50th Anniversary of the Wilderness Act Series
designed for
Girl Scout Cadettes, Seniors and Ambassadors

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Girl Scouts Heart of Central California

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Welcome to the 50th Anniversary of the Wilderness Act and our Wild 50 series for Girl Scout Cadettes, Seniors, and Ambassadors! After two years of development, Girl Scouts Heart of Central California has created a series that will let girls explore the importance, need, and the reasons why they should be concerned about wilderness preservation.

The documents included in this mailing include a five meeting series that will introduce girls to the concept and history of the Wilderness Act of 1964, give them an opportunity to talk to local, state and federal land managers, explore careers, complete a Journey award or two, share their passion and interest with others, and create a wilderness-focused Take Action project.

We hope that you will share this work with your membership and program departments and ensure that the older girls in your council have an opportunity to participate in this series.

For girls completing the series, they may purchase the Wild 50 patch available at: www.wilderness50th.org/toolbox

Thank you for your participation and if there are any questions please contact:

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Instructions for Go Wild50! series

Welcome to the Go Wild50! series for Girl Scout Cadettes, Seniors, and Ambassadors! We hope you have fun exploring and learning about the Wilderness Act and the importance of wilderness preservation.

Getting Started:

- Complete the five sessions.
- Take the time to earn a journey or a badge…or two!
- Create and implement a Take Action project based on a root cause in your community.
- We want to hear from you! Take the time to write up the results of your project, along with some photos, and send that to lisa.ronald@wilderness50th.org or lisa@wilderness.net
- When you complete the series and earn your patch, you may purchase it www.wilderness50th.org/toolbox

If you have any questions, please contact:

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Thank you for participating and HAVE FUN!
GSUSA

Wilderness Act 50th Anniversary Series

Wilderness
(Time Required – 60-90 Minutes)

Why is Wilderness so important?

Objectives: By the end of the session, the participants will be able to:

Define the term wilderness and describe why the Wilderness Act is important.

Materials Needed:
- Copies of the Wilderness Act of 1964
- Paper and pencils
- Whiteboard or paper with pens or markers

Location Needs:
- Internet accessibility to access information about Wilderness Act

Introduction: A wilderness, in contrast with those areas where man and his own works dominate the landscape, is hereby recognized as an area where the earth and community of life are untrammeled by man, where man himself is a visitor who does not remain.”

The Wilderness Act of 1964 (Pub.L. 88–577) was written by Howard Zahniser of The Wilderness Society. It created the legal definition of wilderness in the United States, and protected 9.1 million acres (36,000 km²) of federal land. The result of a long effort to protect federal wilderness and to create a formal mechanism for designating wilderness, the Wilderness Act was signed into law by President Lyndon B. Johnson on September 3, 1964 after over sixty drafts and eight years of work.

Within wilderness areas, the Wilderness Act strives to restrain human influences so that ecosystems [the Wilderness Act, however, makes no specific mention of ecosystems] can change over time in their own way, free, as much as possible, from human manipulation. In these areas, as the Wilderness Act puts it, “the earth and its community of life are untrammeled by man”—untrammeled meaning the forces of nature operate unrestrained and unaltered

Wikipedia, 2013

Wilderness has a very special place in our country. Just a few hundred years ago, people had a very different relationship with nature. People used nature to meet their basic needs – to feed, clothe, and shelter themselves. Many people felt that it was important to “tame” wilderness into something useable – they surveyed resources, figuring out how much lumber forests could provide, what places might be suitable for farming, and where minerals could be gathered. As our cities grew bigger, and as populations increased, there were fewer frontiers to explore. Soon, the first federal lands were set
aside, and this was a big deal – for the first time, instead of exploiting a place for its resources, land was being set aside in its natural state because its resources – the animals, plants, history, and beauty that was found there.

We now live in a time when many people live in cities. We don’t rely on nature to provide for us – if we want food, we go to the grocery store, and if we need clothing or shelter, we can find it already made. We have a very different relationship with nature – it’s a place where we can go to find peace and simplicity, and where we can escape the civilization that both helps and harnesses us. The Wilderness Act plays a special role in all of this.

Getting Started:
Discussion about wilderness:
- What does wilderness mean to you?
- What is a “resource”?
- Does a resource have to be something that you can touch?
- Is wilderness important? Why or why not?

