

Democracy Badge Multi-Level Kit

How to Use This Kit

Girl Scouts will learn about the different levels of government as well as the different branches of the United States government by completing activities in this badge kit.

Multi-level: On the following pages you will find a list of what is required for each level as well as all of the different activity options. If you have a mixed level group, you can decide if everyone does the higher number of activities, or you can have the younger Girls Scouts take more time on one of the activities while the older kids can move on to a different activity.

Materials List and Directions: Each activity comes with a materials list that you will need to provide and materials provided in the kit. It also comes with directions the Girl Scouts can use to do the activity with minimal help.

“Read, Think, Do” Directions: The troop leader or a Girl Scout will read the "Read" and "Think" sections aloud. Give time for everyone to think about the question before sharing as a group. Then, follow the instructions listed under the "Do" section.

Items you will need to supply if you do all the activities:

Supplies you might need to borrow or purchase:

- Poster board
- Pencils
- Markers
- Paper
- Scissors
- Tape

Other Resources:

Research Materials and/or Technology

Some activities may require Girl Scouts to do additional research beyond what is provided within this kit. If you choose to do any of these activities you can:

- rent library books on the topic
- provide print outs of information
- provide supervised internet access (make sure you go over internet safety first)

If Girl Scouts decide to create campaign ads, they can draw on paper, or if you have the technology available, digitally create flyers or record a TV/radio ad.

Badge Requirements for Each Level



4+ Activities Total

Required:

- The 3 Levels of Government
- The 3 Branches of Government

Choose:

- One other activity



6+ Activities Total

Required:

- The 3 Levels of Government
- The 3 Branches of Government

Choose:

- Visit or take a virtual tour of a government building
- One Legislative Activity
- One Executive Activity
- One Judicial Activity



Legislative



Executive



Judicial

Mix and match activities that interest your troop or complete a larger project such as the “Create Your Own Government ” or “Create Your Own Election” projects that include activities about all three branches of government.

Troop Leader Tip Sheet

It is highly recommended that you take a field trip to visit a local government building if possible, although a virtual tour or video is an acceptable replacement. If you are able to go in person, make sure you go over field trip rules and respectful behaviors in a government building before you go.



Daisies: The easiest pathway for a group of only daisies would be to complete the three levels of government activity, the three branches of activity, and the Imagine Yourself... activity. Then they can visit a government building as a separate field trip. If Girl Scouts struggle with the word “federal”, just replace it with the word country or United States whenever you come across it. You may decide to read the booklets about the levels and branches of government, or you can also just summarize it for the Daisies and talk more about the levels when you do the tree mat. Daisies may also really enjoy one of the create an election activities in place the Imagine Yourself drawings.



Daisy Petals: If you have Girl Scouts working on their Daisy petals, you can easily incorporate: Make the World a Better Place (services discussion in the 3 Levels activity), Respect Authority (authority could be discussed in the 3 levels or 3 branches activity), and Respect Myself and Others (field trip rules: how to behave in a government building). If you complete the voting activities in Create an Election, this would also work well for Honest and Fair.



Brownies and Juniors: You can choose which activities work best for your groups but start with the 3 Levels and 3 Branches activities. If you are working on the Create an Election activities, you may decide to have the Girl Scouts choose a voting system, make campaign posters, and vote on something that is more personal to them, such as a field trip, favorite snack, a troop cookie reward, or a troop crest for their uniform.

Troop Leader Tip Sheet



Mixed Level: You can scale up or down activities as needed for groups with a wider age range. If you choose to do the Mock Trial, Daisies may be able to argue their thoughts on selling forest land vs. helping their town's snowmobile business, whereas Older Girl Scouts may be able to delve deeper into the research about experimental forests, the impact of snowmobiles on the watershed, the importance of snow sports in the Wisconsin economy, etc. The “Create a country”, “Create an election” and “Create a law” activity series may work especially well for multi-level troops.



Older Girl Scouts: Allow the Girl Scouts to help choose which activities they are interested in. Older Girl Scouts may be able to be mostly self-sufficient using the directions cards and correct materials. Make sure you review internet safety and supervise research if they choose an activity that includes independent research. The “Evaluate a Law and Mock Trial” activities work especially well for older Girl Scouts interested in law, debate, environmental issues, and acting.



Real Life Politics: Older Girl Scouts may be interested in basing some of the activities off of current events or real life examples rather than some of the examples given and that's ok as long as you go over ground rules and parents are ok with it. You may need to give a reminder that it's ok not to agree on everything in politics. At a minimum, ground rules will need to include respect and active listening. If the discussion becomes disrespectful or argumentative, it is your responsibility to step in and de-escalate the situation. Debates are ok, but fighting and name calling is not.



It is also ok to say set down the ground rule up front that you will be learning about the systems of our government, but will not be basing it off of current events or politics. You can encourage Girl Scouts to save some of the more sensitive political questions and debates for home.

