure Hunt (pg. 8)

• Collect “trash”. It may be best to start collecting the recyclables (bottles, bags, and cans) in advance of this session. You will need:

- **11 plastic bottles**
- **11 plastic bags**
- **3 aluminum beverage/soda cans**
- Make **42 faux cigarette butts** by cutting **white plastic straws or printer paper** into cigarette butt-sized pieces with **scissors** and coloring the ends with a **black or brown permanent marker**.
- **Gather reusable gloves** (1 pair per girl), **receptacles for “trash” collection**, and **1 roll of painter’s tape**.
- Reusable gloves may need to be pre-ordered, or ask the girls to bring a pair
- Receptacles for “trash” collection can be trash bags, plastic bins, reusable bags, etc. – just enough receptacles to fit all “trash” listed above.
- Yarn, string, dowel rods, hula hoops or some thing to mark off sorting areas can be substituted for painter’s tape.

### What Happens to Our Trash? (pg. 9)

- **Scissors** to cut out recycle bin symbol (page 36)
- **Sorted “trash”** from Trash Treasure Hunt

## Session 3: Our Water, Our World

### Water Globe Activity (pg. 14)

- **Inflatable world globe ball**  
(May need to be pre-ordered)
- Optional: **1 piece of paper** and **pencil** to record results of ball toss

### Freda the Fish (pg. 15)

- **Scissors** to cut Freda’s story into cards for girls to read, to cut the sponge into the shape of a fish, and to cut up a plastic spoon, bag, or paper into small pieces
- **1 plastic container** for Freda’s home
  - Must be able to hold the sponge, dirt, slime, water, and trash listed below
- **Water** to fill the plastic container about halfway
- **1 sponge cut into the shape of a fish** to represent Freda
- **Freda’s story** (pgs. 16-17) cut into cards for girls to read
- **Handful of dirt/soil** to represent soil runoff in Freda’s home
  - Should be enough to make the water in the plastic container “dirty”
- **“Slime”** to represent pesticides/tobacco runoff in Freda’s home
  - Can use water with green food coloring; should be enough to make the water in the plastic container “dirty”
- **1 faux cigarette butt** - use one from session 2
- **Small pieces of a plastic spoon, paper, or plastic bag** - can cut up one of the plastic recyclables used in session 2

## Session 4: G.I.R.L. Agenda – Take A Stand Me? Change the World? (pg. 21)

- **Becoming an Advocate scenarios** (pg. 23)
- **Scissors** to cut scenarios into cards for groups to use

## Session 5: Earth Defender Graduation Day

- **Earth Defender Capes** – 1 per girl
- **Permanent markers** to color the capes
- **Protective backing** for girls to color capes on (caution: permanent markers will bleed through capes and mark on protective backing)
  - Can use cardboard, thick tablecloth, etc.

# Master Materials List:

## Council-Provided Materials:

- ❑ **Earth Defender Facilitator's Guide** that contains guides for each session as well as:
  - ❑ **Environment pictures** (pg. 30-34)
  - ❑ **Recycle bin symbol** (pg. 36)
  - ❑ **Freda's story** (pg. 16-17)
  - ❑ **Tobacco Field picture** (pg. 38)
  - ❑ **Becoming an Advocate scenarios** (pg. 23)
- ❑ **Earth Defender Capes** – 2 for facilitators, 1 for each girl
- ❑ **Earth Defender Journal**



## Facilitator-Provided Materials:

- ❑ **Writing utensils** for girls to complete their Journals
- ❑ **Coloring utensils** for girls to use in coloring their Earth Defender Journals
- ❑ **1 pair of scissors** to prep for sessions 1-4.  
Will need to:
  - ❑ Cut out **environment pictures** (pg. 30-38)
  - ❑ Cut **straws** into cigarette butt-shaped pieces
  - ❑ Cut out **recycle bin symbol** (page 36)
  - ❑ Cut **Freda's story** into small cards
  - ❑ Cut the **sponge** into the shape of a fish
  - ❑ Cut up a **plastic spoon, bag, or paper** into small pieces
  - ❑ Cut out **Becoming an Advocate scenarios** (pg. 23)
- ❑ **11 plastic bottles** for the Trash Treasure Hunt
- ❑ **11 plastic bags** for the Trash Treasure Hunt
- ❑ **3 aluminum beverage/soda cans** for the Trash Treasure Hunt
- ❑ **White plastic straws or printer paper** to make 42 faux cigarettes
- ❑ **Black/brown permanent marker** to make faux cigarettes
- ❑ **1 pair of reusable gloves** per girl to collect "trash"
- ❑ **Receptacles for "trash" collection** to gather "trash" during the Trash Treasure Hunt
- ❑ **1 roll of painter's tape** to mark off "trash" sorting areas
- ❑ **Inflatable world globe ball** for the ball toss
- ❑ **1 plastic container** to act as Freda the Fish's home
- ❑ **Water** to fill the plastic container about halfway
- ❑ **1 sponge cut into the shape of a fish** to represent Freda the Fish
- ❑ **Freda's story** (pgs. 16-17) cut into cards for girls to read
- ❑ **Handful of dirt/soil** to represent soil runoff in Freda's home
- ❑ **"Slime"** to represent pesticides/tobacco runoff in Freda's home
- ❑ **Small pieces of a plastic spoon, paper, or plastic bag** to represent litter in Freda's home
- ❑ **Becoming an Advocate scenarios** (pg. 23) cut into cards for groups to use
- ❑ **Permanent markers to color capes**
- ❑ **Protective backing** for girls to color capes on

## Optional Materials

- ❑ **1 piece of paper** and **pencil** to record results of ball toss (facilitator-provided)

## Endnotes:

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**1. Center for Outdoor Ethics:**

<http://www.lnt.org>

**2. Center for Outdoor Ethics:**

<https://lnt.org/learn/7-principles>

**3. National Oceanic and Atmosphere Administration**

[https://marinedebris.noaa.gov/sites/default/files/publications-files/2018\\_Plastics\\_Fact\\_Sheet.pdf](https://marinedebris.noaa.gov/sites/default/files/publications-files/2018_Plastics_Fact_Sheet.pdf)

**4. CorpWatch:**

<https://corpwatch.org/article/tobaccos-impact-environment>

**5. Girl Scout Brownie Wonders of Water Journey:**

<http://www.girlscoutshop.com/wow-wonders-of-water-brownie-journey-book>

**6. Girl Scouts of the USA:**

<https://www.girlscouts.org/en/g-i-r-l-agenda.html>





**GIRL SCOUTS OF GREATER CHICAGO  
AND NORTHWEST INDIANA**

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