



**Forever Green How to Guide &  
Project Application Form**



## Girl Scouts Forever Green Community Action Plan “Getting a Green Team Growing”

Girls have told us: they care about the environment and want to do something about it! **According to surveys conducted by Girl Scouts of the USA and Girl Scouts of the Green and White Mountains (GSGWM), the environment is an incredibly important issue to Girl Scouts.** Your girls can become advocates for greener schools and community areas- how they choose to do it is up to them!

### **Here is how to get girls into action on environmental issues!**

The perfect way for girls to make a difference is through a Forever Green environmental community action project. Girl led Forever Green projects are designed and implemented by troops or individual girls with the help of their school and/or community to bring about lasting and sustainable change for the better!

Forever Green action projects are based on the Girl Scout Leadership Experience. At each grade level the Forever Green action project gives girls opportunities to **Discover** what environmental issues exist in their community and how they can make a difference by taking the lead and applying their leadership skills and environmental knowledge gained through use of resources such as the journey book, It’s Your Planet Love It! and input from environmental experts to visit and identify an action that needs to be taken at a selected site (s). Girls **Connect** to each other and the community by working as a team to create girl-led community action plans to address the concern (s) they decide to address and needs of projects. Girls will apply their advocacy skills learned from resources such as the journey book; It’s Your World Change It! to advocate for sustainable community support. This will require the support of Green Team Mentors who will coach the team to implement the project plan, measure impact and submit timely reports. Finally girls **Take Action** by planning and implementing a girl led action project that results in a long lasting change within their school and community.

Girl Scouts of the Green and White Mountains are excited to be one of thirty five Girl Scout councils throughout the country to have the opportunity to participate in this exciting and important program in its 2<sup>nd</sup> pilot year. According to surveys conducted by GSUSA the environment is an incredibly important issue to Girl Scouts. We are thrilled about this opportunity because we know that the Forever Green Community Action Project will bring about lasting, sustainable, girl-led change.

This booklet is a reference guide to help girls determine if they want to participate and what type of project to work on. It is critical for girls and supporting adult to advocate for environmental responsibility in schools and community areas based on the

girl or team of girls concerns and what they determine they are most passionate about impacting. There are a variety of environmental Focus Areas to choose from, including water use, energy efficiency, waste management, green spaces and air quality. For even more ideas, check out the resources section of the Community Action Project webpage at [www.girlscoutsgwm.org/Programs/forevergreen.html](http://www.girlscoutsgwm.org/Programs/forevergreen.html)

## **How does my girl/troop start a project?**

### **Discover**

1. Find out if your girls if they would like to participate in a Forever Green Action project.

- Start by learning more about environmental issues in one or more of these five areas of concern: Air Quality, Energy Conservation, Green Space, Waste Management and Water, in your school and community and how determine how your group can make an impact. Not an expert on environmental concerns? That's ok! There are plenty of resources available to help you show girls how to become the experts!

We encourage your girl or troop to go on the new leadership journey: It's Your Planet – Love it! There are a lot of great activities, ideas and information on many areas of environmental concern that framed for girls in a grade level appropriate way.

Here are the titles for each age level:

Daisy- Between Earth and Sky (Environmental Awareness)

Brownie – WOW! Wonders of Water (Water Quality and Conservation)

Junior – Get Moving (Energy Use)

Cadette – Breath – (Air Quality)

Senior – Sow What? (Land & food)

Ambassador – Justice (environmental justice)

### **Connect**

1. Have girls brainstorm on areas of concern that might be important at their school or other community location and write down take action project ideas around those areas of concern. Encourage girls to make a list of people in their school and community who could help with each project.

### **Action Project Guidelines:**

- Girls must choose a project that addresses an environmental issue at their school or community site that will result in a long-term positive change to the environment.
- Girls must have a letter of approval from their school's administration before beginning their project (A letter from the National Principals Association can be requested by contacting the GSGWM program manager to support of your request).