Activities Menu Page 1

What is Government

- 3 Levels of Government
- 3 Branches of Government

Visit a Government Building

- Visit the state capitol, a local town or city hall, or the nation's capitol building in person or virtually

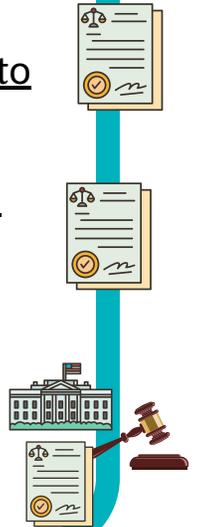
Evaluate a law

- Learn about the rules of a courtroom
- Learn about a law
- Choose a role to play and hold court



Create a Country

- Decide how to divide a country into states and assign capitols
- Learn about voter representation. Create voting districts for your country
- Decide how the powers of government will be divided



Create a Law

- Draft, debate, and pass a bill



Imagine Yourself in Government

- If I was president
- If I was governor
- If I was mayor



Activities Menu Page 2

Create an Election

- Decide on a voting system
- Create a campaign for a
 - president
 - state supreme court judge
 - your choice
- Learn about ballots and vote



Take Part in Democracy

- Attend a School Board or City Council Meeting
- Go with your caregiver to vote
- Watch a court session
- Help get out the vote
- Write to one of your representatives
- Find opportunities to get involved with your government



Interview an Expert

- Interview an expert
 - judge or lawyer
 - representative or senator
 - campaign manager
 - mayor or governor

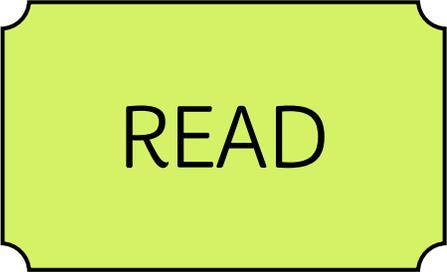


Research and Share

- Research and share with other Girl Scouts
 - a current or proposed law
 - presidents
 - a court case
 - other civics topics

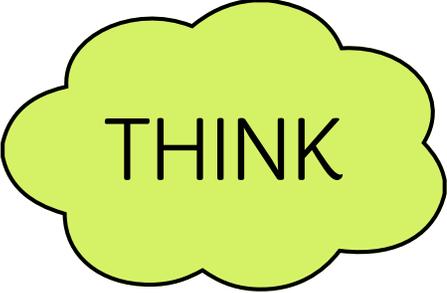


A-1: The 3 Levels of Government



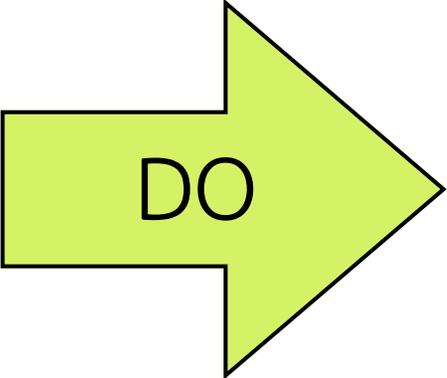
READ

In the United States of America, we have three levels of government. The first level is your local government. The second level is the state government. The third and highest level of government is the federal government. The federal government makes, explains, and carries out the laws for the whole country.



THINK

Why do you think we have three levels of government? Can you come up with one or two examples of local government?



DO

Read about the three levels of government.

After you have read about the three levels, you will help fill out a Government Tree. Roll out the Government Tree mat and as a group, place each of the three levels on their own branch. Which level should be the lowest and closest to the Girl Scout? Which should be the highest and furthest away from the Girl Scout?

Next, each Girl Scout will get at least one leaf card that shows a service that the government provides. A service is something that the government does for its people. Talk with a partner and see if you can figure out which level of government provides that service. If a service could fit in more than one level, you can choose where it goes.

As a whole group, take turns putting your cards on the level that provides those services and say why you think it fits there. You can check your ideas with the “What Government Does for You” chart and see how you did! Keep the tree out for the next activity.

A-1: The 3 Levels of Government

Local Government

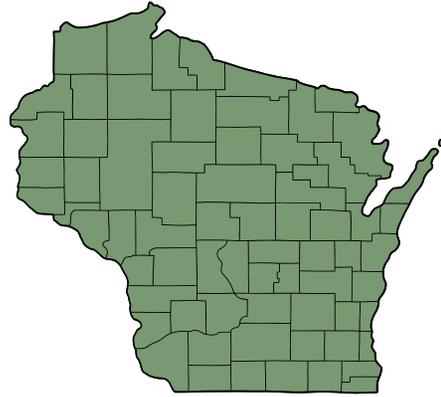


The local government focuses on the needs of their specific communities. This means that they focus on the school, town, or city. They make the rules for their community. These rules are called ordinances.

They also help solve local issues like: how many parks we should have, if we need to repair a street or sidewalk, or when to remove snow after a snowstorm.

The local government is run by a mayor, city manager and city council. People in the community vote for the mayor and for the people on the city council called the alder people. The city council makes the rules called ordinances. The mayor helps carry out the ordinances with the street department, the department of parks and recreation, and other departments.

