



Gold Award Girl Scouts Change the World

Gold Award Girl Scouts are change-makers. They have changed the world, changed their lives, and earned the most prestigious award in Girl Scouting.

To earn the Gold Award, a Girl Scout identifies an issue in their community, drafts a plan to address a root cause, and leads a team of volunteers to implement it. When the project is complete, the Gold Award Girl Scout and their team have made a sustainable impact on the world that continues to last beyond their involvement.

It's a huge accomplishment that also impacts the Gold Award Girl Scout as a person. How they see the world—and how the world sees them—is forever changed. It's also a credential that will be with them for the rest of their life; having the Girl Scout Gold Award on a high school transcript or resumé can make a Girl Scout stand out when it comes to college admissions, scholarship applications, internships, and job interviews.

2024 Gold Award Girl Scouts

Nikayla Centra – “Kaiser High School’s Guide to Teenage Wellness”

Beatrice Haak- - “Kalani High School Blood Drive”

Mari Haga – “Female Representation in STEM through storytelling”

Allison Iida – “Ocean Acidification: The rise of more acidic oceans”

Taylor Ogata – “Hawaii bookshare”

Lina Clair Reyes – “Go Mobile, Grow Mobile”

Karina Roessig – “Educating Catholic Military Youth About Saint Damien of Molokai”

Tien Saiki – “Hanai a Honu”

Kaielle Sano – “Helping Houses”

Abbey Tyler - “Positivity Through Playgrounds”

Valerie Yim – “Friendship on a Bench”



Nikayla Centra Troop 108 Kaiser High School
Kaiser High School's Guide to Teenage Wellness

I am excited to report that my Gold Award addressed the issue of the stigma surrounding mental health. The root cause of my issue is the stigma associated with mental illnesses. As soon as people start thinking of mental illnesses as physical illnesses, more will feel comfortable seeking help and treatment. The brain is an organ just like the heart, lungs, and skin, and should be treated with the same care.

I addressed the root cause by creating a comprehensive curriculum for Kaiser High School on mental health awareness. This included informative lessons, reference material, and links to relevant resources.

My first Gold Award Project goal was to create a curriculum that provided high school and college age students with easily accessible mental health resources and have the curriculum taught in an engaging and captivating manner. Instead of having an instructor discuss the lessons, I created a self-directed program to reach more people.

My second Gold Award Project goal was to inspire high school and college age students to remove the negative stigma associated with mental health by creating a safe environment for it to be discussed without judgment. I did this by surveying my target audience.

My third Gold Award Project goal was to implement my curriculum by introducing relevant and interesting topics within a unit structure that high school and college age students experience on a daily basis regarding mental health and wellbeing. I used google forms instead of Kahoot because I found it was more efficient for the self-directed program.

My fourth Gold Award Project goal was to give high school and college age students the knowledge to recognize mental health and well-being issues within themselves, and be able to assist others around them and in their communities. I did this by surveying my target audience.

I reached my first goal of creating a curriculum that provides high school and college age students with easily accessible mental health resources and have the curriculum taught in a captivating manner. I did this by creating engaging and informative lessons that reached my target audience.

I reached my second goal of wanting to inspire high school and college age students to remove the negative stigma associated with mental health by creating a safe environment for it to be discussed without judgment. The result was that I found the students were more willing to have a conversation about mental health after each lesson and felt comfortable in doing so.

I reached my third goal of implementing my curriculum by introducing relevant and interesting topics within a unit structure that high school students experience on a daily basis regarding mental health and well-being. I found that the interaction with my lessons were extremely positive and they liked the idea of it being self-directed.

I reached my fourth goal of giving high school and college age students the knowledge to recognize mental health and well-being issues within themselves and be able to assist others around them and in their communities. I found that my lessons were extremely effective because the post lesson surveys showed that the students gained knowledge when compared to the pre-lesson surveys.

The first skill my audience gained was the ability to recognize the facts needed to make informed decisions about their mental health and wellness.

The second skill my target audience gained was the tools necessary to manage their mental and physical health.

The third skill my target audience gained was the ability to identify the truth about mental health conditions in order to reduce the stigma surrounding them.

The fourth skill my target audience gained was the ability to utilize the resources necessary in order to seek treatment.

I know my audience gained the facts needed to make informed decisions about their mental health and wellness because I compared the pre and post surveys which revealed a greater understanding of the lesson topics.

I know my audience gained the tools necessary to better manage their mental and physical health because I structured my lessons in a way to be able to determine whether or not they gained knowledge in my post-survey. I intentionally created the lessons so that in order to answer the questions correctly, they had to complete the lesson.

I know my audience learned the truth about mental health conditions in order to reduce the stigma surrounding it because in the pre and post lesson surveys, a question that was asked was what the condition meant to them. Their responses showed a gained knowledge of the topic. I know my audience gained the resources needed in order to seek treatment because I provided resources in each lesson so they can refer back to them at any time in the future. Throughout these lessons, I observed and overheard discussions about the several resources I included.

My Gold Award will be sustained beyond my involvement because it is a self-directed program. It does not rely on any other party to complete the lesson and gain the knowledge. I created this program in a way where any organization including schools, Girl Scout troops, etc, are able to share the Program and reach more people than I initially thought. It's simply a matter of sharing a link in order for someone to gain access to all of the knowledge!

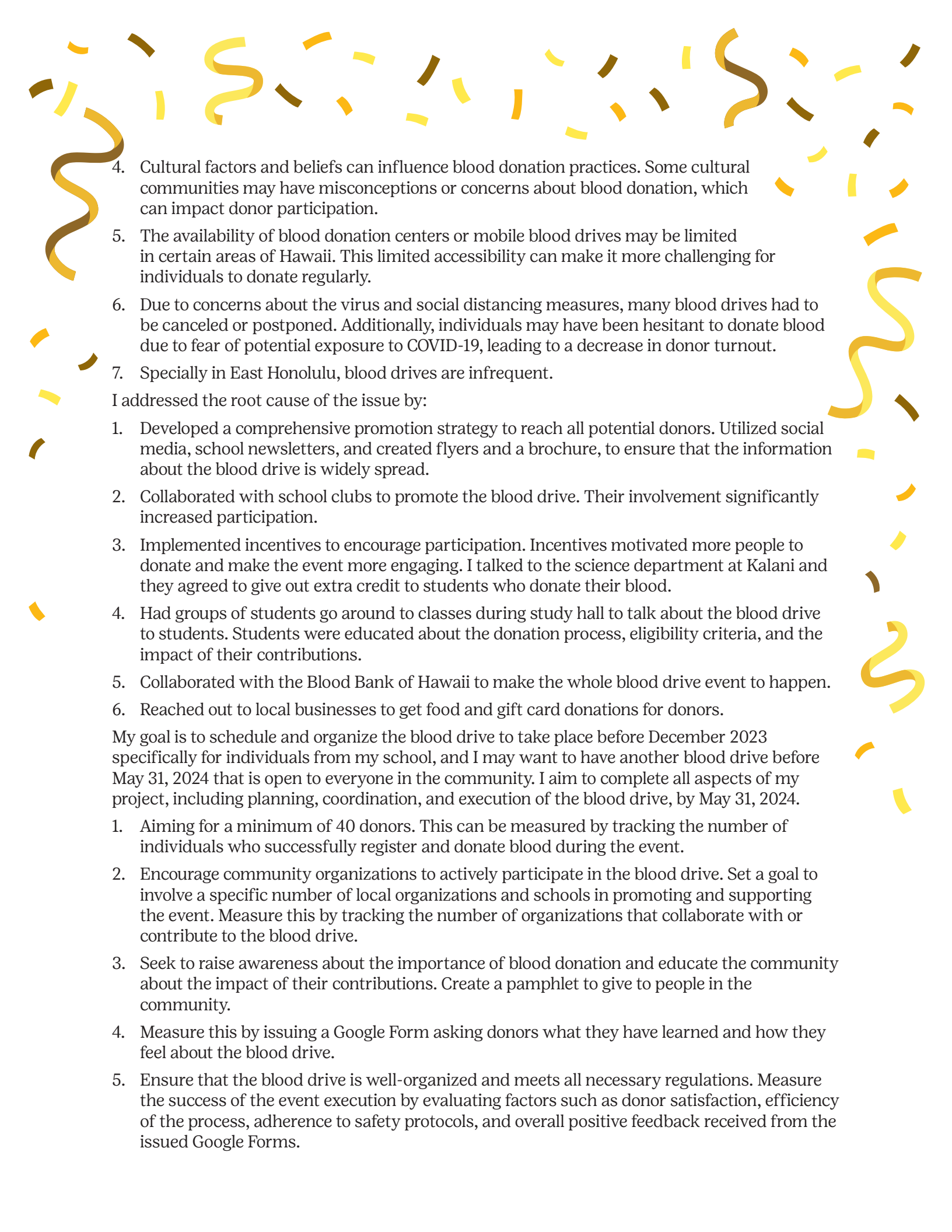


Beatrice Haak Troop 675 Kalani High School
Kalani High School Blood Drive

The scarcity of blood supply in Hawaii. Beyond just raising awareness and promoting blood drives, my initiative aims to actively engage younger generations in the process of blood donation. By fostering a culture of donation among younger generations, we can significantly contribute to alleviating the pressing issue of insufficient blood availability in Hawaii.

