



Cadette Journey

Breathe

- 9:00 am** **Opening Flag Ceremony**
9:15 am **Campers to Activity Site**
9:30 am **Journey Introduction (10 minutes)**

You might live 40 days without food and 3 days without water but you will only last about 8 minutes without air! Air is essential - to you and to the planet. You and air is really the story of you and your five senses. Breathe is a journey to "air it up" in every way imaginable, using all of your senses.

ASK the girls if they know all five of their senses before reviewing them (sight, sound, taste, touch and smell.)

ASK the Cadettes to go around the circle and say their name and answer any of these simple questions: Wherever you are sitting right now, take a breath. What do you smell? Is it good or bad? What would you like to smell? What's your favorite smell? How does it make you feel?

Aware Award Requirements:

1. Keep an Air Log throughout the journey. Record what you see, hear, feel and smell in the air.
2. Identify two experts who can guide you to greater air awareness (meteorologists, biologists, wind farm or aeronautical engineers, parasailing

instructors, physicians or other health specialists, fragrance specialists, yoga instructors).

3. Increase your awareness about the issues that impact Earth's air. Check out all of the air issues throughout Breathe.
4. Decide on the most important, personal reason you care about Earth's air. Write a statement that explains why this reason matters to you and why it should matter to others. Share your awareness statement with your sister Cadettes.

Alert Award Requirements:

1. With your Cadette team, choose an air issue to act on together. Learn as much as you can about it and write a statement that explains why it's important to educate and inspire others on this issue.
2. Decide whom to educate and inspire - this is your Air Care Team. What groups of people would be best to join with you? Principals and teachers? Parents? Your peers? Who can best assist you in moving forward.
3. Decide what you will ask your Air Care Team to do. What call to action will you deliver as you educate and inspire? How will your Air Care Team's efforts on this call to action improve your air issue?
4. Decide how to reach your Air Care Team to inspire them to act on your air issue. The medium and method are up to you.
5. Educate and inspire! Give your Air Care Team its call to action. Feel the rewards of influencing others in a lasting way.

Affirm Award Requirements:

1. Gather proof of progress or improvement through your efforts to educate and inspire. What is the Air Care Team doing to benefit the air?
2. Share the impact with your Air Care Team and may even go further. Contact a local media outlet or ask your library for display space.
3. Get with your Cadette team and reflect on your efforts and their impact. Take some time and talk it through. What will you do differently the next time you decide to act for Earth?
4. Affirm your commitment to strive to be an heir apparent of air and all Planet Earth's elements.

9:40 am

Blare in the Air (30 minutes) AWARE #3

Materials:

- "Above The Noise" challenge slips (see below)
- Jar/container for the slips
- Noise-making gadgets
- Recording of nature sounds
- Bandanas (each girl to bring her own)
- Commitment to Tune In cards (what are these?)

Steps:

1. Have girls gather in a circle around the noisemakers.
2. Introduce the Activity: *We're going to use our gadgets and noisemakers at the same time to send as much noise into the air as we can. On the count of three, everybody makes all the noise you can.*
3. Round 1 – have a girl be the “conductor” She will start the “orchestra” on the count of 3 and then, after a few minutes of noise, hold up her hand. Everyone is to become silent when she raises her hand. Ask the girls questions:
 - What does it feel like to make a lot of noise?
 - When is enough enough?
4. Round 2- tell the girls *“Ok, we are going to do it again, but we are going to add a little challenge to represent the challenges we often face – concentrating on getting something done and communicating amid all the noise and distractions. So, make all the noise you can, while you each take an “Above the Noise” challenge slip from the jar. We will continue making lots of noise and, one at a time, you will try to accomplish the challenge on your slip. Once everyone has had a turn we will stop all the noise and try sitting in silence for 5 minutes! Everybody ready?”*
5. Discuss noise and silence. Sample questions:
 - a. What's good about our noise making gadgets?
 - b. Do you like to stay plugged into your music even when you are around others?

- c. Do you put in your earbuds to signal you want to be left alone? What's it like when you're around others who are wearing earbud?
 - d. Can you think of times and examples when noise gets in the way of connecting with others? With enjoying things? With concentrating?
 - e. What was it like to sit in silence together?
 - f. Does 5 minutes of silence seem like a little or a lot?
 - g. Do any of you enjoy silence in other ways, such as yoga or meditation? What do you gain from it?
6. Imagining the Sounds of the Earth.
- a. Have the girls put their bandanas over their eyes. Instruct the girls to relax and listen to the sounds of the earth. After a few minutes, start a discussion about what the girls heard and what sounds of the earth they enjoy? How does listening to the earth make them feel?
7. Wrap up the activity: *Breathe is our space to become more aware of what we value and care deeply enough to act on, and then alert others to act too. At the same time, we'll enjoy creating a little space in our lives so that we are clear headed about who we are and what we value. So Breathe is about air for Earth and airtime for us!*
8. Give the girls the “**Commitment to Tune In**” cards