- *The proposed project must be registered by March 31, 2010 in order to be invited to the Green Team Rally and acknowledged at the Sister2Sister: Earth Day Festival on May 2, 2010.*
- *Projects must be completed by April 30, 2011 to be tallied for the 100<sup>th</sup> Anniversary Celebration Environmental Impact Report to be highlighted at a capstone event to be held around 3/12/2012. However, projects should be encouraged beyond the 100<sup>th</sup> anniversary project, as the plan is to sustain this project over the next 100 years!*

2. Pick one or two ideas.

3. Plan for your group or girl to meet with school officials, community leaders, or others who may be affected by the potential projects to see if it is acceptable and to ask for their help with the project. Contact your regional program coordinator who may be able to help you connect with community members or your school officials. You can download a letter and print a letter to give to your school principal that explains the importance of your Forever Green project at our website.

4. Once you have site approval to move forward with a project fill out the application on page 16 of this packet. **Submit the application along with your project timeline and letter of consent from school or community organization** to your regional program director, which will be in touch with you throughout the timeline of your action project to help your girl or group along the way.

## **Tips for a successful take action project:**

**Keep it Simple:** Don't select a project that will take time or resources your girl or group does not have, or cannot get? Look over the Focus Area charts, and choose a topic that the girl or group feels passionate about **and** that can be achieved by April 30<sup>th</sup>, 2011. (Take Action projects that become on going will not be subject to this deadline.)

**Make Connections:** The more people participating in this project, the greater chance for the project to be a success. Who are good people to include in the project? Obvious choices for connections might be a science class or an environmental club, but ask around for ideas on who else might want to help.

**For the Future:** Will your solution fix something for the future or is it only a one-time project this spring? Are there ways to make sure the solution lasts beyond your effort? Is this a project that can inspire all students and all ages at your school?

## **Take Action**

Time to put the plan into action! Once the Regional Program Manager approves your project you will be given a link that you will log on to and follow the instructions to register your Take Action project. Waste Management is helping Girl Scouts across the country, and the whole world to collect information on our projects.

## AIR QUALITY



What is something that you use every day but you never see and hardly ever think about?

### AIR!

Although you probably don't think about it, every second you are breathing in the air around you. According to the EPA, the average adult breathes over **3,000 gallons of air every day!** Children breathe even more air per pound of body weight daily. Air is an essential part of life, and it is important to make sure that the air you and others around you are breathing is clean and healthy.

Air pollution is a serious problem. The air we breathe every day is polluted in a variety of ways: everything from driving cars and buses to producing items in factories to dry cleaning clothes and painting houses. When the gases and particles accumulate in high concentrations, they become harmful to both our surrounding environment and us. People who are exposed to high levels of certain air pollutants can suffer from burning in their eyes, an irritated throat or breathing difficulties. Air pollution is a **leading cause** of asthma in both youth and adults. When there is long-term exposure to air pollution, people are at risk for cancer and long-term damage to the immune, neurological, reproductive and respiratory systems. In extreme cases, it can even cause death. Some air pollutants, like urban smog and toxic compounds, can remain in the air for long periods of time and are also carried hundreds of miles from where they originated. So the pollution from a Michigan auto factory can affect a child in California!




Air pollution doesn't just exist outdoors. In fact, according to the EPA, indoor air levels of many pollutants may be two to five times, and occasionally, more than 100 times higher than outdoor levels. Think about what this means, since most people spend a significant portion of their time indoors – some even as much as 90%! Household cleaners, pesticides, building materials and radon are all common sources of indoor air pollution.

#### WHAT DOES THIS MEAN TO ME?

As a student, you spend 6-7 hours every day breathing the air in your school. And according to the US General Accounting Office, there are close to 15,000 schools that have air that is unfit to breathe. Improving the air quality in and around your school improves your ability to breathe easy.

Although it is not likely that people are going to stop participating in activities like driving, building, painting and using air conditioners, there are things you can do to be a better steward of the air.