Hawaii's population size is relatively small compared to other states, resulting in a smaller pool of potential blood donors. This limited donor base can lead to challenges in meeting the demand for blood.

1. Hawaii's geographic isolation makes it more difficult to import blood from other regions. The state's distance from the mainland and the logistical challenges of transportation can impact the availability of blood supply.
2. Hawaii attracts a significant number of tourists and has a transient population, leading to fluctuations in the local donor base. Visitors and temporary residents are often ineligible to donate blood due to specific eligibility criteria.
3. There may be a lack of awareness among the general public about the importance of blood donation and its impact on the local community. Insufficient education about the need for regular donations and the eligibility requirements may contribute to a lower donor turnout.

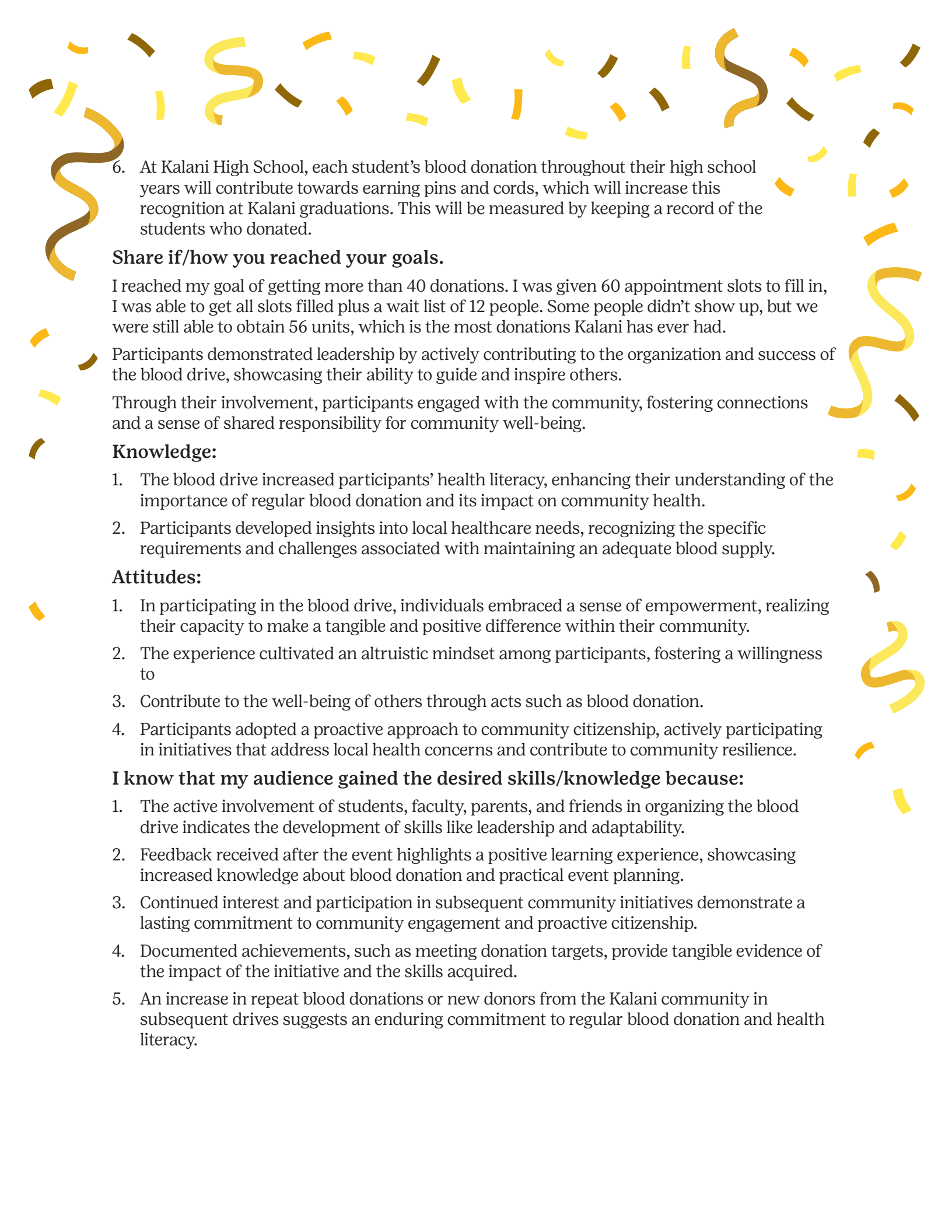
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4. Cultural factors and beliefs can influence blood donation practices. Some cultural communities may have misconceptions or concerns about blood donation, which can impact donor participation.
 5. The availability of blood donation centers or mobile blood drives may be limited in certain areas of Hawaii. This limited accessibility can make it more challenging for individuals to donate regularly.
 6. Due to concerns about the virus and social distancing measures, many blood drives had to be canceled or postponed. Additionally, individuals may have been hesitant to donate blood due to fear of potential exposure to COVID-19, leading to a decrease in donor turnout.
 7. Specially in East Honolulu, blood drives are infrequent.

I addressed the root cause of the issue by:

1. Developed a comprehensive promotion strategy to reach all potential donors. Utilized social media, school newsletters, and created flyers and a brochure, to ensure that the information about the blood drive is widely spread.
2. Collaborated with school clubs to promote the blood drive. Their involvement significantly increased participation.
3. Implemented incentives to encourage participation. Incentives motivated more people to donate and make the event more engaging. I talked to the science department at Kalani and they agreed to give out extra credit to students who donate their blood.
4. Had groups of students go around to classes during study hall to talk about the blood drive to students. Students were educated about the donation process, eligibility criteria, and the impact of their contributions.
5. Collaborated with the Blood Bank of Hawaii to make the whole blood drive event to happen.
6. Reached out to local businesses to get food and gift card donations for donors.

My goal is to schedule and organize the blood drive to take place before December 2023 specifically for individuals from my school, and I may want to have another blood drive before May 31, 2024 that is open to everyone in the community. I aim to complete all aspects of my project, including planning, coordination, and execution of the blood drive, by May 31, 2024.

1. Aiming for a minimum of 40 donors. This can be measured by tracking the number of individuals who successfully register and donate blood during the event.
2. Encourage community organizations to actively participate in the blood drive. Set a goal to involve a specific number of local organizations and schools in promoting and supporting the event. Measure this by tracking the number of organizations that collaborate with or contribute to the blood drive.
3. Seek to raise awareness about the importance of blood donation and educate the community about the impact of their contributions. Create a pamphlet to give to people in the community.
4. Measure this by issuing a Google Form asking donors what they have learned and how they feel about the blood drive.
5. Ensure that the blood drive is well-organized and meets all necessary regulations. Measure the success of the event execution by evaluating factors such as donor satisfaction, efficiency of the process, adherence to safety protocols, and overall positive feedback received from the issued Google Forms.

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6. At Kalani High School, each student's blood donation throughout their high school years will contribute towards earning pins and cords, which will increase this recognition at Kalani graduations. This will be measured by keeping a record of the students who donated.

Share if/how you reached your goals.

I reached my goal of getting more than 40 donations. I was given 60 appointment slots to fill in, I was able to get all slots filled plus a wait list of 12 people. Some people didn't show up, but we were still able to obtain 56 units, which is the most donations Kalani has ever had.

Participants demonstrated leadership by actively contributing to the organization and success of the blood drive, showcasing their ability to guide and inspire others.

Through their involvement, participants engaged with the community, fostering connections and a sense of shared responsibility for community well-being.

Knowledge:

1. The blood drive increased participants' health literacy, enhancing their understanding of the importance of regular blood donation and its impact on community health.
2. Participants developed insights into local healthcare needs, recognizing the specific requirements and challenges associated with maintaining an adequate blood supply.

Attitudes:

1. In participating in the blood drive, individuals embraced a sense of empowerment, realizing their capacity to make a tangible and positive difference within their community.
2. The experience cultivated an altruistic mindset among participants, fostering a willingness to
3. Contribute to the well-being of others through acts such as blood donation.
4. Participants adopted a proactive approach to community citizenship, actively participating in initiatives that address local health concerns and contribute to community resilience.

I know that my audience gained the desired skills/knowledge because:

1. The active involvement of students, faculty, parents, and friends in organizing the blood drive indicates the development of skills like leadership and adaptability.
2. Feedback received after the event highlights a positive learning experience, showcasing increased knowledge about blood donation and practical event planning.
3. Continued interest and participation in subsequent community initiatives demonstrate a lasting commitment to community engagement and proactive citizenship.
4. Documented achievements, such as meeting donation targets, provide tangible evidence of the impact of the initiative and the skills acquired.
5. An increase in repeat blood donations or new donors from the Kalani community in subsequent drives suggests an enduring commitment to regular blood donation and health literacy.