Plan Ahead and Prepare:
Group activity:
- Make a list of the things in your life that are important to you and choose the one/s that you want to preserve. What will you do to preserve it? Make up a preservation plan. If you make an actionable plan, will that ensure that your precious item will be preserved? What will you do to assure its preservation? Now think about wilderness. What do you think you could do to preserve it for future generations? Brainstorm a list with other girls.
- Find out more about the **Wilderness Act of 1964**. Using the Magic Square to complete this activity, answer the following questions:
  o What is an act?
  o What is “wilderness”?
  o How is an act passed?
  o Who helped pass the Wilderness Act?
  o Who made this act a law?
  o Why did the authors write this act? (section 2)
  o What are the five characteristics that describe wilderness?
  o What may and may not be done in a wilderness area? Can you camp? Ride a bike? Use a motorboat?
  o What does it take to expand a designated wilderness?
  o Is land designated as wilderness managed the same way other federal land is?
  o Why was the decision made to manage land as wilderness (hint: read the introduction to the Wilderness Act)?
Learn more about the Wilderness Act by completing each sentence on this page. Pick an answer from the list below and write the word in each sentence blank. Then, write the number of the answer in the proper box in the magic square. When you add the numbers of each row across, you'll find the total is 34. When you add each column down, you'll find the total is also 34. It's magic! To solve the magic square, find some of the answers in the Wilderness Act of 1964.

A) __________________ made the Wilderness Act a law.
B) According to the Wilderness Act of 1964, "wilderness" is "an area where the earth and its community of life are untrammeled by [hu]man[s]," or in other words, wild and free from ________________.
C) The people who wrote the Wilderness Act thought that people would need natural areas because the United States was quickly becoming ________________.
D) A wilderness area offers people an opportunity to be alone and experience ________________.
E) The minimum size of a wilderness area is usually ________________ acres.
F) Using cars, motorcycles, all-terrain vehicles (ATVs), and ________________ is not allowed in a wilderness area.
G) Only Congress can enlarge a wilderness area unless the new land is a __________________.
H) Wilderness areas are not required to have rock art, ________________, or endemic species, but if they did, these would be valued as something that makes that particular wilderness special.
I) If a state park, national park, or other ________________ became a wilderness area, the original reason that it was set aside is just as important as the wilderness aspect of the land.

**Wilderness Act Magic Square Answers**
(use each answer once)

1) preserve
2) human control
3) developed
4) California
5) 5,000
6) undeveloped
7) tent
8) dinosaur bones
9) natural area
10) gift
11) motorboats
12) opportunities
13) solitude
14) future
15) wheelchairs
16) Congress

J) Bridges over streams, roads, and pit toilets aren't allowed in a wilderness area because they are structures that can be used by humans after the builder leaves the area, but a ________________ is allowed because the "builder" would take it with her.
K) ________________ is a characteristic of wilderness that describes the use of anything humans could use to increase our ability to occupy or modify the environment, like building a structure, driving a car, or landing an airplane.
M) The Wilderness Act has protected more than 109 million acres of lands in 750 wilderness areas in 44 of the 50 states and Puerto Rico, which is almost 5% of the land in the United States, or an area slightly larger than ________________.
N) Preserving land as wilderness is good for natural ecosystems, the people of today, and ________________ people.
Q) Mechanical transportation, such as bicycles, may not be used in a wilderness, but there are exceptions to this rule, so that people who use ________________ can enjoy wilderness, too.
P) Land designated as wilderness is taken care of differently than other federal lands (like national parks and national wildlife refuges) so we can ________________ its distinct character.
What's Next: How might you share the information you learned here about the Wilderness Act and the importance of wilderness with others? How about contacting your local legislator and tell her/him how important it is to preserve wilderness? You also could hold an event at your middle/high school and share with students what you have learned about the importance of wilderness and what they can do to help preserve wild spaces.

Journey Tie-Ins:
It’s Your Planet: Love It
It’s Your World: Change It
OBJECTIVES: By the end of the session, the participants will be able to:

Describe why wilderness is important for local and global communities and ecosystems, and for future generations

Materials Needed:
- Grade level badges, Trees, Sky, and Water
- Paper/markers

Location Needs:
- Internet access

Getting Started: Brainstorm with your group

- Do you know what acid rain is? What can you do to protect the air quality and prevent acid rain?*
- Now that we know that car emissions contribute to acid rain, how can you reduce your family’s car use? Keep track of the number of times a week your family uses a car and the distance of each trip. Can you figure out a way to combine some of these car trips or use other means of transportation that are less harmful to the environment? *
- How can you make preservation a habit? Create a list with your troop of all the things you could do at home, school or church to preserve air quality and reduce your carbon footprint. Ideas could include going to the farmers market for vegetables and fruit, only turn on the dishwasher when it’s completely full, hang clothes outside rather than use the dryer, etc. The sky’s the limit. Use your imagination and check in weekly with your family and troop and see how you are doing. *