A-1: The 3 Levels of Government



State Government



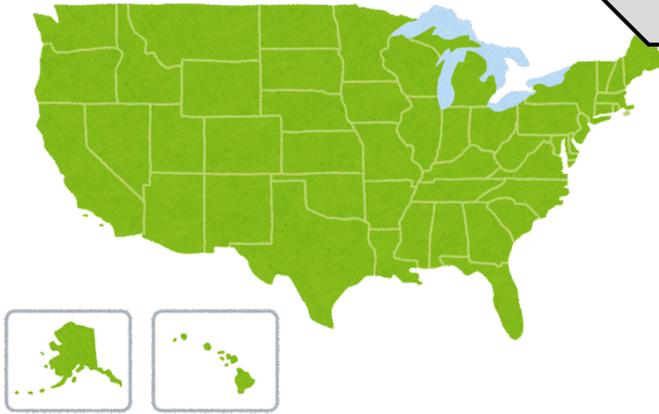
The state government makes and carries out rules for the entire state. These rules are called laws. This can be tricky because the state includes lots of different people. Some of these people live in small rural towns and others live in big cities. The state government has to care for all the people and make sure that all the communities work together. They also have to help follow the country's laws.

The state government helps set the rules and laws for the whole state about things like state parks and land, what is taught in schools, and which highways to make or fix.

The state government is run by the governor. Laws are made by the state legislature which is made up of senators and state representatives. The State Supreme Court decides if the state laws are fair and if they follow our state's major rules: the state constitution.

A-1: The 3 Levels of Government

Federal Government



The federal government is the government for the whole country. It makes and carries out laws that every state, territory, and community has to follow.

The federal government is in charge of the treasury (money), our military, trading and business between states, and trading between our country and other countries. The federal government also works with other countries' governments to help keep the peace in the world.

The federal government is made up of US Senators and US Representatives that make the laws, the President and lots of agencies that help carry out the laws, and federal judges and the Supreme Court that decide what the laws mean and if they follow our rules: the United States Constitution.



The 3 Branches of Government

Learn about the three levels of government in the United States

From the kit:

A-2, Government Tree Mat

What you need to supply:

- Nothing

[If you are using the kit digitally click here for the Government Tree Printable:](https://www.canva.com/design/DAGiXtxgz00/TE9_qdjtel_WwdA9sgLROA/view?utm_content=DAGiXtxgz00&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h2fcce360f5)

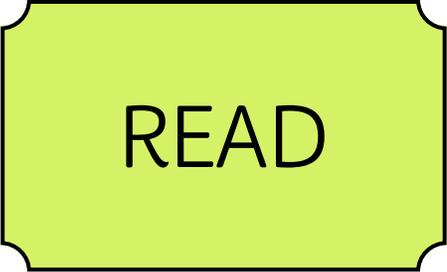
https://www.canva.com/design/DAGiXtxgz00/TE9_qdjtel_WwdA9sgLROA/view?utm_content=DAGiXtxgz00&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h2fcce360f5

- Print copies of the Government Tree or use on a smartboard
- scissors, tape/glue

This activity is required for all levels:

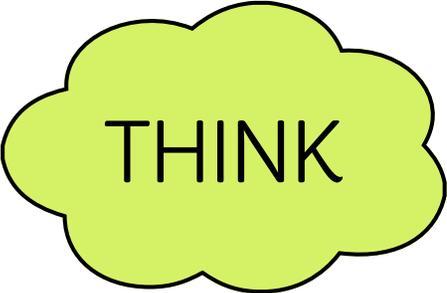


A-2: The 3 Branches of Government



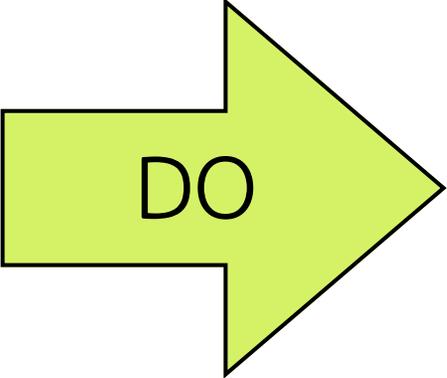
READ

When the United States of America was formed, the people who created it made a document that explains how the government is set up and says what the most important rules and values of our country are. This document is the Constitution of the United States. The Constitution says that we will have three branches of government. The branches are the legislative, executive, and judicial branches. These branches make the laws, carry out the laws, and double check that the laws are fair and don't go against the constitution.



THINK

Why do you think we have three branches of government? What could happen if we got rid of one of the branches



DO

Read about the 3 Branches of Government.

After you have learned about what each branch does, you will label the Government Tree you started in the last activity. Match the name of the branch of government with what it does. There are three branches on each of the levels.

Talk with a partner: What do you notice that is similar about the three levels of government and their branches? What is different? Why do you think that is? Take turns sharing your ideas with the whole group.

A-2: The 3 Branches of Government



Legislative

The legislature writes, debates, and votes on bills which will become laws. They also create the budget. These laws become the rules that the states, communities, and all people have to follow.

Federal: The Legislative Branch of the federal government is made up of people elected to the House of Representatives and the Senate for the whole country. Together, these are called Congress. In the United States we have 100 senators and 435 representatives. Each state gets two senators and a number of representatives that depends on how many people live there.

State: The Legislative Branch of the state government is made up of state senators and state representatives. They create laws and help create the budget for the state.