## AIR QUALITY PROJECT IDEAS

FOCUS AREA	Sub Area	PROJECT STEPS / POSSIBILITIES
<p>AIR QUALITY</p> 	<p>Indoor Air Quality</p> 	<ol style="list-style-type: none"> <li>1. Assess the items and conditions that contribute to poor air quality in the school (toxic art and cleaning supplies, poor ventilation, mold and mildew, interior paint, etc).</li> <li>2. Explore alternative options for improving air quality, and then educate the key people about these options.</li> <li>3. Put into action a plan to improve your school's indoor air quality by (choose one or <b>choose your own!</b>): <ul style="list-style-type: none"> <li>○ installing indoor plants</li> <li>○ improving ventilation</li> <li>○ reducing mold and mildew</li> <li>○ using "healthy" building materials</li> <li>○ making changes in supply purchasing.</li> </ul> </li> </ol>
	<p>Outdoor Air Quality</p> 	<ol style="list-style-type: none"> <li>1. Explore the state of the outdoor air quality around your schools. You could look into the types of transportation students, faculty and others use to get to your school, your campus smoking policies, how many trees producing oxygen exist on your school grounds or something else that affects your air.</li> <li>2. Create and begin to implement a plan for improving the outdoor air quality by (choose one or <b>choose your own!</b>): <ul style="list-style-type: none"> <li>○ relocating smoking areas away from foot traffic and building air intakes.</li> <li>○ reducing transportation emissions (see the transportation project ideas under Energy Conservation below) like bus idling, car pooling, etc.</li> <li>○ planting native shrubs and trees which absorb carbon dioxide and produce oxygen (see the planting project ideas under Green Spaces below).</li> </ul> </li> </ol>

## ENERGY USE



What do we spend more money on than cell phones, computers, cable, television, internet and all other types of media combined?

### ENERGY!

Energy plays a big part in our every day lives. Every time you flip a light switch, plug something in, heat something in the microwave and get on a school bus, you are experiencing the effects of energy. The basic definition of energy is the ability to do work. Energy comes in a variety of forms, including light, heat, electricity, sound and motion. Energy makes things happen. In other words, energy is a part of everything we do in life, and we need a lot of it!

There are two primary categories of energy that we talk about - non-renewable and renewable. **Non-renewable energy sources** include fossil fuels, like coal, natural gas and petroleum, nuclear energy, like uranium, and propane. The reason that these sources are called non-renewable is because they have a limited supply. They come from resources that do not reproduce in a short period of time. For example, petroleum – which fuels cars and buses, heats homes and schools, and makes products like medicines and plastics, was formed millions of years ago from the remains of sea plants and animals. We are using these sources at a much faster rate than they can replenish. According to the U.S. Geological Survey, we consume 27 billion barrels of oil a year, but the oil industry only discovers 3 billion barrels a year. That means only 1 barrel was replaced for every 9 that were used




#### WHAT DOES THIS MEAN TO ME?

Schools spend more money on energy than they spend collectively on textbooks and computers! Keeping the building lit, with comfortable temperatures - A/C & heat, and running water takes 60% of most schools' budget. Imagine what resources your school could provide if you reduced the energy costs!

There are **also renewable energy sources, which** include solar power (from the sun), wind turbines, hydro power (from water), geothermal (from the earth) and biomass (wood and municipal solid waste, ethanol, and biodiesel) energy. These energy sources are considered renewable because they are easily and constantly reproduced. The sun continues to shine, the wind continues to blow and the rivers continue to flow. The more we use these types of energy sources, the more we are conserving and protecting our environment and our future. However, we are still using non-renewable sources at a far larger rate. In 2007, only 7 percent of all energy used in the United States was from renewable sources, according to the Energy Information Administration.

Because we use energy so much, there is so much we can do to make big changes. It is up to you to use your energy to become energy efficient.

## ENERGY CONSERVATION PROJECT IDEAS

FOCUS AREA	Sub Area	PROJECT STEPS / POSSIBILITIES
<p style="text-align: center;">ENERGY</p> 	<p style="text-align: center;">Conservation-Buildings</p> 	<ol style="list-style-type: none"> <li>1. Explore how much energy is used on a regular basis (daily, monthly, annually) in your school. (You can do this by accessing utility bills or performing an energy audit – see the online resources).</li> <li>2. Create and put into action a plan to improve efficiency and save energy by (choose one or <b>choose your own!</b>): <ul style="list-style-type: none"> <li>○ holding a “turn off” campaign/contest where everyone pledges to turn off appliances/lights/etc when not in use</li> <li>○ installing appliances and programs that put equipment/lights to sleep when not in use</li> <li>○ advocating for installation of more efficient lighting equipment – e.g. change all incandescent bulbs to compact fluorescent bulbs</li> <li>○ advocating for budget for efficient HVAC system</li> <li>○ advocating for budget for solar panels or wind turbines</li> </ul> </li> </ol>
	<p style="text-align: center;">Conservation-Transportation</p> 	<ol style="list-style-type: none"> <li>1. Explore the transportation patterns of those at your school (what percent ride bus, drive themselves, carpool, bike, walk, metro, etc).</li> <li>2. Create and begin to implement a plan for conserving energy by changing transportation patterns by (choose one or <b>choose your own!</b>): <ul style="list-style-type: none"> <li>○ creating no-idling zones for buses and cars in carpool lines</li> <li>○ creating "walking school buses"</li> <li>○ installing adequate number of bike racks and advocating for safe bike paths</li> <li>○ developing a carpooling program to encourage families who live in similar geographic areas to carpool</li> <li>○ educating the county's school transportation managers and advocating for alternative fuels for the buses, such as biodiesel</li> <li>○ giving preferred parking spots to those who carpool or bike</li> </ul> </li> </ol>