*STUDIO 2B – Focus book – Parks Matter, 2004

Plan Ahead and Prepare:
- Research wilderness areas close to your community.
- If there federal or state wild lands close by, plan a visit to that region. Ask in advance to meet with rangers or interpretive rangers who work in that region and ask them about what made them work for their agency? What is their passion for the land and how to they share their passion with others? Ask them if there is a root cause to an issue concerning their region and explore the possibility of collaborating with them on a Take Action project.
See if there are other people, perhaps holding contrasting views to those of the park ranger, that you could interview and gather differing opinions.

**Time to Practice:**
- *Make a list of things in your life that are important to you and choose one that you want to preserve. What plan can you make to preserve it? Once you’ve drawn up your plan, make sure you follow through!*
- If you can preserve something personal that is important to you, think you could come up with a plan to preserve wilderness for future generations? What do you think might be important to preserve? How could you, as an individual, help to preserve wilderness? Could you help preserve an existing wilderness area? If so, how? What could you do at home to preserve our environment? What about recycling? What is your carbon footprint?

**What’s Next:**
- Create a survey to solicit opinions about wilderness preservation from classmates, friends, family members, perhaps local businesses who could be affected by wilderness designations.
- Using what you learned from the park ranger, complete the Justice: It’s Your Planet – Love It! Sage Award
- How will you share this data and who will you share the data with? Do you write a report to submit to land management agencies or local politicians? Perhaps publish in your school or community newspaper?
- How can the resulting data help you determine the root cause of an issue and turn that information into a Take Action project?

**Journey Tie-Ins:**
Justice: It’s Your Planet – Love It!

**Badge Tie-Ins:**
Girls Guide to Girl Scouting: Ambassador/Public Policy
Girls Guide to Girl Scouting: Senior/Behind the Ballot, Truth Seeker
Girls Guide to Girl Scouting: Cadette/Finding Common Ground
OBJECTIVES: By the end of the session, the participants will be able to:
- Create and share publicly, an artistic interpretation of wilderness using any chosen medium (description would include journaling, short story, essay, blog, storytelling, dance, photography, cartooning, music, video, visual arts, etc.)

Materials Needed: watercolor paints, drawing paper, drawing pencils, magazine, scissors, crayons, chalk, paint brushes, music, journey books, girls guide to girl scouting.

Location Needs:
- Internet
- Ability to visit a local park or wilderness area

Set-Up:
- For activities in this segment you may use any art medium you choose. Options include but are not limited to the following media:
- Visual arts: painting, drawing, cartooning, collage, graphics, sculpture, photography, videography
- Language arts: short story, essay, script writing, blog, poetry, write/present a speech
- Performing arts: music/song composition, dance choreography/performance, acting including video performance

Getting Started:
Explore art others have created that depicts or describes wild places. You may begin by researching art that portrays a national park or wilderness site you have visited, or one you would like to visit. Some ways to do this are by looking at art in a local museum, finding books of art in your library, or going online to look at art depicting wilderness. You may find inspiration in the paintings of Thomas Moran, the photography of Ansel Adams, or the writings of John Muir. Once you have found wilderness art that inspires you, talk with at least 2 people about how you feel about a selected piece of art and how well you think it captures the feeling of wilderness. Share something you learned about art and something you learned about wilderness by viewing the art you saw/read in your research.

Plan Ahead and Prepare:
- Visit a wild area to gain inspiration for your art project. If you do not have easy access to a designated wilderness area; visit a local park, vista point or other outdoor location.
• Decide what art medium you would like to use to create an artistic creation.
• Plan a way that you will share your work once it is created.
• To get you started thinking about this, here are just a few ideas: enter visual arts in a local art show, post an essay online, present a speech as part of a class project, or perform and teach a song at a Girl Scout or community event.

Creating Your Art:
While you work on the creation of your wilderness art piece, think about how important wilderness is to you and to others. Try to create a piece that will inspire others to value and care for the wilderness as you do. Use the artistic talents and skills you already have and also use this project as an opportunity to improve your skills in your chosen medium.

What's Next?
Share the wilderness art you have created. See Plan Ahead and Prepare section for ideas.

Journey Tie-Ins:
The Girl Scout Cadette MEdia Journey and the Girl Scout Ambassador BLISS Live It! Give It! Journey have many activities that can be completed in conjunction with this part of the Wilderness 50 patch.