The Kalani HOSA (Health Occupations Students of America) will play a crucial role in coordinating future blood drives, ensuring the continuity of the initiative. Their commitment to the cause provides ongoing support and organizational structure.

1. My advisor will continue to coordinate blood drives, offering expertise and guidance. This continuity ensures a seamless transition and maintains the momentum of the initiative.
2. With one more year at Kalani, I am committed to coordinating at least one more blood drive before graduating. This personal dedication adds a layer of assurance that the initiative will be sustained and that its impact will endure beyond my initial involvement.



Mari Haga Troop 313 Iolani School
Female Representation in STEM through storytelling

There is a true gender inequity when it comes to female representation in Science, Technology,

Engineering, and Mathematics. It has been labeled the “STEM Gap.” “Girls and women are systematically tracked away from science and math throughout their education, limiting their access, preparation and opportunities to go into these fields as adults”

I want to help make it commonplace for girls to pursue an interest in STEM at a young age. I want to introduce a sense of belonging and engagement through a reading program that will highlight women in STEM. I want to open doors by creating interest in STEM so they can thrive and follow whatever path they choose in life and profession. The gender gap in STEM fields. Women only make up 34% of the STEM workforce, being consistently outnumbered drastically by the time they enter college.

Although there is a representation of women in lower-paying healthcare positions, there are significantly more men in the highest-paying jobs in the engineering and computer science fields.

One of the main reasons’ women are underrepresented, is due to the lack of confidence that girls experience from a young age. A study published by the National Council of Teachers of Mathematics explained how girls aren’t confident in math by third grade, whereas boys are more likely to say they are strong in math by the time they are in second grade. The confidence gap and lack of representation between the two different sexes is what my gold award will focus on.

Introducing children to STEM through reading at an early age from kindergarten- fifth grade. I organized STEM reading days at a local public school as well as my school’s lower grades. Working with the Storytellers Club at ‘Iolani School, we read stories represented by female leads in the subjects of computer science, biology, chemistry, math, and engineering. To go along with each story, we created activities that engaged students and helped spark conversations about the book they just read. We asked pointed questions and hyped up the female lead aspect of each book. At the end of the class period, we analyzed if we were able to create excitement, talk about subjects that were new, and whether or not we piqued their interest in the various STEM subjects. By also making the stories that were read available for them at their school library, students will be able to freely look through the stories at their own pace and interest.

Our analysis at the end of the activities showed that we were in fact often introducing these STEM subjects for the first time for some of the students. We were happily surprised that the children were enthusiastic about participating and learning more. Many heard of STEM but were not able to identify the opportunities in STEM in relation to their future. There were some children who were familiar with some of the STEM terminology and were excited to be

the 'expert' in their class who could further explore these topics with their peers. The teachers were delighted that these activities were focused on STEM as well to supplement all that they do to lead this generation in obtaining the skills they will need to enter today's ever-changing workforce and contribute to our society.

The skills attitude and knowledge gained was to empower children, girls specifically, but children overall to become interested in all things STEM. We wanted to plant the seed and showcase women's success in STEM related fields and instill confidence that this path is open to all. It is our hope that their interests today may spark a lifelong love of learning that leads them to their future profession in a STEM related field or at least sparks an interest to continue to explore STEM in their day to day activities.

Each group was surveyed, tested, and interaction observed between the children after the reading and during the activities. We were able to judge whether the class:

1. Showed interest in the STEM subject. Had prior knowledge of STEM. Were excited to perform the activities to further instill the information shared in the reading and make a connection on how it could affect their future careers.
2. Displayed increased confidence in discussing STEM and how it was displayed in the book and where they feel they could become a part of the narrative of future STEM leaders.
3. Following the activity, each pair of storytellers asked the class a series of questions for the kids to answer by raising their hands. An example of the questions was "Who feels they have learned more about *the given topic*?" and "Who, now, would like to learn more about *the given topic*?".

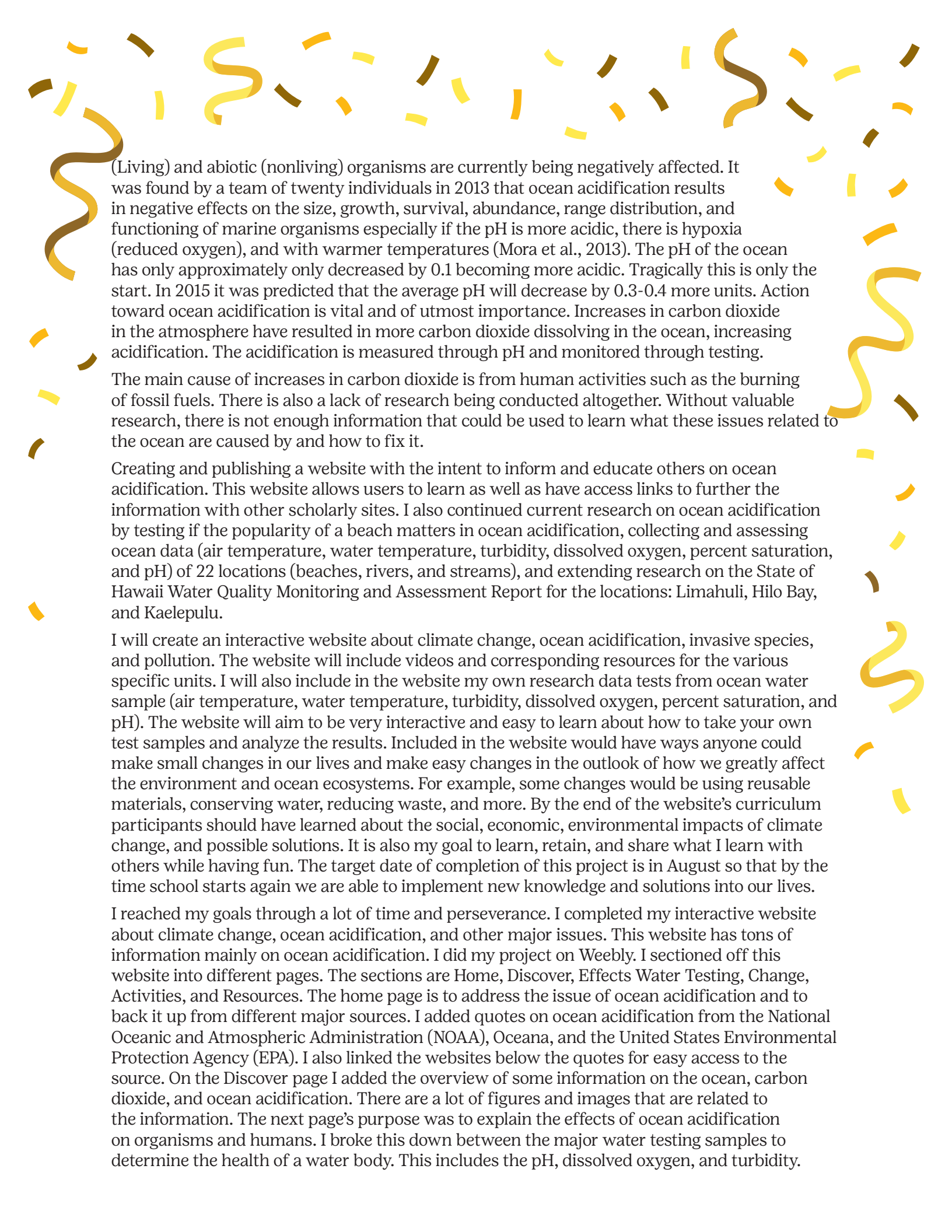
Through our analysis, the numbers showed that there was an increase in knowledge and interest; on average, 48.21% of the class was familiar with the STEM topic prior to the storytelling. However, an average over 70% of students in each class, felt interested in the STEM topic and showed that they would be interested in learning more about it after the classroom session. Even better, an average of 80% of girls per class felt they had learned more about the topic and were interested in learning more.

We were able to donate several copies of the books that we read to the school libraries so that the children will be able to use these to further educate themselves and others. We will continue to have reading days focused on female-led STEM-based books and activities as I have laid the foundation for this in our Storyteller's Club at school. The club is able to use the stories introduced this year and incorporate them into their story list and build it up for upcoming years.