10:10am Place Particulate Catchers (10 minutes) AWARE #1

The girls will place pieces of tape face up on a window sill, countertop, and other indoor and outdoor places, and then check the tape at the end of the day. Say: *we've been using our senses to get our minds on air. Ask the girls if they have ever seen "stuff" in the air. Do you ever remember seeing soot or fine dirt accumulate outside? Have you seen acid rain leave a residue on leaves?*

Explain that "particulate matter" can be a fine dust from carbon-based fuels like coal and oil or larger particulates like soot. You might say: *it is one of the components of air pollution and now we're going to harvest some using a simple piece of tape.*

Ask the girls to break into 2-3 person teams to think of a few places where they might position their tape. You might say: *“Where could we safely attach some tape*

*face-up to grab particulates?” (the outside of window sills or a door frame would work or the back of outdoor furniture). Instruct each team to place a 6 inch strip of tape, sticky side up, on a few inside and outside spots. They should fix the tape at each end with smaller pieces sticky side down. Suggest: *let's try some spaces up high and some down low too. Then we can see if there's a difference in the air.**

When the pieces of tape are secured, say “Now remember the location of your tape so you can examine it later in the day to see what you collected.”

10:20am Snack & Air Log (20 minutes) AWARE #1

Materials:

- pen / notepads

Steps:

1. Explain to the girls that they need to find a spot outside, sit quietly and just “observe” the air. Notice the smells and sounds around them then write down in their “Air Log” what they hear, smell, and sense from the air.
 - a. “Go outside and test the air. Can you see it, sniff it, taste it? How does it feel? Fresh or stale? Sticky or dry? Smelly or clean? Hazy or clear? Breezy or still? Record what you observe.”
2. Have the girls do the same activity indoors and record their observations.

10:40am Scent Sense (20 minutes) AWARE #3

Materials:

- Paper
- Pens
- a variety of scent items - have girls bring something good smelling and something bad smelling
 - slices of citrus fruit / Peppermint candy / Cinnamon / Vanilla / Pinecones / Aromatic flowers (honeysuckle, roses, jasmine) / Herb (rosemary, cilantro, basil) / essential oils (lavender, tea tree, eucalyptus) / chili spices
- dixie cups to hold items

Steps:

1. Explain to the girls: *Earlier we did activities about our sense of sound and the noise around us. This time we're going to concentrate on our sense of smell by thinking about the scents that travel through the air and into us. Different smells can make us feel different ways - some are calming, some make us hungry, while others may agitate us.*
2. Invite the girls to rotate between stations, savoring each scent and jotting down a few words, phrases, or doodles on the paper to explain how the scent makes them feel.
3. After everyone has finished all the stations, gather the girls back together and share the collages created by their words and images. Then have a scent discussion:
 - What scent do you like best of all? Why? How did it make you feel?
 - Was there a scent you didn't like so much? Why?
 - Do you notice scents around you on a regular day? Why or why not? Are you distracted or busy? Is there too much else going on in the air?
 - What unpleasant smells get in your way some days? (Car exhaust, cleaning products, stinky clothes, cigarettes, garbage,...)
 - What if the air around us was more pure, more of the time? What would our lives be like if we smelled fresh air more often? Would we be more clear headed?

11:00 am Make Clean Air Fortune Teller Game (20 minutes)

Supplies Needed:

- pre-printed fortune teller cards
- colored pencils
- Scissors
- blank fortune tellers

Hand out the pre-printed fortune teller game and let the Cadettes color the blocks as they wish then quizzing their partners. When they are finished with that one, give them the opportunity to make their own with the blank fortune teller cards, decorate and again share with the other Cadettes.

11:20 am Air Awareness Experts (10 minutes) AWARE #2

As soon as we have registrations, see which moms can fill in as Air Awareness Experts for air related topics such as medical professionals, yoga instructors, baker, biologist, meteorologist, engineers, parasailing instructors, etc.

11:30 am Airy Science (30 minutes) AWARE #3

Materials:

- a small fan
- a few balloons
- straws or pencils
- pieces of string
- a see-through glass or pitcher
- paper towels
- a 6 to 8 inch glass that fits inside the pitcher
- a tub or bucket
- plastic cup

- Water
- index card or lid from cottage cheese container

Steps:

1. Say: *Today's science investigations will engage us in more air AWAREness. We'll be seeing some unique properties of air*
2. Proceed to perform 4 of the experiments - Air is Here, There, and Everywhere; LightWeight Champion; No Empty Space: Air Has Mass; The Amazing Pressure of Air - use instructions in Adult book - see attached

12:00 pm Lunch Break

1:00 pm Alert Project Ideas (20 minutes) ALERT #1

Supplies Needed:

- plants
- seeds
- plant info
- potting soil
- planters
- water
- paper towels
- empty water bottle
- sharpie markers

Steps:

1. Pass out handouts about plants and pollution. Review the information with the girls.

2. Ask the girls about their homes, schools, etc. Do they think having plants in those places could make a difference on the air quality?
3. Put dirt in an empty water bottle, put a few seeds in, water a little, and put the cap on.
4. Consider seeds for gerbera daisies, spider plants, chrysanthemums, peace lily
5. When the plants get too big for the bottle, cut off the top and transplant into a flower pot.
6. Let the girls decorate their bottles with sharpie markers.
7. Have girls clean up the area once they are finished