Local: The Legislative Branch of the local government is called the city council. A person who is elected to the city council is called an alderperson. They create rules called ordinances.

A-2: The 3 Branches of Government



Executive

The Executive Branch enforces, or in other words carries out the laws.

Federal: The Executive Branch at the federal level includes the President of the United States, the Vice President, and the Cabinet members. The Cabinet includes the top person of different departments such as the Secretary of State, Secretary of Defense, and the Secretary of Education. The president signs bills to make them a law.

State: At the state level, the Executive Branch is led by the Governor. The Governor signs bills into laws. There are also several departments in this branch at the state level. They enforce state and federal laws.

Local: At the local level, the Executive Branch is led by the Mayor. This position is sometimes call the City Manager instead. They work with city departments to enforce the ordinances as well as state and federal laws.

A-2: The 3 Branches of Government



Judiciary

The Judicial Branch is made up of judges and the courts.

Federal: At the federal level of government, the United States has the Supreme Court. This court decides the meaning of laws, applies these laws to real situations, and determines if the laws break the rules of the US Constitution. The Supreme Court is currently made up of 9 justices (judges). In addition to the Supreme Court, there are also US district courts and federal appeals courts.

State: At the state level, there are Circuit Courts that hear about civil and criminal court cases, the Court of Appeals which reviews cases from lower courts, and the State Supreme Court.

Local: At the local level, judges are in the municipal court and they rule on cases about broken ordinances (rules).



Visit a Government Building

Visit a government building in person or virtually.

From the kit:

None

What you need to supply:

- Phone or computer if visiting virtually

This activity is required for all levels:

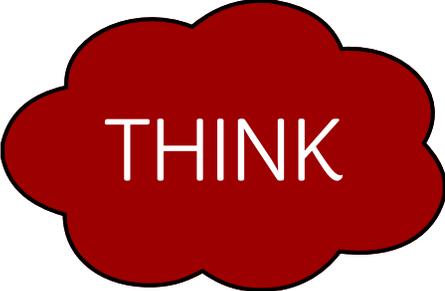


B-1: Visit a Government Building



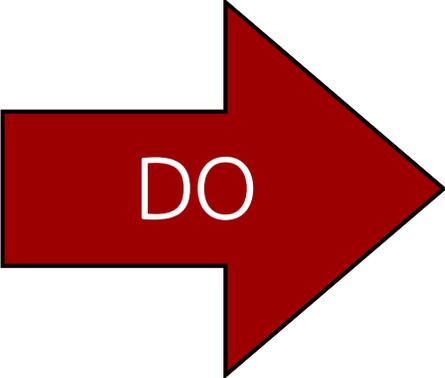
READ

Government buildings are the place where government business happens. You may be able to visit a court house, a city council building, a state capitol, or even a national government building. These buildings often have offices for workers, a public meeting or hearing space, and art that is unique to the city, state, or country. There are also lots of symbols built into government buildings. A symbol is a picture or object that represents an idea.



THINK

What types of rooms do you expect to see on your government building tour? Do you already know about some symbols you might see inside the building, on the building, or in the artwork at the building?



DO

Take a tour or visit a local, state, or national government building. If you are not able to visit a government building, you can visit the Wisconsin State Capitol Building virtually! It is highly recommended that you visit a local government building in addition to any virtual tours.

Virtual Tour for desktop computers: <https://capitol.wisconsin.gov/>

Video Tour of the Wisconsin Capitol lead by State Senator Roger Roth (filmed during COVID quarantine): <https://youtu.be/D1SGhYYvJ9o?si=C0kFwQnO0dYhegog>

A walkthrough the Wisconsin capitol decorated for the holidays (music background only): <https://youtu.be/4oDt7bnnoEQ?si=UJaXh5pVnLZfGb7g>

