

Webster Girl Scouts  
“Seniors”

JUMP INTO

JOURNEYS!





# **GIRL SCOUTS**

## **JUMP INTO JOURNEYS**

### **Activity Guide - Seniors**

#### **General Instructions:**

This *Jump Into Journeys* Activity Guide is designed to give you and your troop a taste of the activities offered in the Journeys for your grade level. Journeys are the core of the Girl Scout Leadership Experience (GSLE) and provide girls with a national experience - something they have in common with Girl Scouts everywhere.

Journeys are designed to foster the use of the three learning processes: Girl Led, Learning by Doing, and Cooperative Learning. Each Journey offers girls a new adventure, allowing them to Discover, Connect, and Take Action with fun activities, discussions, projects, and more while building skills they need to become a leader in their own lives and community.

*Jump Into Journeys* patch program provides Leaders and Girls the opportunity to:

1. Learn about Journeys and the GSLE.
2. Sample each Journey through the activities in this Guide.
3. Pick a Journey to explore all the way through.

How do you get your patch?

When your troop finishes the patch program:

1. Go to our website [webstergirlscouts.org](http://webstergirlscouts.org)
  - Click "Programs"
  - Click "*Jump Into Journeys*"
2. Click the "Get My Patch" link
3. Fill out the form and submit it to the Service Unit Manager, Christine Osadciw, [cosadciw@gmail.com](mailto:cosadciw@gmail.com) to receive your patches



## Step 1: Educate Yourself

For your troop to earn the *Jump Into Journeys* patch:

1. Review the interactive Journey maps at <http://girlscouts.org/program/journeys/maps.asp>
2. Explore the Journey descriptions at <http://www.girlscouts.org/program/journeys/>
3. Read through this Guide to familiarize yourself with the activities and gather the materials needed to complete them.
4. Foster the Girl Led, Learning by Doing, and Cooperative Learning processes with your troop as you sample the Journeys.

## Step 2: Explore the Journeys

Each activity in this section introduces one of the three Journeys for the girls' level. To earn the patch, girls must complete all three activities. Each activity will take approximately 10 minutes; with about 5 minutes transition period in between. Girls should have ample time to sample each Journey in a single, one-hour meeting.



## It's Your World – Change It!

### Girltopia

#### Who is a Visionary?

**Materials for this activity:** Pen and paper, chart paper and markers

Ask the girls to break into pairs or groups to create a Top-10 list of “visionary” qualities. Ask the girls what they think the word “visionary” means. Discuss it for a few minutes and then have them look up “visionary” in a dictionary or online. If that isn’t possible, you can do the research ahead of time and bring the definition with you.

Ask them to write down who they think is a visionary after completing their Top-10 list of visionary qualities.

Then let each girl share who they think is a visionary and then name at least one quality, value, or skill she already possesses on her list, and one that she would like to develop during the journey.

\*Something to keep in mind: The girls might pick a rock star as a visionary, or other person who was famous, rather than a person who had made the world a better place. The girls may have valid reasons why that rock star had some inspirational accomplishments. For example, that rock star changed lives for the better through music. Remember, it’s their own list about who inspires them. It’s the process of creating the list that is more important.



## It's Your Planet – Love It!

### Sow What

#### Food Favorites

**Materials for this activity:** Food samples or pictures provided by each girl, paper and pencils or markers.

Before you meet with your troop contact girls in advance and ask each to bring a favorite food, a label from it (if it has one), or a picture of it. Bring an item or two from your kitchen, as well, if you can.

As an Opening Ceremony for the meeting, gather the troop together and invite each girl to “present” her favorite food, explaining why she enjoys it and where she usually gets it (homemade, from a store, restaurant, etc.). If the troop has brought real food, you can all enjoy that as a snack.

#### The Real Food Network!

Now is the time for the girls to envision all the resources - Earth's resources and people resources - as well as all the various decisions about those resources that bring food to their tables. Ask the girls to think about where their favorite foods “come from” (besides the store).