## GREEN SPACE

What can reduce noise pollution, absorb pollutants, feed dozens and cool the surrounding air all at the same time?

**TREES!** If you haven't hugged a tree today, you might want to after learning about all the good things they do for the environment and us. Trees and other plants – often described as green spaces – don't just offer a beautiful natural place for humans to relax and a habitat for a variety of animals and other organisms. Trees also have the power to offset air pollution and basically act as giant filters to clean the air we breathe. For example, trees can remove carbon dioxide, a greenhouse gas, from the atmosphere. A single mature tree can absorb as much as 48 lbs of carbon dioxide each year. As few as 20 trees can offset the pollution from a car driven 60 miles per day. Trees also produce oxygen. The amount of oxygen produced by an acre of trees per year equals the amount consumed by 18 people annually.

The powers of green spaces don't stop there. Trees provide shade and help regulate temperatures throughout the year. In fact, shade trees can make buildings up to 20 degrees cooler in the summer. This is particularly important in urban/city areas, where the combination of buildings, asphalt and concrete absorb radiation from the sun and create a heat blanket, causing air temperatures to rise. All in all, trees can save money. The shade and wind buffering provided by trees reduces annual heating and cooling costs by \$2.1 billion. Each average-sized tree provides an estimated \$7 savings in annual overall environmental benefits.





### WHAT DOES THIS MEAN TO ME?

When environment-based education was integrated into academic programs, reading, math, science and social studies test scores were all improved, according to a study conducted in 2000 by the National Environmental Education & Training Foundation. Think about it. What provides a more supportive and relaxing, and therefore, productive environment: concrete or green spaces?

When there is a dense screen of bushes, shrubs and trees, green spaces can also help to reduce noise pollution, another issue of importance in urban areas. Trees can also help provide flood damage control by catching, storing, absorbing and slowly releasing excess water.

The environmental benefits are matched by the social benefits of green spaces. They provide a place to play, meditate, gather and rest. Green spaces also create a space for experiential-based education around environmental and natural issues – you have a tangible opportunity to connect to plants and organisms and the ecosystem that can often seem hidden, especially in an urban setting.

## GREEN SPACES PROJECT IDEAS

FOCUS AREA	Sub Area	PROJECT STEPS / POSSIBILITIES
<p>GREEN SPACES</p> 	<p>Create green spaces</p> 	<ol style="list-style-type: none"> <li>1. Explore existing green spaces at and around your school. For example, you could determine the number of square feet/acres of green space or other open (non-building and non-parking lot) areas.</li> <li>2. Create and put into action a plan to increase and/or preserve green space by (chooses one or <b>chooses your own!</b>): <ul style="list-style-type: none"> <li>o planting edible garden</li> <li>o installing wildlife habitats</li> <li>o installing playground and/or outdoor classrooms</li> </ul> </li> </ol> <p><i>There is potential for partnering with organizations that would provide funding or in-kind donations for some of these ideas. Contact GSCNC for more information.</i></p>
	<p>Improve green spaces</p> 	<ol style="list-style-type: none"> <li>1. Determine the quality and usability of the existing green spaces.</li> <li>2. Create and begin to implement a plan for improving and maintaining green space by (choose one or <b>choose your own!</b>): <ul style="list-style-type: none"> <li>o setting up a gardening schedule for weeding, pruning, etc</li> <li>o repairing landscaping equipment</li> <li>o correcting any drainage problems</li> </ul> </li> </ol>
	<p>Integrate green space into school activities</p> 	<ol style="list-style-type: none"> <li>1. Explore opportunities to incorporate green space usage into the school curriculum and after-school activities.</li> <li>2. Create and put into action a plan for integrating school activities and curricula to increase green space use by (choose one or <b>choose your own!</b>): <ul style="list-style-type: none"> <li>o creating outdoor classrooms</li> <li>o creating outdoor lunchrooms</li> <li>o offering experiential learning for environmental science</li> <li>o conducting field trips to parks, nature preserves, and other well known green spaces</li> </ul> </li> </ol>

## WASTE MANAGEMENT



Can you recite the 3 R's of waste management?