Allison Iida Troop 333 Mililani High School
Ocean Acidification: The rise of more acidic oceans

Water is so precious. Without water, we will die in three days. However, only three percent of the Earth's water is drinkable. Earth's water is vital and needs to be protected for a sustainable future. In recent studies, increases in carbon dioxide have been continuously causing the ocean to become more acidic. Not only does ocean acidification eat away at safe pH levels, increases in carbon dioxide directly impacts the ocean and human health. There are decreases in dissolved oxygen that provide vital oxygen for marine organisms, increases in turbidity negatively causing bad clarity of water areas, pollution, and much more. While I was doing my research, I found that there are few academic studies on the effects of ocean acidification. However, what remained clear throughout all the studies was that almost all biotic



(Living) and abiotic (nonliving) organisms are currently being negatively affected. It was found by a team of twenty individuals in 2013 that ocean acidification results in negative effects on the size, growth, survival, abundance, range distribution, and functioning of marine organisms especially if the pH is more acidic, there is hypoxia (reduced oxygen), and with warmer temperatures (Mora et al., 2013). The pH of the ocean has only approximately only decreased by 0.1 becoming more acidic. Tragically this is only the start. In 2015 it was predicted that the average pH will decrease by 0.3-0.4 more units. Action toward ocean acidification is vital and of utmost importance. Increases in carbon dioxide in the atmosphere have resulted in more carbon dioxide dissolving in the ocean, increasing acidification. The acidification is measured through pH and monitored through testing.

The main cause of increases in carbon dioxide is from human activities such as the burning of fossil fuels. There is also a lack of research being conducted altogether. Without valuable research, there is not enough information that could be used to learn what these issues related to the ocean are caused by and how to fix it.

Creating and publishing a website with the intent to inform and educate others on ocean acidification. This website allows users to learn as well as have access links to further the information with other scholarly sites. I also continued current research on ocean acidification by testing if the popularity of a beach matters in ocean acidification, collecting and assessing ocean data (air temperature, water temperature, turbidity, dissolved oxygen, percent saturation, and pH) of 22 locations (beaches, rivers, and streams), and extending research on the State of Hawaii Water Quality Monitoring and Assessment Report for the locations: Limahuli, Hilo Bay, and Kaelepulu.

I will create an interactive website about climate change, ocean acidification, invasive species, and pollution. The website will include videos and corresponding resources for the various specific units. I will also include in the website my own research data tests from ocean water sample (air temperature, water temperature, turbidity, dissolved oxygen, percent saturation, and pH). The website will aim to be very interactive and easy to learn about how to take your own test samples and analyze the results. Included in the website would have ways anyone could make small changes in our lives and make easy changes in the outlook of how we greatly affect the environment and ocean ecosystems. For example, some changes would be using reusable materials, conserving water, reducing waste, and more. By the end of the website's curriculum participants should have learned about the social, economic, environmental impacts of climate change, and possible solutions. It is also my goal to learn, retain, and share what I learn with others while having fun. The target date of completion of this project is in August so that by the time school starts again we are able to implement new knowledge and solutions into our lives.

I reached my goals through a lot of time and perseverance. I completed my interactive website about climate change, ocean acidification, and other major issues. This website has tons of information mainly on ocean acidification. I did my project on Weebly. I sectioned off this website into different pages. The sections are Home, Discover, Effects Water Testing, Change, Activities, and Resources. The home page is to address the issue of ocean acidification and to back it up from different major sources. I added quotes on ocean acidification from the National Oceanic and Atmospheric Administration (NOAA), Oceana, and the United States Environmental Protection Agency (EPA). I also linked the websites below the quotes for easy access to the source. On the Discover page I added the overview of some information on the ocean, carbon dioxide, and ocean acidification. There are a lot of figures and images that are related to the information. The next page's purpose was to explain the effects of ocean acidification on organisms and humans. I broke this down between the major water testing samples to determine the health of a water body. This includes the pH, dissolved oxygen, and turbidity.

On the water testing page I linked information for water quality information for oceans, lakes, and rivers by state from the Centers for Disease Control and Prevention (CDC). Then I specifically focused on Hawaii and its water quality monitoring and assessment reports. In the next page it focuses on change and taking action to counter the problems from ocean acidification. In the activities section I show a challenge and a quiz. The first being the EarthEcho Water Challenge Test Kit. This kit allows users to do their own water testing on pH, dissolved oxygen, turbidity, and temperature. Later I added a ten-question quiz on ocean acidification. The answers below the information. The last page has the resources that could be used to find more information.

This project exists to help to inform others on the dangers of increases of carbon dioxide and ocean acidification. Particularly in Hawaii it focuses on the dangers of cesspools and native species death. This project continues the conversation of already existing information and adding more information on existing information from the State of Hawaii Water Quality Monitoring and Assessment Report. The goal is to be able to create some impact in myself and others based on the information that I learn. Any small change would not altogether solve the whole problem of climate change but it would at least be making a small positive impact in the right direction. I also hope my target audience would have had fun while finding the information interesting and inspiring.

After completion of the course, the audience would have gained understanding basic concepts of ocean acidification including understanding significance of data and how to investigate in their own area. For the next few years I will consecutively monitor the data that I get back from the website. I would be able to see the page views, unique visits, and page views per visit (average). There is also a quiz activity included in my website that would address how much retention of knowledge participants would receive. Participants would also learn the background information on climate change and ocean acidification though the sequential pages.

Not only is my website published and accessible, education and understanding is so valuable. This is because others contributing towards a solution are able to make huge amounts of value towards others. This project is open to being shared and accessible to anyone. This is similar to when I went to Coconut Island in 2018. From that experience from learning about different plankton and environmental implications, I was inspired to be motivated to conduct my own research on ocean acidification. Research is so precious that through each research process others are able to continue the already existing conversation of information and expand on it, continuing the information to reach new heights.



Taylor Ogata Troop 56 Punahou School
Hawaii Bookshare

“Literacy is not a luxury; it is a right and responsibility.” This statement illustrates the importance of literacy, nonetheless, it is still not available to all citizens as it should be. Accessibility to books contributes to low literacy rates in Hawaii’s community, especially in low-income areas. Studies show that a supportive, print-rich environment with newspapers, posters, letters, and most importantly, books in the house can shape emergent reading and literacy skills. Access to reading materials and print proved

to increase fourth-grade reading tests. It was a grand predictor of performance on these exams. Therefore, if children do not have access to these, they are likely to fall short of literacy which significantly affects their future. Inaccessibility to books runs parallel to the income inequality



issue, therefore, targeting low-income readers have the potential to create a huge impact on these children.


One in six Hawaii residents struggle to read which plummeted from the mid-1800s when it was the most literate in the world. The nation's literacy problem has economic and ethical effects that not only affect the child but their family, community, and nation. In the unskilled workforce, it is proven that industries requiring higher levels of education and training pay workers higher wages because the labor supply of skilled workers is considerably smaller. It is difficult for a worker to train and pursue a skilled job if they do not have sufficient educational background. They often end up with lower wages. In addition, the unemployment rate has an inverse relationship to literacy rates. Their community may also suffer as higher levels of literacy and education also tend to raise productivity, creativity, and innovation within an economy. Economic growth is a result of increased literacy and education. As a result of such knowledge, accessibility to books can indirectly shift the trajectory of a child's, a family's, a community's, and nation's growth.

Studies show that a supportive, print-rich environment with newspapers, posters, letters, and most importantly, books in the house can shape emergent reading and literacy skills. Children are more likely to spend time engaging with the print materials, thus increasing their motivation toward reading, which results in proficient literary skills. Likely, regular access to books is not present in poorer environments, which means children who are a part of such communities may not be exposed to literacy as much as other advantaged peers. Although public libraries may exist near the neighborhood, the quality and quantity of materials are bleak compared to that of a larger library in a well-funded community. A separate research study discovered that students often gained access to reading materials from stores rather than from their school or libraries. "Students ranked their classroom as the last source for books even among low-income students," a study said. Not only is inaccessibility to books parallel to the income inequality issue, but it is also relevant in the public classrooms and libraries. Access to books is one of many causes of low literacy rates that must be addressed. Literacy is crucial to the well-being of a person. Children who do not focus on literacy at a young age are less likely to continue school and achieve language and literacy capabilities which often correlates to poorer income occupations, lower income, increased welfare dependency, low self-esteem, increased infant mortality rates, and higher levels of crime. Reading is the foundation for future learning, and a nation's, state's, and human's growth heavily relies on a literate public; therefore, low literacy rates in communities must be tackled.

I addressed the root cause of my issue by creating "Hawaii Bookstore." Hawaii Bookshare is a project where I took gently used book shelves, refurbished them, and installed it at a local health center to be the home of over 200 donated new and gently used children's books I collected. I decorated the bookshelf with colorful butterflies, flowers, and more children's designs as a sustainable approach to giving families in under resourced communities access to books in a creative and fun way. The concept of Hawaii Bookshare's book trading posts was that families could

1. Borrow a book from the shelf in which they would take it home and return it upon their next visit,
2. Take a book and they would keep it for free, or
3. Give a book that they do not read any more to share the literacy love with the community.