Have the girls choose a favorite food that they talked about today (or one ingredient in a food) and then tell the story of the web of interactions that brings that food to their table. They can make educated guesses or simply use their imagination, but they must tell a whole story. For example, you can say: Start with what the sun did for it or what the water did for it and move forward to all the steps that let this food reach its final destination— you! The girls might like to do this activity individually, in pairs, or as a group.

They can keep their examples simple— and have some fun, creatively capturing the story/web on a piece of paper or two. Say their favorite is an orange. You can ask: Who planted the seed that became the orange tree? Who decided what kind of seed to grow? Where? How many? Who tended the tree? Was it treated for pesticides? Fertilizers? Artificial? Natural? Who decided which kind? Where did that stuff come from? Who picked the fruit? Who tasted it? Packed it? Shipped it? Stocked it? Displayed it? Sold it? Cooked it?

#### Amp it Up!

Depending on the mood and energy of the girls and time available, they might like to add humor or drama by turning this into a guessing game or even “mini-commercial” about their favorite foods. If your troop wants to get creative, they might enjoy spending a few minutes preparing to “perform”.

Invite each girl/team to share her/their food network story. Then guide them in a short discussion:

- How does our food connect us to Earth, to us as people?
- When you bite into a piece of food, do you ever think about the people who produced it?
- Do you ever wonder if they actually eat it too?
- What are some decisions that are made along our food networks? How do they impact people and planet?
- What ideas are we starting to have about how decisions along our food networks impact health– the health of the environment and our own?

The next step could be actual research into resources that have gone into getting their favorite food to them.



## It's Your Story – Tell It!

### Mission Sisterhood

#### Build Your Circle!

**Materials for this activity:** Circle activity sheets (attached) Colored pencils or markers

Explain that confidence can be like a protective circle that offers shelter when someone says or does something that hurts them in some way. You might say something like, “With this circle around you, it’s easier to stay true to your own thoughts and feelings and not be influenced by pressures or unkind acts or words of others.” Then have the girls:

- Think about some of the pressures they might be experiencing at school, with friends, at home, or elsewhere in their lives (such as pressure to fit in or not be different or to do something they don’t want to do). Have them write their own personal pressures outside of their circle.”
- Now have them think about what keeps them feeling good and strong, no matter what they might be facing (things like talking about their feelings, learning about themselves, trying new activities, knowing everyone is different). Have them put all of these things inside their circle.

Once the girls have filled their circles, ask them to talk about what they put in and outside the circles.

Do these circles make them feel stronger? More confident?

Acknowledge that everyone feels pressure but it’s how we handle that pressure that keeps us strong.

Ask: Do others have something in their circles that might keep you strong, too? Add it to your circle! You can offer this to the girls: “The more we remember these feelings, qualities, and actions, the easier it is for our confidence to shine!”

Keep this circle with you and let it serve as a reminder of all the strength you have inside!

## Step 3: Pick a Journey

**Materials for this activity:** worksheet with pictures (attached) representing each Journey (cut these to separate them), tape, two stickers for each girl (use left-over stickers from other projects).

Explain to the girls that each of the activities provided a taste of a different Girl Scout Senior Journey and that they must now decide on which Journey they want to take first. Most troops/groups are able to complete at least two and many explore all three Journeys before bridging to the next program level.

1. Show the girls each image and tell them which activity matches the picture.
2. Tape the pictures up in different parts of the room.
3. Explain the voting process to the girls:
  - a. Each girl has two votes, which she may use any way she wants – she may choose to put a sticker on the two activities she liked the best or she may put both stickers on one activity.  
Encourage the girls to vote as they choose and to try not to be influenced by their friends.
  - b. Count up the number of votes for each Journey. The Journey with the most votes will be the first Journey the girls undertake.
  - c. Explain to the girls that they will have the opportunity to choose their next Journey when they have finished the first one.

## Additional Resources:

- ❖ Skills Badge sets designed specifically to support your Journey.
- ❖ Girls Guide to Girl Scouting
- ❖ Check Events page on the GSWNY.org website for Journey-related workshops and events – and for additional training courses for adult volunteers
- ❖ Search the web to see what activities other troops/groups are doing for your Journey
- ❖ Explore your community to find ways to customize your Journey.







