

WOW Brownie Journey In A Day

In this Journey we are going to learn about the many ways that we use and enjoy water and its importance to everyone in our world. Then we are going to learn how to protect our water and keep it clean in the communities where we live. We will also make a promise to protect it ourselves and share that promise with the people we know.

1. Love Water requirements:

Supplies Needed:

- ☐ Rain drops cut out
- ☐ Crayons
- ☐ Markers
- ☐ Pencils
- ☐ Erasers
- ☐ Wax paper
- ☐ Straws
- ☐ Spray bottle for water

- Show two things they know and love about water
- Make and carry out one personal promise that protects water
- Brownies join in circle and shout out things they love about water, for example: swimming, drinking, bathing, watering flowers, the sound of rain, water falls, water park rides, going to the beach, skiing, sledding, ice skating, making hot chocolate, washing hands, cook, wash dishes and clothes, grow watermelons, keep cows for milk, make ice.
- Draw one favorite thing each girl loves about water within the raindrop and label with her name.
- Create a rain cloud
 1. Give each girl a sheet of wax paper and a straw.
 2. Spray each girl's sheet of wax paper with a spray of water.
 3. Have the girls move their water droplets around with the straw. They should notice that the smaller water droplets stick to each other. The more they play with the water, the more likely they are to have fewer, larger droplets. Explain that this is what happens to water droplets in clouds. Eventually they become large enough to fall to the ground as raindrops.

2. Save Water requirements:

Supplies Needed:

- ☐ Small cooking pot
- ☐ Small washcloth
- ☐ Bottle of water
- ☐ Rotisserie container
- ☐ Aluminum foil

- ☐ River rock
- ☐ Small tufts of grass
- ☐ Enough water to fill the "pond"

• Brownies team up and speak up as advocates to protect water or keep it clean in their community

- 1. Begin a discussion about how important water is to all the activities the girls talked about. You might say, "Those of you who said that swimming is your favorite water activity:
 - How would you feel if there wasn't enough water to fill any pools or lakes for you to swim in?
 - Give the girls plenty of time to answer.
- 2. Let the girls know that the way we experience water is not the way everyone in the world experiences water. You might say, "In some parts of the world, people don't have a lot of water. They don't have water flowing from the faucet anytime they want it." Then ask, can you imagine life without clean water?
- 3. Every person on earth has a right to clean water. A right is something that is necessary to have in order to live fully and be healthy and happy. Now let's experience a little of what life would be like if we did not have enough clean water.
- 4. They are to consider the situation given and come up with an answer as to what they would do.
 - Make the scenario more tangible by giving them the appropriate props. Each group should have an opportunity to react to all three situations and if there are more than 3 groups, multiple groups can consider the situations at the same time in their own small group of 3-4.
- Situation 1: You only have one pot of water for all your cooking, drinking and washing. You must share this water with your brother, sister, mom and dad. How do you feel? What would you do?
- Situation 2: Each day, you only have enough water for washing to wet a small washcloth. That's all you have to wash yourself and anything you need to clean during the day. How do you feel? What would you do?
- Situation 3: You don't have enough water to keep your hands clean and brush your teeth each day - about as much in a disposable water bottle. How do you feel? What do you do?

H2O cycle project

- Inside the rotisserie container
- 1. Make a small pond with the aluminum foil
- 2. Place the rock and grass in the container as shown
- 3. Fill the pond with water
- 4. Cover and place in a warm sunny spot
- 5. Observe how the water evaporates from the pond, collects at the top of the container, runs off the rock "mountain" and back into the land (the bottom of the container)

- Watch the steam build up on the roof like clouds. Next put 2-3 ice cubes in a zip lock bag (so it doesn't leak) or use a small cooler pack and set it on top of the clamshell over the mountain. See if the 'clouds' over the mountain start to rain as the water cools.

3. Share Water requirements:

Supplies:

- ☐ 2 cups per girl
- ☐ Empty gallon jug
- ☐ 3 coolers
- ☐ 3 separate stations within cooler (small amount of water, muddy water with sticks and debris, and cooler full of water)
- ☐ Item to be hung to resemble sibling

- Girls earn the third award as they create an even bigger ripple by sharing their efforts for water with others, educating and inspiring them to join in and asking them to commit to a water promise

- 1. Have the girls discuss why it's important to save water and how some people don't have it piped into their homes. They have to fetch and carry it themselves - and this is often done by girls their age, who then don't have time to go to school. When they say, yay, no school, remind them that they wouldn't learn to read and therefore couldn't read Harry Potter (or another favorite book).
- 2. Tell the girls that to fetch water, sometimes the girls must walk miles sometimes to get to the water. Sometimes they might even have to carry a younger brother or sister while getting the water too!
- 3. Divide the girls into teams of three and hand out two empty cups per girl and an empty gallon jug to each team.
- 4. Have an adult set up three stations using the coolers and/or bowls or pots and pans to represent various water stops. The first stop should have a very small amount of water. The second stop should have muddy water with a variety of sticks and debris in it. The last cooler should be filled with plenty of water.
- 5. Then using strips of cloth, tie a bundle to one girl in each group to represent the younger sibling to be carried while fetching water. Ask the girls if they want to name their "sibling."
- 6. Invite the teams to take their empty cups and empty water jug and stop at the various points looking for clean water.
- 7. Encourage the girls to use their imagination while they walk. You might say, "imagine the hot sun beating down your head and your little sister crying and fussing because the walk is too long."

- 8. At the first station, an adult could be standing there and asking the girls if that is enough water to bring back for a family of six people. The girls should be responding no and going on to the next station. Other questions include, "Why might the well be dry? What does this mean for your family who is thirsty?"
- 9. At the second station, an adult could be standing there and asking the girls if the muddy water is good enough to drink and should they use this water to fill their jug?
- 10. At the third station, the girls can use their cups one at a time to fill their jug. It is likely that the teams will pile up at this station so that the line to get clean water is very long. Tell the girls that it could take "hours" for the girls to fill their gallon jug.
- 11. Invite the girls to walk back holding one cup of water on her head and hold the other cup by her side. Remind the water carrier that every drop is precious, and she cannot spill or slosh along the way.
- 12. When all the girls have returned, ask them "what was the hardest thing about transporting your two cups of water? How did you feel at each station? Were you frustrated? Angry? Happy? If girls are in charge of getting water, what opportunities are they missing? School? other forms of learning? Play? If they miss school, what does that mean for their future?"
- 13. End the discussion with the following: "That's why it is so important for you to learn to protect the Earth's water - and advocate (tell) your school mates, your family and others around you why it's important to protect the Earth's water and not to waste it."

4. WOW requirements:

Supplies Needed:

- ☐ Poster board
- ☐ Markers
- ☐ Crayons
- ☐ Pencils
- ☐ Pens

- They earn the award by showing proof of their SHARE Water efforts, and by describing how their efforts relate to the Girl Scout Law and how they have had an impact as leaders.

TAP project

Make posters on how to save water and post at church.