**1:20 pm Paper Airplanes - Design & Flight (20 minutes) AWARE
#4**

Supplies Needed:

- scrapbook paper
- pencils or pens

Steps:

1. Hand out scrapbook paper for making paper airplanes.
2. Ask the girls to think of their most important reason that they care about Earth's air - here are some suggestions for them to think about: noise pollution, smoking, idling cars or buses, smog/exhaust fumes, quantity and health of trees, evidence of wasted paper, garbage (and the smell it produces), fertilizers, pesticides or other chemicals, indoor air quality, mold. Have them write down their own statement on the back of their airplane that explains why this reason matters to them and why it should matter to others.
3. Allow the girls to make their best paper airplane and let them see who's airplane can fly the farthest.
4. When everyone has had a turn flying their airplane and seeing how far it will go, ask the girls to open their airplanes and share their reason for caring about the air around them.

1:40 pm Snack & Comparison of Food Items (10 minutes)

popcorn kernels vs. air popped popcorn
whipped vs regular cream cheese
regular vs. whipped yogurt
100 calories of raisins vs. grapes
cream puffs - yummy!

1:50 pm What's In The Air? (20 minutes)

Materials:

- notebook paper /
- pens /
- index cards /
- Harvesting Particles results form
- Magnifying glasses

Steps:

1. *We have spent the day exploring different aspects of Air, now we are going to check in on the pieces of tape we placed this morning.*
2. Harvest the particulates:
 - a. *Ask the girls to organize themselves back into their “particulate teams” and remember where they placed their pieces of tape.*
 - b. *Give each team an index card, a sheet of notebook paper, a pen, a results form, and a magnifying glass. Say: “when you find each piece of tape, turn it over and tape it down on the index card. You can see the particles you’ve collected with your eyes and you’ll see even more with the magnifying glass.”*
 - c. *Say: “When you measure and compare the particles, be sure to use a defined area. Place a hole in the notebook paper over the tape, then count the particles you can see with your eyes or magnifying glass. This will*

give you an idea of how much dust, soot, and other particulate pollution you might be breathing in.”

- d. Instruct each team to record the number of particles in that defined area for an indoor and outdoor piece of tape. Is there a difference between the two? Between different parts of the room? Different heights?

2:10 pm TAP Discussion & Planning (40 minutes)
ALERT/AFFIRM

Materials:

- Project Guide booklet (just take a couple pieces of paper, fold in half and staple to make booklet – can make a cover if you want- label it as a TAP project guide)
- Pens /pencils
- Large sheet of paper
- poster board
- markers

Steps:

1. Hand out a project guide booklet to each girl
2. Say, *now that we are more aware of air and why we care, we are going to choose a project that alerts others to care and to get involved too.*
3. Explain what an Air Care Team is. Have girls brainstorm who they could recruit as their ACT. Decide whom to educate and inspire - this is your Air Care Team. What groups of people would be best to join with you? Principals and teachers? Parents? Your peers? Who can best assist you in moving forward?
4. Review over some project ideas – have a girl write ideas on the paper hung on wall
 - a. no-idling zone at school

- b. getting green plants at school, the nursing home or their community
 - c. no butt-zones (anti-smoking)
 - d. permanent paper reduction efforts
 - e. noise pollution / quiet zones
 - f. cell phones and social media manners manual
5. Have girls brainstorm how to reach their ACT to inspire them.
 6. Have the girls use their booklets to start outlining their Alert project.
 7. Explain the Affirm award – what it means (see P1 of this outline)
 8. Have girls brainstorm ways to complete the Affirm. – jot ideas in booklet
 9. Point out to the girls that, with the information in their booklets, they have their project already forming – use it as a guide to complete their Journey.

2:50 pm Making a Pledge for the Planet (10 minutes)

Supplies Needed: Make a Pledge for the Planet with Cadettes!

1. Have the girls read through the pledge and discuss ways that they can implement this pledge in their everyday lives.
2. After the discussion is complete, ask the girls if they are willing to sign the pledge and take action with their new knowledge about the air we breathe!

3:00 pm Closing Flag Ceremony

Above the Noise: Team Challenges

Everyone, answer together: What is 8×9 ?	Shout your birthday (go one by one around the circle)
All together now: Recite the Alphabet	Spell out "noise" together
Do 10 jumping jacks, all together	Everyone, shout a word that rhymes with "air" – no repeats!
Take a deep breath and then exhale	Do a crazy dance move together
Send a wave around the circle	All together now: count backward from 15

Harvesting Particulates

Place the hole of your notebook paper over an area of particulates. Using your eyes, count the number of particulates you see. Next, use the magnifying glass and count the number of particulates you see. Write your results on the chart.

	High test strip	Low test strip
Indoor – eyes		
Indoor – Magnifying glass		
Outdoor – eyes		
Outdoor – Magnifying glass		