### Reduce, Reuse, Recycle!

Did you know that each year, we generate millions of tons of waste in our homes, schools and communities? Every year we fill enough garbage trucks to form a line that would stretch from the earth, halfway to the moon. Everything you throw away into a trash can has to go somewhere. Yet spaces for landfills and other containment areas are starting to fill up and flow over. There is only so much space and much more trash.

The sheer amount of trash is not the only danger. Sometimes trash materials can also be hazardous. According to the National Institute of Environmental Health Sciences, hazardous wastes are discarded materials with properties that make them potentially harmful to human health or the environment. Hazardous wastes can include things such as chemicals and heavy metals, as well as discarded household products like paint thinners, cleaning fluids, and old batteries. So it is even more important that we have enough safe spaces to discard these materials!



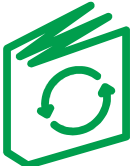


#### WHAT DOES THIS MEAN TO ME?

Each one of us throws away approximately **4.6 pounds** of waste per day! That means each week you throw away enough trash to equal more than 60 boxes of Thin Mints! Multiple that by how many kids and teachers you have in your school and that's a lot of Girl Scout cookies gone to waste! Can you think of ways to reduce, reuse and recycle your school's waste?

The best way to ensure that we have enough space is learning how to manage our waste. And this is where the 3 R's come in handy. We first need to **reduce** the amount of materials and trash we produce. This means being selective in what we use and in what we throw away. Maybe you don't need a separate sheet of paper every time you write your friend a note. Or maybe you should use a reusable container to bring your sandwich to school every day, instead of a new plastic bag. We also need to **reuse** the materials we already have. That means writing your friend a note on the back of an old homework assignment, or using an empty jelly jar as a vase or water glass. Lastly, if we've already reduced what we use and we can no longer reuse a material, we must **recycle** as much as possible. Recycling means that materials are sorted, collected and processed, and then manufactured, sold and bought as new products.

Although it is not an R, there is a fourth thing you can do with some waste! You can **compost**. Composting is where you take waste that is biodegradable, or that can decompose, such as leftover food and yard trimmings, and add a microorganism that allows it to turn into soil or dirt. So instead of adding the waste to a landfill, it becomes a substance we can use to grow more resources!

## WASTE MANAGEMENT PROJECT IDEAS

FOCUS AREA	Sub Area	PROJECT STEPS / POSSIBILITIES
<p style="text-align: center;">WASTE MANAGEMENT</p> 	<p style="text-align: center;">Reduce</p> 	<ol style="list-style-type: none"> <li>1. Explore the quantities and types of products and materials your school purchases and uses (this can include food containers, bathroom supplies, art supplies, office supplies and mail).</li> <li>2. Put into action a plan to reduce your school's waste consumption by (choose one or <b>choose your own!</b>):               <ul style="list-style-type: none"> <li>○ stopping delivery of junk mail</li> <li>○ stopping use of disposable containers in the lunchroom</li> <li>○ installing hand dryers to replace paper towels</li> </ul> </li> </ol>
	<p style="text-align: center;">Reuse</p> 	<ol style="list-style-type: none"> <li>1. Explore what types of materials and products are being thrown away in your schools (paper, food, books, art supplies, electronics, etc).</li> <li>2. Create and begin to implement a plan for to reuse things like (choose one or <b>choose your own!</b>):               <ul style="list-style-type: none"> <li>○ paper</li> <li>○ library books</li> <li>○ packaging</li> <li>○ electronics</li> <li>○ food (see sub area Compost below)</li> </ul> </li> </ol>
	<p style="text-align: center;">Recycle</p> 	<ol style="list-style-type: none"> <li>1. Explore what types of materials and products are being thrown away in your schools (paper, food, books, art supplies, electronics, etc).</li> <li>2. Create and begin to implement a plan to increase recycling of waste like (choose one or <b>choose your own!</b>):               <ul style="list-style-type: none"> <li>○ beverage containers such as aluminum or plastic</li> <li>○ newspaper/paper/cardboard</li> <li>○ electronics (computers, cell phones, etc)</li> <li>○ batteries/ink cartridges</li> </ul> </li> </ol>
	<p style="text-align: center;">Compost</p> 	<ol style="list-style-type: none"> <li>1. Explore what your cafeteria/kitchen/janitorial staff does with leftover/excess food from lunch and snacks.</li> <li>2. Create and begin to implement a plan to compost any and all organic waste produced in your classrooms, cafeterias and offices.</li> </ol>

# WATER



What do a fish, a tree and a human have in common?