Suggested activities from the MEdia How to Guide:
• Sample Session 1, all activities, pages 28-38
• Planning Field Trips, page 57
• Media Remake Project Ideas, page 64-65
• Media Remake Planner, pages 68-75
• Media Meets Message and Becoming Buzz Agents, page 82-83
• Media Remake: Planning the presentation, page 86
• Get Creative, page 95

Suggested activities from the BLISS How to Guide:
• Dream Maker Award, page 32
• Trips and Treks, page 33
• Curtain of Dreams, page 40-41
• Create a PSA, page 50
• Symbol of Bliss, page 52
• Vintage Map Pendants, page 76

Girl Scout Badge Tie-ins:
Using wilderness as your basis/theme, complete a Girl Scout badge that develops your skills as an artist. You will find you can easily use this wilderness patch work as part of earning badges. We suggest you look at these badges.
• Cadette: Comic Artist, Digital Movie Maker, Public Speaker, Screenwriter
• Senior: Collage, Website Designer, Troupe Performer, Novelist
• Ambassador: Photographer
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Wilderness Act 50th Anniversary Series

Wilderness – It’s a Job
(Time Required – TBD)

OBJECTIVES: By the end of this activity, the participants will:
- Discover career and volunteer opportunities related to wilderness and wilderness preservation.

Materials Needed:
- Journey Books:
  - Breathe Journey, Session 3, Girl edition – pgs. 11-13, Adult How-To- pgs. 49-57,
  - Sow What?, Sessions 7 and 8, Girl edition – pgs. 52-57. Adult How-To, pgs 82-87,

Location Needs:
- Internet access
- Paper/markers/pens

Getting Started:
Time to jump into a couple of journeys and do some exploring!

Breathe, Session 3 - When preparing for your field observation by asking experts about the air, also ask about what role they play in protecting the air. Do they get out in the field? Do they analyze the data? What does that tell them? Do they work in just cities or get out into the wild? What air and noise pollution might be found in the city vs wilderness?
Note: For ideas of who to ask, check out pages 28-29, 40-44, 46-47, 56-57, 58-61, 73, 78, 94-95, 96-97, 100-101
When working on your Take Action project- what are some other ways you can continue to help preserve our air?

Sow What?, Sessions 7 and 8 - Instead of just traditional roles like farmer, agricultural researcher, etc- think of jobs/careers that help keep food local AND help preserve the wilderness? What can the traditional roles do to help preserve the wildlife? Looking at the women noted in the book, what do they do to help keep the wilderness wild? How important is it to listen to both sides of every issue and determine what is the best for that particular environment? How can you learn about both sides of an issue? When working on ideas for your Take Action Project, what can we do every day to preserve the wilderness with our food choices?
Justice, Session 4, Beyond the Hype – Encourage the girls to investigate an issue with wilderness preservation (check in the internet, newspaper, magazines), and find as many facts about the topic as possible. Is the reporting objective? Are both sides represented? Do the facts seem truthful?

Justice, Session 4, Conflicted? Try Facts – encourage girls to get past the hype and analyze what they think might be a resolution for the issue. Discuss the difficulty or ease in getting to the facts.

Justice, Session 5, Whose Opinion Really Counts - Have the girls discuss wilderness issues like controlled burning, expanding urban areas, preserving wildlife, removing invasive species etc, and decide who the 6 parties discussing should be.

Justice, Session 7, Career Equations - Have the girls think of possible careers that deal with wilderness specifically, not just justice around the world. How would they get there? What would be an exciting part of this career? What would they be able to do in the world to help preserve the wilderness and promote justice?

Justice, Session 7, Who Cares - When planning on presenting your definition and equation for justice, what can you do to do help promote justice and the preservation of wilderness? After being inspired, where can you go to do more to help?

Plan Ahead and Prepare:
Meet with career experts: Develop a plan with your troop – what are the interests of the girls? Common interests? Who would you lie to approach and ask to meet with them? Create a list and see how long it is. Should you eliminate some of the possible meetings so there aren’t too many and it doesn’t get overwhelming? What do you hope to accomplish?
Once you have your list, using the internet, determine which offices or parks are closest to your area for a visit.

Before you go: Now that you have learned what wilderness is and its importance in our world, make a list of the questions for your career expert.

What’s Next:
How will you share what you have learned? Perhaps attending a service unit meeting, speaking with a group of students at your school, or write an article for the school newspaper about “non-traditional” careers.