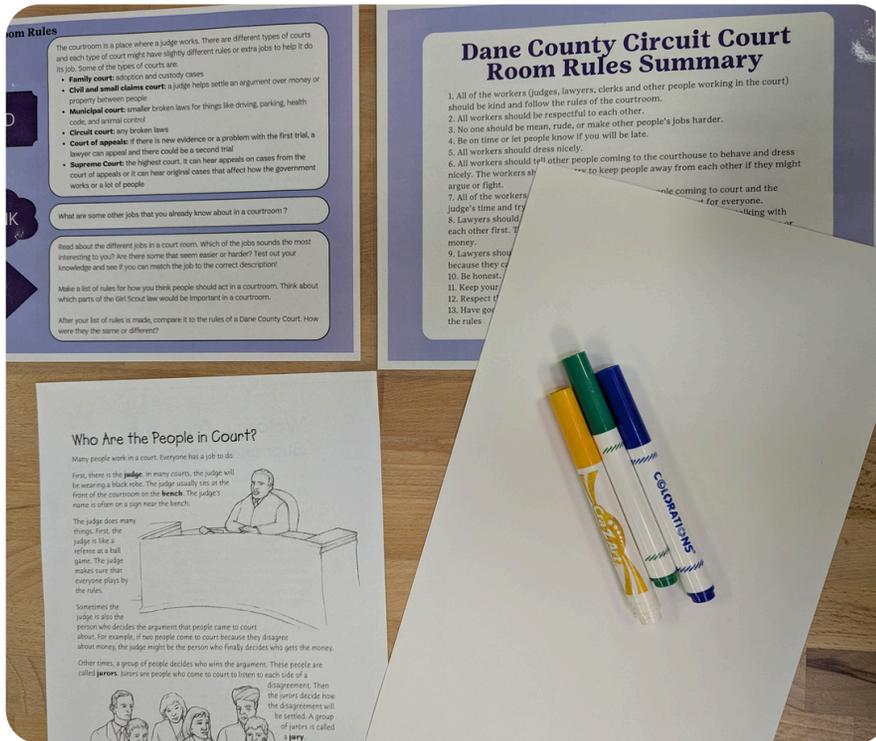
Evaluate a Law

This is a group of interconnected, standalone activities. You can choose to do just one of the activities, or you can do all three in order to create a larger experience that focuses on learning about how the judicial system works and how it balances the legislative system.

The three activities are:

- **Courtroom rules:** Learn about the key roles in a courtroom, what each person does, and what rules they have to follow
- **Learn about a law:** Learn about a how laws are written and a specific state forestry law
- **Mock Trial:** Choose a side of the mock court case and research it. Then choose your role and act out a mock trial.





Courtroom Rules

Learn about the different roles in a courtroom and the rules all of those people have to follow.

From the kit:

C-1

What you need to supply:

- Paper and pencils or markers
- [Roles in Court information from Wisconsin Courts: workbook pages 6-9, 17:](#)

<https://www.wicourts.gov/courts/resources/kid/docs/activitybook.pdf>



Judicial

One Judicial activity is required for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

C-1: Courtroom Rules

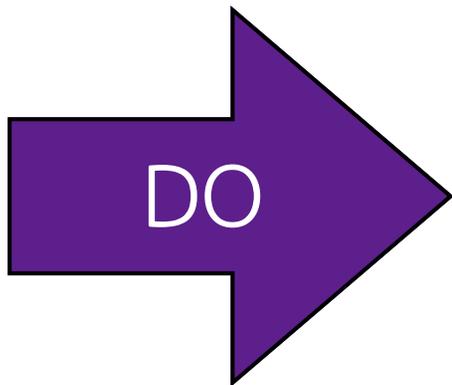


The courtroom is a place where a judge works. There are different types of courts and each type of court might have slightly different rules or extra people to help it do its job. Some of the types of courts are:

- **Family court:** adoption and family cases
- **Civil and small claims court:** a judge helps settle an argument over money or property between people
- **Municipal court:** smaller broken laws for things like driving, parking, health code, and animal control
- **Circuit court:** any broken laws
- **Court of appeals:** If there is new evidence or a problem with the first trial, a lawyer can appeal and there could be a second trial
- **Supreme Court:** the highest court. It can hear appeals on cases from the court of appeals or it can hear original cases that affect how the government works or a lot of people



What are some other jobs that you already know about in a courtroom ?



Read about the different jobs in a court room. Which of the jobs sounds the most interesting to you? Are there some that seem easier or harder? Test out your knowledge and see if you can match the job to the correct description!

As a group, make a list of rules for how you think people should act in a courtroom. Think about which parts of the Girl Scout law would be important in a courtroom.

After your list of rules is made, compare it to the rules of a Dane County Court. How were they the same or different?

Dane County Circuit Court Room Rules Summary

1. All of the workers (judges, lawyers, clerks and other people working in the court) should be kind and follow the rules of the courtroom.
2. All workers should be respectful to each other.
3. No one should be mean, rude, or make other people's jobs harder.
4. Be on time or let people know if you will be late.
5. All workers should dress nicely.
6. All workers should tell other people coming to the courthouse to behave and dress nicely. The workers should also try to keep people away from each other if they might argue or fight.
7. All of the workers should be considerate of the people coming to court and the judge's time and try to schedule court dates when it works best for everyone.
8. Lawyers should try to solve the problems before coming to court by talking with each other first. They should also try to work quickly and not waste people's time or money.
9. Lawyers should not waste other people's time or argue about something just because they can.
10. Be honest.
11. Keep your promises.
12. Respect the rules.
13. Have good manners. The judge and workers are in charge of reminding people of the rules

C-2: Learn about a Law



READ

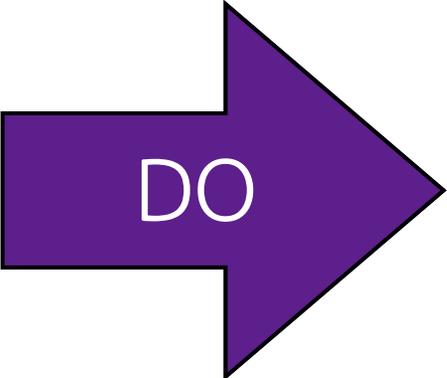
Laws are rules made by the legislative branch of the government. They start out as ideas and are written into a bill. Then a legislator will introduce the bill to the House or Senate, it will be reviewed and voted on by a committee before being voted on by the entire House or Senate.

If it passes in that chamber of the legislature, then it has to go through the process again in the other chamber. The two chambers (House and Senate) may have to have a meeting to discuss the differences between the two passed bills. After it has passed both chambers, then the Governor signs the bill into a law or vetoes the bill (says no to it).