I partnered with Kalihi-Palama Health Center (KPCH) for my project. When I installed the book trading post at the site on King Street, the Chief Operations Officer (COO) of KPCH took me through all of the different centers. During our conversations with other doctors, nurses,

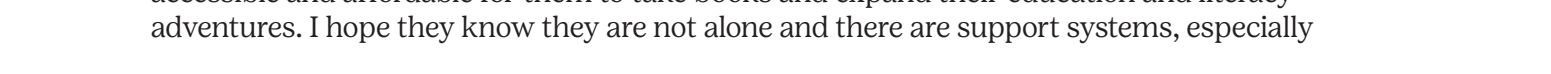


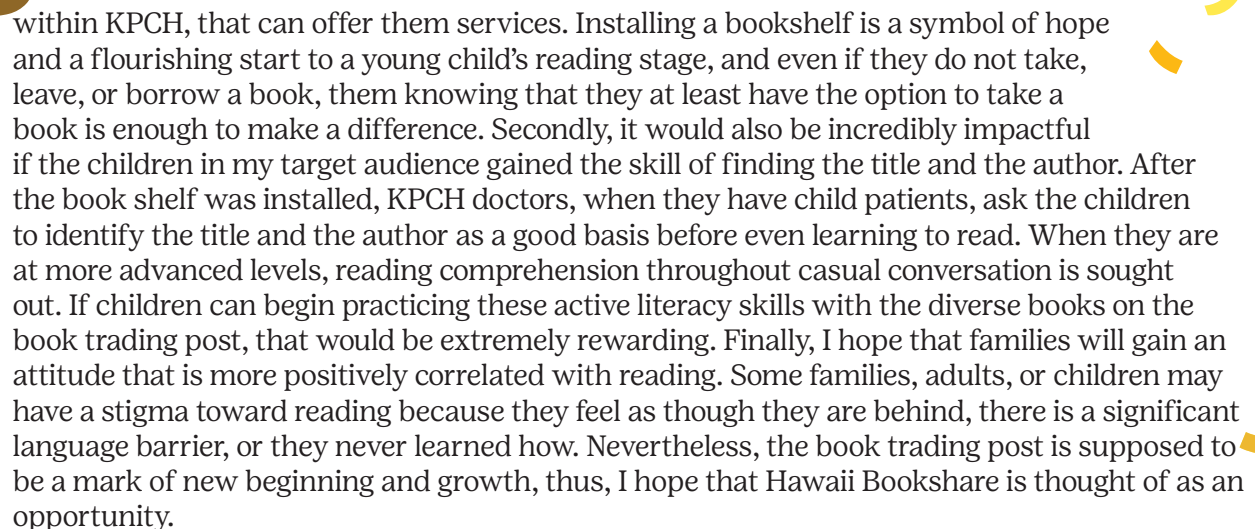
and patients as we walked through the building, I learned that a literacy project could do wonders for the community they serve. Patients that go to KPCH, a non-profit organization, are provided health and social services because they typically face significant barriers when accessing health care. Therefore, many workers acknowledged that within Kalihi-Palama, a community of about 63,820 residents, many are vulnerable, under-served Asian, Native Hawaiian, and Pacific Island ethnic minorities who typically do not have access to books. As seen in Hawaii's general community, access to books correlates literacy rates which have significant effects on an individual's future, furthermore, with a structure that encourages, empowers, and inspires children to read and with plenty of books inside the structure, I can help to give communities the opportunity to read and learn with books.

My goal is to recreate and refurbish previously owned and gently-used furniture to house new and gently used books in Kalihi-Palama Health Center in order to provide access to free books in a community where literacy resources are limited to both children and adults. The book trading post, measuring 16.5"W x 11.5"D x 34"H, is a more affordable and sustainable approach if others were to create their own in the future. I strive to install the book trading post by September 1, 2023. I plan to gain 200 donated books by March 30, 2023 and finish organizing the site location with the health center by September 10, 2022. In order to sustain its bright colors and appealing visual, I plan to paint, prepare, and cut the stencils/design of the trading post by August 30, 2023. The marketing proposals, which I have started, are to be completed by August 30, 2022. The final target date of completion is September 1, 2023 which includes one completed (designed and decorated) book trading post, 4 marketing proposals, a complete data collection/feedback survey, and an installed book shelf with 200 books. I will track success by contacting Kalihi-Palama Health Center weekly, visiting the site on Sundays to count the number of books taken and left, and utilize the tracking survey. KPCH has agreed to send weekly/bi-weekly updates on its progress.

I reached almost all of my goals by all of their completed dates of proposal. Firstly, gaining over 200 donated books was successful - in fact, I collected 38 more books than expected. The gently used and new books came from multiple resources with no cost such as the Friends of the Library of Hawaii, Punahou Carnival's White Elephant drive, Scholastic (Hawaii), and family's books. Secondly, I created two marketing posters (one for the monitor in the waiting area of the health center and one as a hard copy on the shelf), one infographic explaining the concept/idea of this project (borrow, keep, or leave a book), and one marketing-one-sheet before August 30, 2022. All of these not only helped with promoting the shelf, but they also educated others about literacy in Hawaii and what others can do to help. Third, I finished organizing the site location with the health center by September 10, 2022 in an effective and efficient manner with proper, formal communication. Decorating the book shelf required creativity and patience. I utilized Kaimuki Middle School's resources, which included colored paper and scissors, to create the design of the exterior of the book shelf to make it welcoming, colorful, and child-friendly. I cut out butterflies, flowers, sun, and leaves, then used Mod Podge to glue them to the sides of the shelf. And the reason I successfully completed this goal by August 30, 2023 was because I needed to make sure the Mod Podge was secure and the exterior design acted well on the shelf. Finally, I successfully finished installing the book trading post on September 8, 2023. Although I did not install it before September 1, 2023, only a week after was everything completed and finalized. Tracking data followed to installation and that goal was also met as I stay connected with the Chief Operating Officer of KPCH to check in on the flow of incoming and outgoing books. Overall, my results were successful and my goals were met.

Firstly, I hope that the target audience gains the simple knowledge that they have a place accessible and affordable for them to take books and expand their education and literacy adventures. I hope they know they are not alone and there are support systems, especially





within KPCH, that can offer them services. Installing a bookshelf is a symbol of hope and a flourishing start to a young child's reading stage, and even if they do not take, leave, or borrow a book, them knowing that they at least have the option to take a book is enough to make a difference. Secondly, it would also be incredibly impactful if the children in my target audience gained the skill of finding the title and the author. After the book shelf was installed, KPCH doctors, when they have child patients, ask the children to identify the title and the author as a good basis before even learning to read. When they are at more advanced levels, reading comprehension throughout casual conversation is sought out. If children can begin practicing these active literacy skills with the diverse books on the book trading post, that would be extremely rewarding. Finally, I hope that families will gain an attitude that is more positively correlated with reading. Some families, adults, or children may have a stigma toward reading because they feel as though they are behind, there is a significant language barrier, or they never learned how. Nevertheless, the book trading post is supposed to be a mark of new beginning and growth, thus, I hope that Hawaii Bookshare is thought of as an opportunity.

Kalihi-Palama Health Center has never had an outside organization or individual reach out to them about having a literacy project within their building, so I was the first. Securing the spot with them was definitely the right fit for both of us. Taking a tour around the building to fully understand who and where my project was serving was beneficial, and I was better able to appreciate the impact books can have on a community. Talking with others was not a part of the original plan, but it was crucial to making a difference. Hearing others' perspectives on the importance of literacy, especially with the children who visit doctors and don't know how to read yet, made me very inspired to install the book shelf right away. I know that this audience gained the desired skills and knowledge because I recently received an email from a doctor that works at KPCH showing his gratitude and how much progress the children have made. Since Dr. Walter works directly with the children, he sees first-hand who they are, and that is very crucial in a young child's literacy journey. After one visit, a child takes a book and reads in when they get home. When they come back to KPCH, they are asked about the book depending on the level of skills needed. It is not required, but they perform it anyway as casual conversation with families. This demonstrates progress with the slightest change in access to books, and I am proud to say Hawaii Bookshare contributed. In addition, the survey has been working for the people in the community who have technology to do so, and therefore, I know that people are continuing to take adult books, improving adult literacy rates, as well. They also began collecting their own donated books so the 238 books I collected were added to KPCH's expansive collection as well. All of this information represents an audience that has gained the desired skills and knowledge.