Journey Tie-Ins:
Cadettes – Complete the Breathe journey and earn the LiA Award
Seniors – Complete the Sow What? Journey and earn the Harvest Award
Ambassadors - Complete the Justice journey and earn the Sage Award

Badge Tie-Ins:
Girls Guide to Girl Scouting: Cadette/Trailblazing
Girls Guide to Girl Scouting: Senior/Ambassador/Adventurer/Traveler
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Wilderness Act 50th Anniversary Series
Create and implement a wilderness focused take action project

Take Action Project

(Time Required – this depends on the project you choose)

Objectives: By the end of this activity, the participants will:

Organize, process, and share the information obtained while completing the other Wilderness Series activities in this packet.

Either individually or in a group, select, plan, and implement a Wilderness Act Take Action Project for their community.

Materials Needed: Depending on the project, materials may include: posters and/or flyers to promote the project, materials to complete the project, and depending on the size and complexity may also require supplying food or sacks for the participants. This list will need to wait until a project is selected.

Location Needs: While still addressing the needs and concerns of our nation’s wilderness areas, your project does not necessarily need to occur in a wilderness area. Keep an open mind. Use your creativity and imagination.

Getting Started: Let’s start from the beginning. Review the information you already have obtained about the 1964 Wilderness Act and answer the following questions:

1. How does the 1964 Wilderness Act define wilderness?
2. Are there “Wilderness Areas” that people in my community can easily visit?
3. If not, what planning must occur to visit a designated Wilderness Area?
4. Who can I contact for specific information about our area’s/region’s Wilderness Areas? (Get names, titles, phone numbers, and try to have at least 2 contacts.)
5. Make a connection. Contact these people. Let them know your desire to get involved. Find out how you can help. Do they have unmet needs? Is there a root cause of an issue that you can explore? Do they want more visitors? Maybe they need somebody to share their story. Ask questions and take lots of notes.
6. No “Wilderness” near your home, that’s OK. Think: Can I organize a fantastic project that introduces “Wilderness” to my community? Can I make my own temporary wilderness area in a local park, school yard, or fairgrounds? Is there an issue in my community where I can explore a root cause and create a project?
7. Regarding activities, what do I like to do? Do I like to get physical, dirty, climb a mountain, cross a creek? Do I like to work with large groups or smaller groups? Do I enjoy talking to people? Teaching skills?
**Time to Brainstorm:** You have permission to get crazy. Brainstorming should be a free flowing, uninterrupted, non-judged storm of ideas best done as a group. Don’t dismiss anyone’s contribution. Some of your craziest ideas could end up evolving into a spectacular project once a few details are managed.

Get a large sheet of paper, white board with markers, or notepad. Elect a secretary to record your answers. Go for it! Ask your group to blurt out ideas for projects that:

- Relate to the **Wilderness Act**
- Require Action
- Meet a need

Did we mention get crazy? No holding back. No judging. No matter how crazy it sounds, if someone says it, write it down! Also, don’t get hung up on details. If someone says visit a location that is 1,000 miles away, don’t start a conversation about buses or airplanes....just write it down! Details come later.

**Time to Filter:** How do your brainstorming ideas relate to questions 5, 6 and 7 in the **Getting Started** section above?

- Is it wilderness related?
- Is there a need?
- Is there a root cause for a project?
- Is it something you would like to do?

Circle all ideas that meet these criteria. You may need to spend a little time translating some of your brainstorm answers. One answer might be “Ducks,” but what was meant was to build duck boxes for the migrating ducks that use your local wilderness area.

**Other Consideration:**
Do these project ideas meet GSUSA Safety Activity Checkpoints? Your leader or someone from your Service Unit will be able to help you with this.

Once you have narrowed your selection down to a few potential project options make sure you also consider such issues as: costs and funding sources, time of year (weather), then take a vote. Pick your project and Go For It!

**Next:** Develop a binder to keep and organize your material. Include in this binder:

- Project Calendar (Start with the potential date of your project and then work backwards. List all elements and how far in advance they should be resolved.)
- Contact List (Your committee and anyone in the community that’s willing to help.)
- Make a budget (Will you need to solicit donations/materials? Do you need to plan some money earning activities?)
- Make a materials list (Hard to ask for donations unless you know what you need!)
- Make a resource list (Who can help you? Donate materials?)
- Make an assignment list sharing the work among your team and letting everyone have the opportunity to enjoy being part of this **Take Action Project**

**Last:** Please tell us how it goes. After completion send a write up summary and a few photos to: lizwilliams1007@gmail.com or liz.williams@girlscoutshcc.org. You can also write 2-3 sentences about your project, gather several photos, and email it to the Wilderness 50 committee at lisa@wilderness.net.