THINK

What laws do you know about? What are some things that could happen if someone breaks a law? Does it matter what type of law they broke?

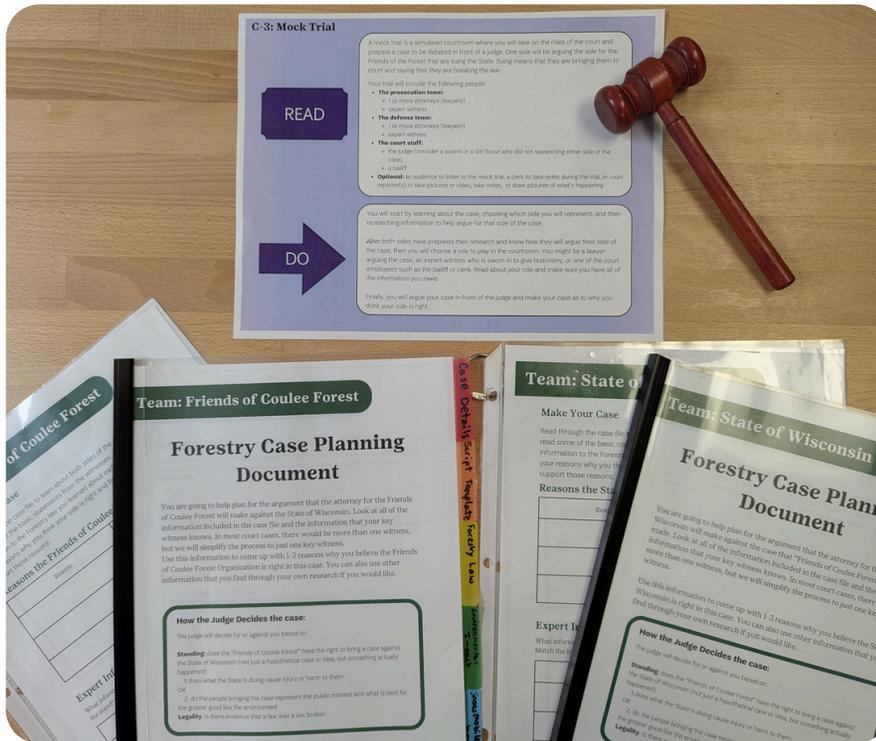


DO

Have one person read out loud the first 1-3 sentences of the law. Is it easy to understand? Talk to a partner first and then share with the whole group why you think it was written that way.

Next, in small groups, you will re-write the law in words that we can understand. You can use the Law Cards and match up each card to the part of the law it describes or you can try to re-write it on your own.

What are the actual rules that this law puts into place? Share with the whole group what you came up with.



Mock Trial

Pick which role in the court you would like to be for a mock trial.

From the kit:

C-3, gavel

What you need to supply:

- Pencil
- Paper
- Optional: table, chairs, podium, etc to set up your own court room
- Optional: internet access if Girl Scouts want to do more research to back up their positions



One Judicial activity is required for:



Brownies



Juniors



Cadettes



Seniors



Ambassadors

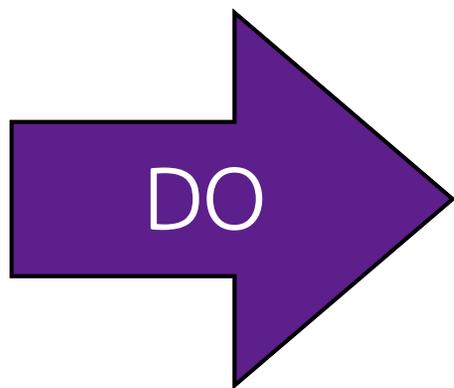
C-3: Mock Trial



A mock trial is a simulated courtroom where you will take on the roles of the court and prepare a case to be debated in front of a judge. One side will be arguing the side for the Friends of the Forest that are suing the State. Suing means that they are bringing them to court and saying that they are breaking the law.

Your trial will include the following people:

- **The prosecution team:**
 - 1 or more attorneys (lawyers)
 - expert witness
- **The defense team:**
 - 1 or more attorneys (lawyers)
 - expert witness
- **The court staff:**
 - the judge (consider a parent or a Girl Scout who did not researching either side of the case)
 - a bailiff
- **Optional:** an audience to listen to the mock trial, a clerk to take notes during the trial, or court reporter(s) to take pictures or video, take notes, or draw pictures of what's happening



You will start by learning about the case, choosing which side you will represent, and then researching information to help argue for that side of the case.

After both sides have prepared their research and know how they will argue their side of the case, then you will choose a role to play in the courtroom. You might be a lawyer arguing the case, an expert witness who is sworn in to give testimony, or one of the court employees such as the bailiff or clerk. Read about your role and make sure you have all of the information you need.

Finally, you will argue your case in front of the judge and make your case as to why you think your side is right.