The COO from Kalihi-Palama Health Center, whom I am in touch with, will check and monitor the trading post daily as his office is next door. This will ensure it is safe and functioning. Two tenth-grade students from Punahou School are in the beginning stages of their literacy project in conjunction with the organization Books for Keiki. They have agreed to carry on my project when I graduate high school, as they will be gaining a consistent flow of books for their project and will help monitor mine. In addition, the prominent leader within my "Hawaii Bookshare" project will be passed on to my younger brother, who is in high school now. He is fully ready to take over this project as he has closely observed my project and its impacts so he can be involved. He will be there, in-person, to replenish and clean the trading post for the next few months. I taught him how to track data, clean it, and restock books. He is a great candidate for the next person who will carry out my project, replenish it, update it, and expand it because I constantly communicate with him and can easily give him advice and support. It is also efficient and easy for him to provide me with updates. My brother and the two sophomore students are Punahou students who work closely with Punahou School's Luke Center for Public Service

(the non-profit arm of Punahou). Therefore, my project is ensured to go on infinitely as Hawaii Bookshare will consistently be monitored and led. Although my brother and the two tenth graders will be the main leads of Hawaii Bookshare when I can not physically be present, the Punahou Luke Center and Kalihi Palama Health Center are their anchors, guidance mentors, and support systems. This ensures the project is sustained, updated, and replenished with books from school book drives, Scholastic, and KPCH.



Lina Clair Reyes Troop 12
James Campbell High School
Go Mobile, Grow Mobile

My Gold Award aims to address the issue of Food Insecurity, specifically in minority keiki/children. I plan on having easy accessible planters that cater to different types of food groups. In addition, I will inform the children on how to utilize it and create as sustainable garden!

The root cause of the issue my Gold Award addressed was:

Lack of access or resources to food and/or nutritious food. This stems from people being in rural areas, not having the means to educate themselves about health or growing food, as well as the high demand inflation in fresh healthy items over unhealthy options.

Throughout my lessons I did activities and show the kids how to take care of the garden. Activities such as planting, watering, and making homemade fertilizer can ensure that they will be able to contribute the garden in the future. In the long run this will help the keiki be able to sustain something as important a food and they can pass on the knowledge to many more kids.

My strongest goal for my audience and for myself as well is to gain a deeper understanding of the importance of knowing how to garden. Introducing myself to the kids first and giving a presentation on what I'm all about can help me gauge where the kids are at in their farming journey. Throughout the program, I will update my logs and website to see their engagement. Having mini "tests" to review what we went over.

My goal is to encourage kids and take them on a journey to being out in the dirt learning hands-on how to cook the nutritious food. At the start, I'll ask them to help me pick tomatoes or some sort of plants to make a salad with me. We'll go on from there taking care of the plants and making mini meals. At the end, hopefully having them create a food spread for their families.

Lastly, I hope to inspire kids and others to start their own garden and instill sustainability. I will guide them to creating their own planter box with something that they found in the garden they'd like to try and grow themselves. Guiding them but really putting them to the test of creating a great environment for the plants.

After reviewing on my last goals, I realized that I was able to complete most of my goals I set in place. For instance, I was able to do Know and Learned charts and survey them! This helped my measure-ability and did help me gauge what we should do in our next lesson. However, I wasn't able to survey and make food with the kids as much as I would've liked to. I think this is because we had trouble growing our plants(saving them for the sun). Additionally, we didn't have the facilities to plug in or cook anything hands-on with them. On the flip side, I'm glad that we were able to harvest healthy vegetables and make a salad with them!

The skills I wanted the kids to gain were transplanting/being gentle and getting all of them out. I also taught them how to shovel, water the plants, harvest, identify bad/good bugs, and stay curious in the garden. I want and can see the knowledge of how plants work begin to form/be retained in them. As a whole, I hope that they approach plants/gardening with a wise and enthusiastic attitude.

Not only did I interview them at the end but I asked them to do tasks independently and they followed through! For example, when I asked them what plants need to grow, they were able to tell me as well as mentioning some other ideas.

One of my biggest worries is how I would be able to sustain my project for the near and far future. However, we are establishing the GoMobile, GrowMobile program to become apart of there Summer Fun Program! This includes pre-sign ups and a week of any activities I deem fit. I'm looking to find an organization or another group of people to utilize my lesson plans to continue the program when I'm unable to. In the near future I'm excited to do winter lessons to show how different seasons affect different gardening styles.

I can count that the greenhouses are in good hands as the location is near the adult community gardens. Already there are people who let us know and have our permission to take care of them. We have people who are apart of the adult gardening program who water in the morning and make sure that they're safe.

I'm very grateful for all who take care of the structures. Due to the watchful eyes, the gardens have flourished and look like they will continue to grow and produce to their plant extent.



Karina Roessig Troop 188 Homeschool
Educating Catholic Military Youth About Saint Damien of Molokai

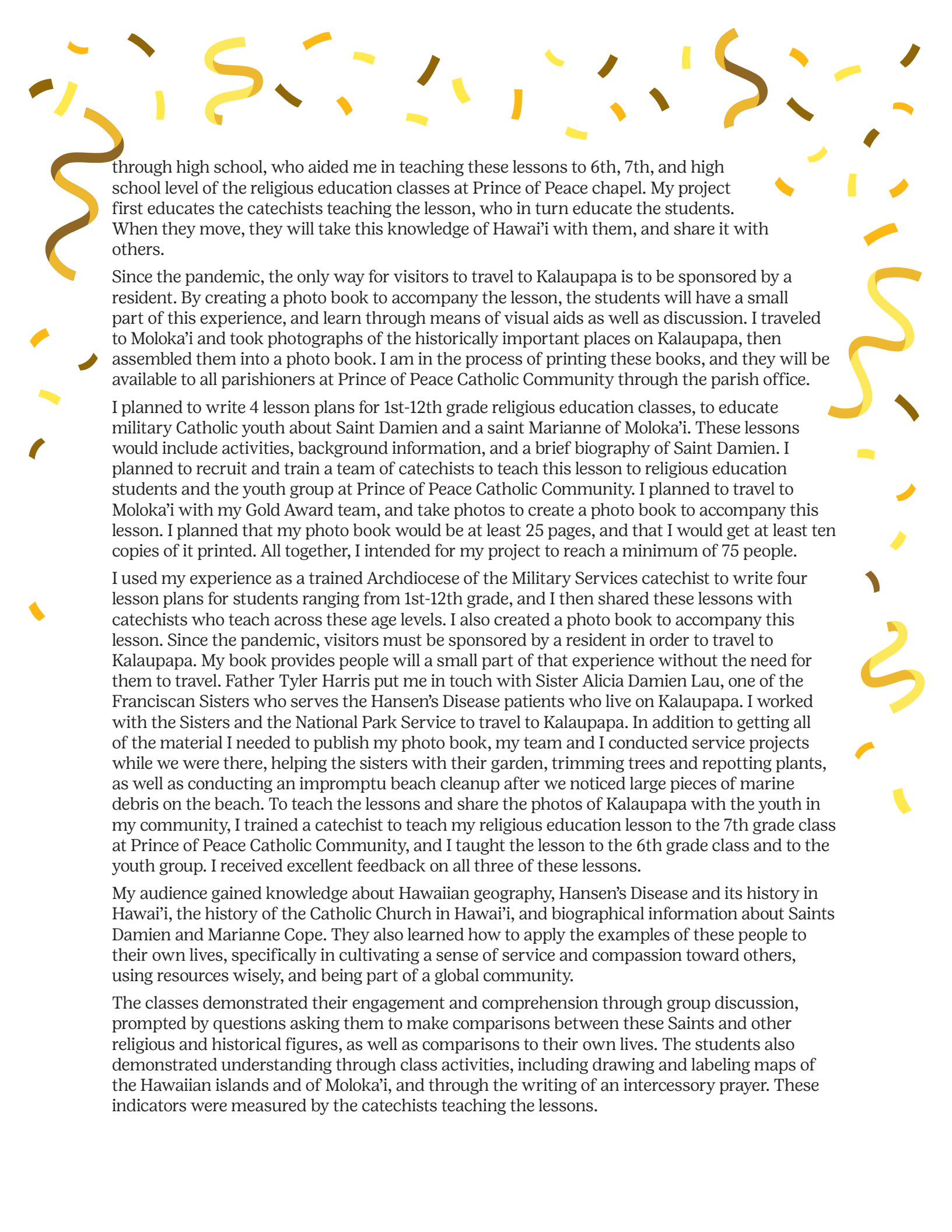
My Gold Award aimed to educate military Catholic youth on O'ahu about Saint Damien and Saint Marianne Cope. These Saints were influential figures in the history of Hawai'i, as well as in the Catholic Church. Their actions still impact Hawai'i today, both through the Hansen's Disease patients who still live on Kalaupapa, and in the global missionary field.

Because of this, it is important that they are studied. My project focused on sharing the stories of these Saints and the history and beauty of Kalaupapa, reaching military youth who may not otherwise learn about these Saints in the few years that they live in Hawai'i.

In my experience as a military child, it can be difficult to learn about the culture and history of the places we live. It is often just assumed that the military children know things that the children who grew up there learned when they were young. It is also often the case that state history is taught only in specific years at school, though the curriculum in Hawai'i minimizes this.

I have attended and/or taught religious education classes in seven different parishes across the United States, and I have found that the curriculum rarely includes stories and examples of local church history and Saints.