## WATER!

Did you know that we are made up of mostly water? **Two-thirds** of your body is nothing but water! The reality is that we don't just use water, we are water. In fact, we are also surrounded by water - three quarters of the earth is covered by it. Sometimes it can seem like water is everywhere – in the sky, in our lakes, in our homes, and in our schools. We use it to help us grow, to keep us clean and to splash around in. Plants and animals all around us also depend on water for survival – for food, water and shelter. Water is an important resource that needs to be protected so we can continue to share it with each other and have it in our future.

Experts say that each person uses 150 gallons of water a day on average. This translates into roughly 55,000 gallons used per person every year. You use water

### WHAT DOES THIS MEAN TO ME?





Multiply the number of students in your class by the average yearly water use. For example, if you had 25 kids in your class,  $55,000 \times 25 = 1,375,000$  gallons. That means that each year, you and your classmates use enough water to fill more than two Olympic-sized pools! Are there ways you can cut down your water use? Or make sure the water you and those around you use is safe and clean?

when you flush the toilet, get a glass of water, rinse off your dishes, wash your hands, brush your teeth and take a shower. You trust that each time you turn on that faucet, all the clean healthy water that you need will come out.

The reality is that water is not endless. In fact, as more and more people populate the earth, water shortages have become a looming threat – and reality – for many areas in the United States, and the rest of the world. Despite this knowledge, we do not always use water wisely. We overuse it to carry away our waste. We put hazardous materials directly in the water or on the ground that it comes in contact with.

Not only is it important to conserve the amount of water we use, but we also need to protect the watershed that we live on. The Environmental Protection Agency defines a watershed as the area of land where all of the water that is under it or drains off of it goes into the same river, lake or other body of water. In other words, all of the chemicals, pesticides and trash that we leave or dump on the ground eventually wash into these major water sources; water sources where we get our drinking and tap water, and that nourish animals and plants. Some of the important watersheds in our region include the Anacostia Watershed, the Chesapeake Bay Watershed and the Potomac River Watershed.

## WATER PROJECT IDEAS


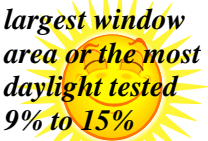


FOCUS AREA	Sub Area	PROJECT STEPS / POSSIBILITIES
<p style="text-align: center;">WATER</p> 	<p>Conserve water inside building</p> 	<ol style="list-style-type: none"> <li>1. Explore how much water is used on a regular basis (monthly, daily, annually) in your school. (Can do this by accessing building utility bills or performing a water fixture audit).</li> <li>2. Create and put into action plans to reduce your school's water consumption by (choose one or choose <b>your own!</b>): <ul style="list-style-type: none"> <li>○ holding a water reduction campaign/contest where students and teachers pledge to reduce their water use by a certain amount</li> <li>○ replacing toilets with more efficient mechanisms</li> <li>○ installing sensor faucets in sinks</li> </ul> </li> </ol>
	<p>Conserve outdoor water</p> 	<ol style="list-style-type: none"> <li>1. Explore how much outdoor water is used on a regular basis (monthly, daily, annually) in your school. (Can do this by accessing utility bills or performing an outdoor water audit).</li> <li>2. Create and begin to implement a plan to reduce outdoor water consumption by (choose one or <b>choose your own!</b>): <ul style="list-style-type: none"> <li>○ educating and petitioning the facilities staff about xeriscaping of schoolyards</li> <li>○ installing more efficient irrigation systems</li> <li>○ planting trees and native plants</li> </ul> <p><i>Planting trees and native plants provides an excellent partnering opportunity with other organizations that may provide these items at no cost.</i></p> </li> </ol>
	<p>Improve water quality</p> 	<ol style="list-style-type: none"> <li>1. Explore the water quality of a selected local water body - lake, stream, river, bay, etc. (Testing kits are available through World Water Monitoring Day). Determine what, if any, factors are negatively affecting the water quality (for example, silt from construction run-off, manufacturer's dumping into water body, waste water overflow, litter/trash, etc.). Or explore the quality of your indoor water in your schools, from sinks, drinking fountains, etc.</li> <li>2. Create and begin to implement a plan for improving water quality (primarily focusing on education and advocacy). Plan may include participating in a water body cleanup, if working with outdoor water quality.</li> </ol>

