



Here are some sample sessions for the **Get Moving** journey using the adult guide that may get you started.

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



Get Moving

The **Get Moving** journey offers Juniors a chance to earn three prestigious Girl Scout Leadership awards—**Energize**, **Investigate**, and **Innovate**. The girls can choose to earn one, two, or all three. If they earn all three they'll see how the awards join together to create an energizing effect on their vest or sash.

Get Moving Leadership Awards

Energize Award - To earn this award girls:

- Make an Energy Pledge to reduce their energy use in one or more ways
- Try at least two other Energize activities suggested along the journey
- Check out how other people are tracking energy use

Investigate Award - to earn this award girls connect with their Girl Scout crew to:

- Learn about energy use in a building
- Work with their families to make an energy improvement at home
- Investigate energy use in a community building and suggest ways to make it more energy-efficient

Innovate Award - to earn this award girls:

- Identify an energy issue in the community, research it, create a plan, and carry it out, all the while reaching out to others to join in, too
- Share the news, reflect on what they accomplished, and celebrate it

Session 1: **Start Your Engines** page 32. Juniors begin to experience the various forms of energy and how they can make the most of their energy to conserve Earth's energy. They could:

- Participate in a ceremony about energy by talking about the energy they used that day
- Learn about the three leadership awards they can earn on this journey
- Make some recycled paper using discarded items they have found
- Think about special guests they or their family might know who can help them explore energy
- Share an energizing snack and participate in a discussion and decision on what types of snacks they will enjoy during this entire journey (page 31 in the adult guide)
- In their closing ceremony talk about what kind of energy they have (busy, focused, bubbly, etc)
- Ask their family to help them find colorful paper trash and packaging for next meeting and get ideas for an energy pledge

Session 2: **Pledging to Save Energy** page 38. The Juniors commit to an energy pledge, take a look at how plants use energy, and sort through some of the wasted energy they see around them. They could:

- In a circle share their energy pledges and then write them on poster board
- Participate in a discussion about their pledges and why they are making them

- Share the packaging material they brought from home and guess what was in the package. Discuss ways to reduce that packaging. (pages 26–35 in the girl book)
- Over many sessions observe a plant receiving light and one not receiving any light and make a log with their observations
- Make beads from recycled magazines (page 41 in the adult guide)
- Read about Abbe Hamilton and talk about girls being leaders to make lasting changes
- Read about women who make useful items from trash on pages 40–43 in the girl book and come up with their own ideas of what they could make out of trash
- Discuss places to go to observe animals in nature for session 3



Session 3: Get Wild About Energy (and How to Conserve It) page 44. The girls investigate how animals use energy according to their needs and consider what humans might learn from them. They also compare and contrast animal and human communication strategies. They could:

- Jot down their observations as they watch animals in their natural habitat like a zoo or nature park
- Answer questions about the way the animals move and why and discuss what their movements are for (page 45 in the adult guide)
- Participate in a discussion about the differences in energy use between animals in the wild and pets
- Create some images or poems about what they have observed or talked about today to share with the group
- Read the story in the girl book about Mireya Mayor and her work with primates to learn about how lemurs communicate; comparing their method of communication to humans
- Create a Do and a Don't list for effective communicating and keep adding to it throughout the rest of this journey

Session 4: Investigating Buildings page 48. Juniors begin to explore energy use in buildings as they delve deeper into the science of energy and get ready to conduct an energy audit of a community building. They could:

- Pledge to do their part in saving energy and learn about the different types of light bulbs using the story in the girl book pages 12–13
- Learn how to monitor their home energy usage
- Observe the plants from session 2 and make notes about what they see
- Learn about drafts by finding drafts in their meeting room and brainstorm ideas on how to fix them
- Take their new information home to share with their family about keeping their homes warm/cool
- Share their progress on their own energy pledge and recommit to making changes in their lives

Sessions 5 & 6: The Energy Audit Page 57. Girls conduct an energy audit of a community building in order to educate and inspire on the importance of energy efficiency.

Note: Buildings are responsible for about 40% of all energy use, so making buildings more energy-efficient is important. The activities outlined here can take place over Sessions 5 and 6 and even 7, depending on the Juniors' time and interest.

- Visit a public building and take a tour noting the energy used and make notes as to possible waste and conservation
- Create a plan based on their notes to make the building more energy efficient and share their plans
- Practice effective communication through letter-writing (adult guide pages 63–75)
- Remember Do's and Don'ts from session 3 and add or change now that they have been talking more to people and sharing their energy expertise

Session 7: Gearing Up to Go Page 76. Girls brainstorm for their **Innovate Project**. They could:

- Read the profile of Sarah Susanka on page 67 of the girl book and try to solve the puzzle her teacher gave her (solution is on page 76 in the adult guide)
- Share what they have learned about the building they visited and begin thinking about their **Innovate Project**

- Compare the plants one last time and make their observations in their notebooks
- Play the light bulb game (page 79 in the adult guide)
- Start brainstorming ideas for the team **Innovate Project** and learn about consensus and how to work as a team to reach it
- Enjoy an energizing snack (page 31 in the adult guide)
- Contact a car dealership that sells hybrid or all electric cars to arrange a visit during the next session to find out how these cars work or ask a friend or family member who owns one of these cars to come to a meeting
- Plan a walking or biking field trip for session 8

Session 8: **Moving in New Directions** page 84. Girls explore the energy spent and saved in getting from here to there as they continue to move toward a team decision on an **Innovate Project**. They could:

- Participate in a discussion about walking or biking to school using the survey on page 86 & 87 in the adult guide
- Read together ¡Vamos Ya! In the girl book page 101 each girl taking a part and then finish the story using the panels on page 102 of the girl book
- Continue the discussion about making a team decision on an **Innovate Project** and make a final decision on that project
- Start planning to **GET MOVING** on their **Innovate Project** using their planners on page 108 & 109 in the girl book

Sessions 9 & 10: **Innovate!** Page 88. The girls plan and carry out their innovate project, taking action to create changes in energy use on Earth and educating and inspiring others along the way.

Note: The team has been on the move, exploring personal energy use, the energy in buildings, and the energy used in moving around. Now is their opportunity to carry out an **Innovate Project** that makes use of something they've learned along the journey to create positive change in the community.

- Using teamwork finish planning their **Innovate Project**
- Carry out their project

Session 11: **Crossing the Finish Line** page 92. The girls reflect on and celebrate their accomplishments along this journey. They could:

- Invite guests to celebrate their **Innovate Project** with them
- Create a team photo with everyone wearing their paper bead necklaces
- Share their energy pledges they wrote on the poster board and invite their guests to make an energy pledge as well
- Share an energy snack with their guests (page 31 in the adult guide)

A good Innovate Project:

- Allows girls to use their special skills—words and deeds—to make the world a better place
- Relies on girl input in choosing and planning
- Gives girls the opportunity to work as a team
- Enables girls to advocate for making the world a better place by contacting community officials and taking action

Take advantage of the **Innovate Project Checklist** that is on page 83 of the adult guide.

The girls can use the tools on pages 108 & 109 to help them plan out, and successfully carry out their **Innovate Project**.

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 <http://www.girlscoutsla.org/pages/shop/index.html>.