I filled this gap in the Archdiocese of Military Services religious education by creating a curriculum and a photo book to be used in religious education programs, educating Catholic military youth in Hawai'i about Saint Damien and Saint Marianne Cope. I wrote four, 60-minute lesson plans, one for lower elementary, one for upper elementary, one for middle school, and one for high school. I then shared these lessons with catechists trained to teach each age level. I wrote the lesson plans, activities, and background materials, including information on Hansen's Disease, its history in the Hawaiian islands, and a brief biography of Saint Damien. This ensures that my lessons are self-contained and require minimum preparatory work by the teachers, who are often themselves recent newcomers to Hawai'i. After constructing the lesson plans, I recruited a team of catechists from the religious education teachers, ranging from second grade



through high school, who aided me in teaching these lessons to 6th, 7th, and high school level of the religious education classes at Prince of Peace chapel. My project first educates the catechists teaching the lesson, who in turn educate the students. When they move, they will take this knowledge of Hawai'i with them, and share it with others.

Since the pandemic, the only way for visitors to travel to Kalaupapa is to be sponsored by a resident. By creating a photo book to accompany the lesson, the students will have a small part of this experience, and learn through means of visual aids as well as discussion. I traveled to Moloka'i and took photographs of the historically important places on Kalaupapa, then assembled them into a photo book. I am in the process of printing these books, and they will be available to all parishioners at Prince of Peace Catholic Community through the parish office.

I planned to write 4 lesson plans for 1st-12th grade religious education classes, to educate military Catholic youth about Saint Damien and a saint Marianne of Moloka'i. These lessons would include activities, background information, and a brief biography of Saint Damien. I planned to recruit and train a team of catechists to teach this lesson to religious education students and the youth group at Prince of Peace Catholic Community. I planned to travel to Moloka'i with my Gold Award team, and take photos to create a photo book to accompany this lesson. I planned that my photo book would be at least 25 pages, and that I would get at least ten copies of it printed. All together, I intended for my project to reach a minimum of 75 people.

I used my experience as a trained Archdiocese of the Military Services catechist to write four lesson plans for students ranging from 1st-12th grade, and I then shared these lessons with catechists who teach across these age levels. I also created a photo book to accompany this lesson. Since the pandemic, visitors must be sponsored by a resident in order to travel to Kalaupapa. My book provides people will a small part of that experience without the need for them to travel. Father Tyler Harris put me in touch with Sister Alicia Damien Lau, one of the Franciscan Sisters who serves the Hansen's Disease patients who live on Kalaupapa. I worked with the Sisters and the National Park Service to travel to Kalaupapa. In addition to getting all of the material I needed to publish my photo book, my team and I conducted service projects while we were there, helping the sisters with their garden, trimming trees and repotting plants, as well as conducting an impromptu beach cleanup after we noticed large pieces of marine debris on the beach. To teach the lessons and share the photos of Kalaupapa with the youth in my community, I trained a catechist to teach my religious education lesson to the 7th grade class at Prince of Peace Catholic Community, and I taught the lesson to the 6th grade class and to the youth group. I received excellent feedback on all three of these lessons.

My audience gained knowledge about Hawaiian geography, Hansen's Disease and its history in Hawai'i, the history of the Catholic Church in Hawai'i, and biographical information about Saints Damien and Marianne Cope. They also learned how to apply the examples of these people to their own lives, specifically in cultivating a sense of service and compassion toward others, using resources wisely, and being part of a global community.

The classes demonstrated their engagement and comprehension through group discussion, prompted by questions asking them to make comparisons between these Saints and other religious and historical figures, as well as comparisons to their own lives. The students also demonstrated understanding through class activities, including drawing and labeling maps of the Hawaiian islands and of Moloka'i, and through the writing of an intercessory prayer. These indicators were measured by the catechists teaching the lessons.

The lessons and photo book that I created will be available to the catechists and parishioners of Prince of Peace Catholic Community through the parish office, and can be taught annually to the religious education classes. Additionally, I plan to give lessons plans and photo books to other military Catholic parishes on the island, and to the Sisters on Kalaupapa.



Tien Saiki Troop 873 Kalani High School

Hanai a Honu

My Gold Award addressed this issue:

Protection of Hawaiian sea turtles through education, public awareness and conservation.

I addressed the root cause of the issue by creating an Adoption Event with the Girls Scouts of Hawaii and Malama i Na Honu to teach the community about the importance of ocean conservation, protection of endangered species like the Hawaiian Green Sea Turtle, and disposing of marine debris. By adopting a turtle, people can help fund projects that improve public awareness, improve research about turtles (including tracking migration paths and basking times), and help volunteers with protecting the turtles when they come on land to bask.

I achieved all the goals I had for my Gold Award Project. During the event, several talks about ocean conservation, sea turtles, and the damage of marine debris were held to raise public awareness. The Hanai-A-Honu event added 40 new turtle adoptions, which the Malama i Na Honu director, Debbie, reported was the largest amount of adoptions their organization has ever had with a single event. The monies raised with the adoptions, goes directly to Malama i Na Honu, a non-profit organization whose mission is to "To protect Hawaiian sea turtles through education, public awareness, and conservation, in the Spirit of Aloha."

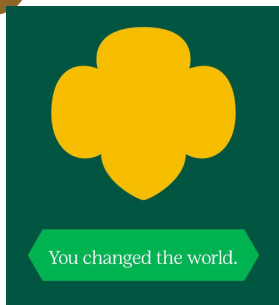
The skills, knowledge and/or attitudes my target audience gained were:

Knowledge about ocean conservation, importance of protecting endangered species, and importance of clearing our oceans of marine debris.

I know that my audience gained the desired skills/knowledge because:

During the event, several girl scouts came up to me and told me they were going to do beach clean ups with their troops. Many people at the event told me they learned things about turtles that they never knew before.

The monies gained through the Adoptions of turtles at the event will go towards improving research of green sea turtles. The education provided during the event improved public awareness and knowledge about green sea turtles and ocean conservation. My hope is that this will be an annual event held with Girl Scouts of Hawaii and Malama i Na Honu so that Girl Scouts and the community can continue to learn more about the importance of preserving endangered species, protecting our environment and oceans, and importance of STEM in areas like marine biology.



Kaielle Sano Troop 293
Moanalua High School
Helping Houses

Adoption is key to addressing the growing stray/abandoned animals issue in Hawaii. Within shelters, various small animals frequently and consistently see visitors. This environment can cause an increase of stress in animals especially without an area or safe haven to escape from the high-energy commotion.

The Hawaiian Humane Society needs these enclosures within the cages to protect the smaller animals when the environment becomes crowded and stressful. The animal's mental health needs a relaxation space, less visible to the public eye to escape the commotion occurring around them.

Increased animals in shelters are the main contributor in the need for animal safety and comfortability within shelters, and ultimately adoption. As more animals find their way into shelters, they are in a difficult physical and psychological state. Often heightened by the constant flow of visitors that may increase stress in their livelihood. Rising stray animal numbers directly results in larger animal stock in shelters. Adoption should be more highly promoted to house the pets and work towards providing animals with a safer physical and psychological state. Since there are a flurry of visitors, distractions, and stress-inducing factors that are included within shelters and adoption drives.

I addressed the root cause of the issue by:

Planning, creating and donating 11 handmade wooden enclosures to the Hawaiian Humane Society. These houses are used inside the small animal cages to provide the animals a place to hide from visitors or the chaos of the adoption process. I have created a website that contains information about the HHS adoption process, a "How-To-Build" instruction steps of my enclosures, as well as creating brochures with similar information to be shared with schools in my district. By sharing the adoption information with students and the rest of my community, I provide more insight into helping the sheltered animals find a loving home. Until then, the use of the enclosures in the cages will support the animal's mental and physical health. A survey was shared with those that saw the enclosures in person along with the students and staff that received my brochure to provide feedback on the effectiveness of the houses and information.

I will improve the physical and psychological health of the animals through providing 11 enclosures for the Hawaiian Humane Society small animal cages. I will share project through an accessible website that has an instructional guide to creating at-home structures for pets in need. I will track engagement through website analytics and survey site visitors on the effects of the buildings digitally. Visitors who have seen the shelters in person may also fill out a survey based on their experience and judging those of the animals using it. The website will provide more information on adoption programs provided by the local shelter, and ways to promote healthy stray and domestic animal populations.

I reached my goals by creating 11 wooden enclosures for the Hawaiian Humane Society small animal shelter. These enclosures have created a safe haven for the small animals to hide in during the stress of the adoption process. Bettering the mental and physical health of the animals and thus creating a smoother adoption process for anyone visiting the shelter. I have expanded the knowledge and outreach of the HHS adoption and neuter program throughout my district schools and community centers through the use of a website, brochure, and presentation. The survey used to collect data on the effectiveness of the structures has shown great interest and promise in the safety of small animals across the island.