## OTHER OPPORTUNITIES



Although the five focus areas outlined above cover a wide range of environmental projects, there is still more room to create and implement other action projects around different environmental issues.

Below, we offer two such possibilities. If you are interested in these areas, please do more research on your own. If you have another completely different focus area and action project not covered in this booklet, we would love to hear it! In your application, make sure to include a description of the focus area, why it is important, and list out the action steps that you plan on taking.

FOCUS AREA	Sub Area	PROJECT STEPS / POSSIBILITIES
OTHER  	Daylighting – <i>Students in classrooms with largest window area or the most daylight tested 9% to 15% higher than those with the least window area</i> 	1. Determine day lighting conditions within your school. Things to note include deficiencies such as glare and no access to windows. 2. Create and put into action plans for increasing and/or implementing day lighting strategies such as (chooses one or choose <b>your own!</b> ): <ul style="list-style-type: none"> <li>○ increasing the natural light in classrooms</li> <li>○ installing mini-blinds</li> <li>○ installing diffusing skylights</li> <li>○ installing operable windows in replacement of fixed windows</li> </ul>
	CO2/Carbon Footprint  	1. Determine the carbon footprint of your school (see online resources for good audit information). 2. Create and begin to implement a plan for decreasing your school’s carbon footprint (choose one or choose your own!): <ul style="list-style-type: none"> <li>○ installing solar panels</li> <li>○ advocating for A/C to be turned up a few degrees and heating units to be turned down a few degrees</li> <li>○ creating a green roof</li> <li>○ turn off all lights/electricity at night</li> <li>○ having your school sign up to a green energy supplier, who will supply electricity from renewable sources</li> </ul>
	CREATE YOUR OWN! 	

## Girl Scouts Forever Green Community Action Project Action Project Application Form GSGWM

Submit to: Girl Scouts of the Green and White Mountains, PO Box 10832, Bedford, NH  
03110-0832 Attn: Girl Scouts Forever Green- Val Ricardi

**PLEASE TYPE OR PRINT NEATLY – BE SURE TO COMPLETE FULL FORM**

### *Green Team Information*

*Troop # (s)	Troop Level(s)	# of girls	# of adults
Adult Leadership, Name:		Telephone (day)	Telephone (evening)
Address		City	State    Zip
E-Mail			
Adult Leadership, Name:		Telephone (day)	Telephone (evening)
Address		City	State    Zip
E-Mail			
Adult Leadership, Name:		Telephone (day)	Telephone (evening)
Address		City	State    Zip
E-Mail			

*\* More than one troop can participate in a single project at a school*

### **PROJECT CORDINATOR (can be some one other than troop leader)**

Name	Telephone (day)	Telephone (evening)
Address		City    State    Zip
E-Mail		

### **COMMUNITY ACTION PROJECT APPLICATION – PROJECT OUTLINE**

**Title of Project:** \_\_\_\_\_

**Project Location:**

If working with a school your group will need to receive permission for any project held on school ground of that will involve the help of other students besides Girl Scouts. Please attach a letter approving the site and contact info.

School/Organization Name	Telephone Number	Fax Number	
Address	City	State	Zip
Principal/Director Name and e-mail address:			

**If the project is taking place in a community location other than a school please describe:**

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**Project Description:** Tell us about your idea. What do you want to change in your school or community? Why? How did you come to this conclusion? How will this effort promote a solution to an environmental issue in your school or community?

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**Challenges:** Are there any difficulties you think your group may face in executing this project? Please describe the challenges and your plans to overcome them.

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List all groups and individuals you plan to involve in the project and describe how they will participate:

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Please attach a short timeline describing what you are going to do each month of the project.

**\*\*Once you have turned in all of the require registration paperwork, you will receive instructions to register and put your project into action.**