Mock Trial Supporting materials

Links to supporting materials that can be printed

- Planning Document: [State of Wisconsin](#)

[https://www.canva.com/design/DAGgT3gxZfs/aKQVZizNX-KwqWJMIu4P5Q/view?](https://www.canva.com/design/DAGgT3gxZfs/aKQVZizNX-KwqWJMIu4P5Q/view?utm_content=DAGgT3gxZfs&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h02cfd60c83)

[utm_content=DAGgT3gxZfs&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h02cfd60c83](https://www.canva.com/design/DAGgT3gxZfs/aKQVZizNX-KwqWJMIu4P5Q/view?utm_content=DAGgT3gxZfs&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h02cfd60c83)

- Planning Document: [Friends of Coulee](#)

[https://www.canva.com/design/DAGgUpGiXyo/tnU5caP2gMaNI9pWjoKNbQ/view?](https://www.canva.com/design/DAGgUpGiXyo/tnU5caP2gMaNI9pWjoKNbQ/view?utm_content=DAGgUpGiXyo&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=hd35add7678)

[utm_content=DAGgUpGiXyo&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=hd35add7678](https://www.canva.com/design/DAGgUpGiXyo/tnU5caP2gMaNI9pWjoKNbQ/view?utm_content=DAGgUpGiXyo&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=hd35add7678)

- [Mock Trial Script](#): [https://www.canva.com/design/DAGgyV3oERE/TdLHbOSQhZkr8r_OKO35Rw/view?](https://www.canva.com/design/DAGgyV3oERE/TdLHbOSQhZkr8r_OKO35Rw/view?utm_content=DAGgyV3oERE&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h60740a18b9)

[utm_content=DAGgyV3oERE&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h60740a18b9](https://www.canva.com/design/DAGgyV3oERE/TdLHbOSQhZkr8r_OKO35Rw/view?utm_content=DAGgyV3oERE&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h60740a18b9)

- <https://dnr.wisconsin.gov/topic/StateForests/coulee>

- [Snowmobile Fact Sheet](#)

<https://www.snowmobile.org/docs/isma-snowmobiling-fact-book.pdf>

- [Environmental Impact of Snowmobiles](#)

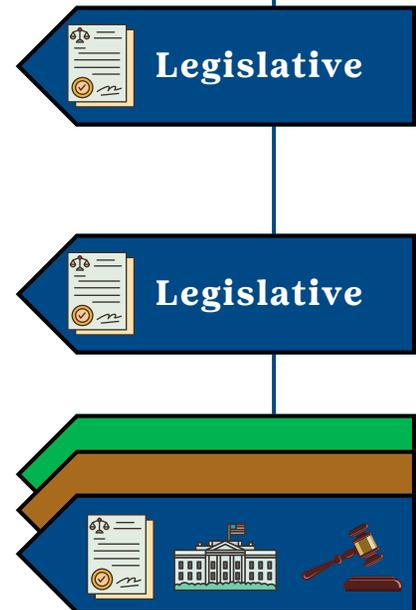
<https://winterwildlands.org/wp-content/uploads/2014/05/Environmental-Impacts-from-Snowmobile-Use.pdf>

Create a Government

This is a group of interconnected standalone activities. You can choose to do just one of the activities, or you can do all three in order to create a larger experience that focuses on learning about how the government is set up and the powers of government are divided.

The three activities are:

- **Map out your Country:** Create your own country by dividing the land into states and choosing where capitols go.
- **Voter Representation:** Learn about representation and voting districts. Choose how you would set up your own government and create voting districts.
- **Powers of Government:** Learn about checks and balances. Decide how you would set up your government and split up the different powers.





What you need to supply:

- Optional: Copies of Create a Country and pencil/colored pencils (activities can also be done on regular paper with a pencil or discussed instead of written down)

*please use water to wipe off and dry all transparencies before returning the kit

If you are using the kit digitally click here for the Maps and Transparency masters:

- Print copies of the Maps and transparency masters or use on a smartboard:
https://www.canva.com/design/DAGiX2_CL5Q/Ii7wL0_0ahstBV5BZWkXTg/view?utm_content=DAGiX2_CL5Q&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h93f967dd1f
- transparencies, vis a vis markers

Map Out Your Country

Create your own country by dividing the land into states and choosing where capitols go.

From the kit:

D-1



Legislative

One Legislative activity is required for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

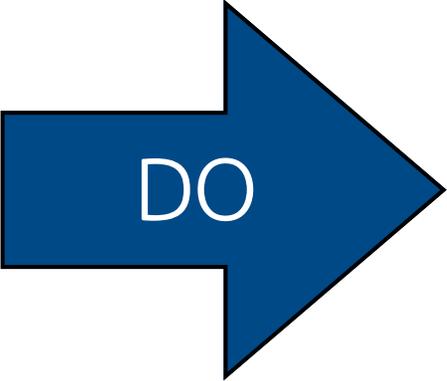
D-1: Map Out Your Country



READ



THINK



DO

When towns, cities, states, and countries are created, they have boundaries. A boundary shows where the area starts or stops. On a map we represent these boundaries with a line.

Depending on the type of map, you might also see blue water for lakes and rivers and black lines for roads or highways. Physical maps will also show you the elevation, or height, of the land. They do this by using different colors to show how high or low the different parts of land are. Political maps show how the land is divided into states or countries. These maps often use color to make it easier to see the boundaries of each state.