The students in my school district have benefited from the information about animal adoption at the Hawaiian Humane Society. They have learned about the neutering program provided to reduce/contain the stray cat population in Hawaii. The Hawaiian Humane Society has benefited from the enclosures provided to create a safer, calmer environment for the small animals in the shelter. Visitors of the enclosures and website will learn compassion for all the animals in our community as well as leadership and craftsmanship if they plan on creating their own enclosures.

The responses from my survey have shown interest in using the enclosures and the potential to create one of their own. I know that community members who may have small animals of their own can create a safer, calmer environment in their own homes by creating these structures with my easy "How-To-Build" guide. I know that the students who have read my brochures and seen my presentations have learned about the adoption process because of survey responses about its effectiveness. These students can take this knowledge of leadership and caring to their families and respective communities to share the word about animal safety in Hawaii. The Hawaiian Humane Society has shown great use and appreciation of the enclosures as they are all being occupied by the small animals in their adoption center. The animals have a safer environment due to these enclosures and can better their own health from the privacy that they provide.

My Gold Award will be sustained beyond my involvement by updating of the website with additional information by school and community leaders. Constant checking of the survey responses to better communicate with the public. The structures themselves stand alone in the Hawaiian Humane Society for all small animals to benefit from. Access to the instructional "How-To-Build" guide is available to the public and the community leaders to prolong the enclosures' benefits. School leaders have and will continue to share the educational brochure and website contents to community members and students to educate the young leaders about caring for the animals of Hawai'i.



Abbey Tyler Troop 193 Homeschool
Positivity Through Playgrounds

The central concern that this project aims to tackle is the overarching issue of homelessness among military veterans and their families and its consequences on their physical and mental health. Currently, the playground and basketball court at the US Vets Waianae location are unable to be used; this issue is having adverse effects on families.

The stress and trauma associated with homelessness, as well as the constant state of uncertainty and fear, can take a toll on their mental well-being. Homeless children may struggle with anxiety, depression, and other emotional issues, and the lack of a consistent support system or sense of normalcy can hinder their emotional development.

To tackle the underlying issues, I took a multifaceted approach, including painting murals, constructing and setting up picnic tables, establishing a garden, and tidying up different sections of the site. This created a sense of pride for the residents to feel involved in the project.

My Gold Award project goals were:

- Replace playground equipment such as the slide and stairs
- Clean the re-usable playground equipment
- Paint and re-paint in areas that are needed
- Repair the broken basketball hoop
- Install benches surrounding the playground for parents
- Plant a small herb and vegetable garden for cooking

Over the past few months, I've achieved multiple goals for my Gold Award. This includes painting murals, building and installing picnic tables, planting a garden, and cleaning various areas around the site. These efforts have helped enhance the overall environment and make it a more welcoming place for everyone to enjoy.

Residents experienced a notable boost in happiness and belonging thanks to their involvement of this project. The presence of beautiful paintings not only visually enhanced their environment but also served as a constant reminder of the care and attention invested by their community members. Feeling included in decisions about their space further deepened their sense of connection and pride.

Numerous residents have approached me, expressing gratitude for my efforts, which they deeply appreciate. The keiki who helped me painting have enthusiastically shared how much fun they have while I'm there and constantly ask when I'm coming back again.


The impact of my project extends beyond mere physical enhancements like new equipment and site beautification; it encompasses emotional transformations as well. The memories made by residents during the course of this project have contributed significantly to their emotional well-being.



Valerie Yim Troop 319 Punahou School
Friendship on a Bench

My Gold Award aimed to help young girls foster healthy friendships with other people and with themselves. Lots of girls have a very difficult time reaching out to others and making new friends, as well as being able to healthily maintain their relationships. There are also very important aspects of friendships such as speaking out when someone may be mistreating you that many young girls tend to avoid because of their fear that they won't fit in or may get made fun of. I wanted girls to feel safe and comfortable talking about their feelings, as well as knowing how to be a good friend to others. My project goal was to create friendship benches at Camp Paumalu to help foster these friendships, and to also create a workshop teaching young girls all about healthy friendships.

The root cause of my issue is that a lot of young girls are not informed of necessary aspects of friendships such as qualities in friends, certain actions to look out for, speaking out for yourself and others, and just how to overall be a kind and welcoming friend. Because so many girls don't have this basic information, a lot of problems tend to stem from this, such as difficulty making friends, drama within relationships, and gossip. When girls find themselves in these difficult situations, a lot of them don't really know what to do and therefore don't handle it in a healthy manner. This is a significant cause of girls not being able to foster healthy friendships



because the way they handle these situations sometimes tend to make the situation much worse than it already was. If the girls going up to camp are informed about all these things and there are friendship benches available, I hope that they will feel more comfortable making others feel safe and included.

I addressed the root cause of my issue by creating an educational workshop for young girls teaching them all of the necessary aspects of friendships. They learned different qualities in friends, what to do in difficult situations, and how to overall be a good friend to yourself and others. I also held an activity station during STEM camp and explained to the girls the importance of friendship benches and how they can be utilized to foster healthy friendships. By placing these friendship benches onto all the different units at camp, this gives girls the opportunity to make new friends and to feel more confident within themselves.

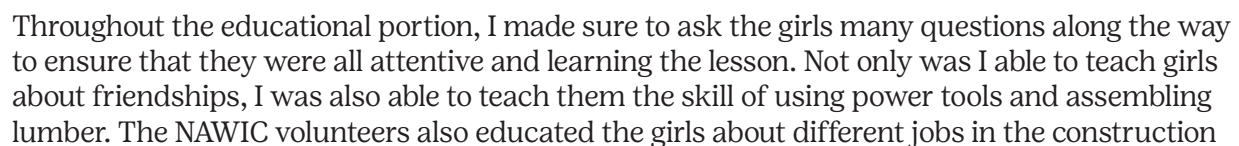
My gold award project goals were educating young girls on healthy relationships and how to be a good friend. I wanted girls to feel confident enough in themselves to be able to overcome relationship challenges they may face throughout life. My goal was to teach Girl Scouts across the island all the necessary information they need to know about friendships and that they can use these life skills in their futures. I wanted girls to be educated on how to handle relationship issues and to keep persevering.

Through my workshop, the girls learned all of this information. I measure what they learned by including games, role playing real life scenarios, and quizzing them on what they would do in hypothetical situations. Another aspect of my gold award goal was to provide girls at camp Paumalu with friendship benches. These benches serve as vessels for girls to branch out and make new friends. My hope was that if a girl at camp feels alone, she will feel confident enough to sit on the bench, signaling to others that she needs support! Other girls would then come and new friendships would be formed. I measured the success of these benches by having a staff member and teen mentors relay the message to me on the usage of the benches by taking a photo.

I reached my goal by holding a workshop at a Girl Scout camp teaching them all about friendships and relationships. With the help of my service unit, I was able to narrow down what aspects of friendships I wanted to teach girls in future workshops. In order to create my four friendship benches, I reached out to City Mill and the NAWIC for donations. City Mill donated a \$50 gift card which I used to buy the bench painting materials. The NAWIC was very generous and donated lumber, paint, and painting materials as well as volunteers to help me during the actual implementation. After I collected all the materials, I worked with my dad to prime and prep the wood. We then took the wood up to a STEM camp at camp Paumalu where I held an activity station. At this station, the NAWIC volunteers talked about women in construction and we taught the girls how to use power tools and how to assemble lumber. With the younger girls, we painted benches and this is where the girls were able to use their creativity. During this STEM camp activity station, I also taught girls the importance of friendship benches and how they can be utilized around the campsite.

The Girl Scouts were able to learn all about healthy friendships and relationships, as well as important skills that will take them far in their lives. The girls were very engaged with the educational aspect because I provided them with interactive activities such as role playing, arts and crafts, and quizzing.

Throughout the educational portion, I made sure to ask the girls many questions along the way to ensure that they were all attentive and learning the lesson. Not only was I able to teach girls about friendships, I was also able to teach them the skill of using power tools and assembling lumber. The NAWIC volunteers also educated the girls about different jobs in the construction



field and how the stereotype of this field being only for men is completely untrue. The women empowered the girls to break societal barriers and to push themselves out of their comfort zones.

I know that the Girl Scouts gained the knowledge I taught them about friendships and relationships because they were very interactive during my workshop and activity station. They would ask me many questions and excitedly answer any of my questions that I would give them. After teaching them about the importance of friendship benches, I had them brainstorm words/images that represented this. They were then able to paint these ideas onto the benches. All the benches have very kind words and visuals that represent the purpose of a friendship bench.

Through my gold award, girls were able to learn about healthy friendships and relationships. These skills and knowledge will be utilized in their daily lives as they interact with other people. My Gold Award is also sustainable because the friendship benches I made are placed all over Camp Paumalu. Even if I am not at camp, girls will still be able to use these benches and enjoy the benefits whenever they go up to camp knowledge!

Congratulations Girl Scouts of Hawai'i Gold Award Girl Scouts



You
changed
the world.