Sometimes boundaries are straight and other times they are wavy or jagged. What might cause a boundary line to be curvy or jagged?

You are being given land to create a new country. There are three current maps that you can look at with information about your new land. One is a map of the current school districts and service areas. The second map shows the population of the different counties that are currently there, and the third is a physical map that shows rivers, valleys, and hills as well as current roads.

There have been four different proposals (ideas) for how to divide this land into a country. The proposals are on a clear transparency. Your group can move it around over top of the three current maps and work together to see if you can figure out how someone came up with each of the proposals. Take turns sharing your ideas with the whole group

Now it's your turn! Using the clear transparency labelled "Your Proposal", use a vis a vis marker to draw the boundaries for the states in your country. You can also give your country a name and put stars for where you want to put your capital! If you are also doing the voter representation activity, do not clean off your transparencies yet, otherwise, please clean them before returning to the kit with a damp cloth or paper towel and dry them.

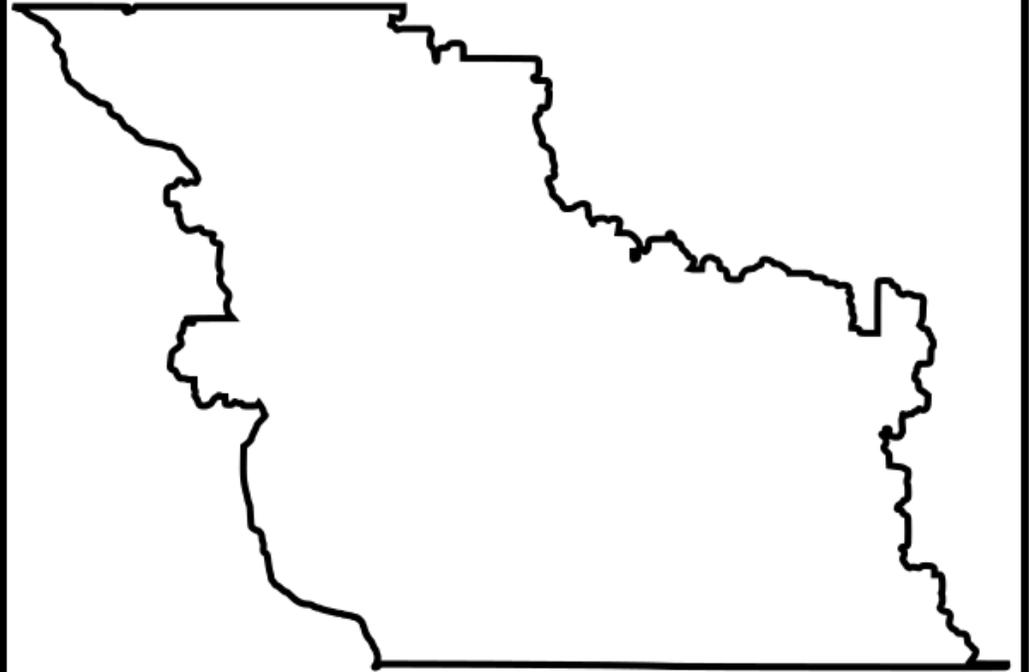
Create a Country

My Country's Name:

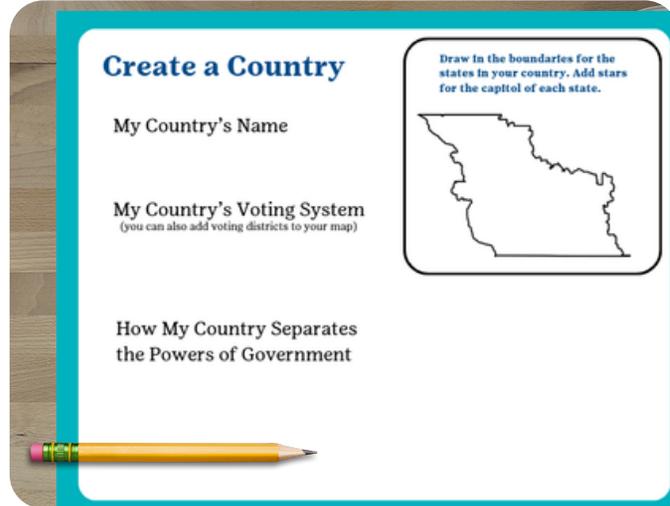
My Country's State Names
and Capitol(s):

How My Country Separates
the Powers of Government:

Draw in the boundaries for the states in your country. Add stars for the capitol of each state.



(you can also add voting districts to your map)



What you need to supply:

- Paper and pencils
- A copy of the Create a Country worksheet or you can use the same transparencies and markers

*please use a damp cloth to wipe off and dry all transparencies before returning the kit

[If you are using the kit digitally click here for the Maps and Transparency masters:](https://www.canva.com/design/DAGiX2_CL5Q/652R_X8o38sVDm47hUEukg/edit)

https://www.canva.com/design/DAGiX2_CL5Q/652R_X8o38sVDm47hUEukg/edit

- Print copies of the Maps and transparency masters or use on a smartboard
- transparencies, vis a vis markers

Set Up Note:

It is up to the leader how much, if any, of the demographic information to share with Girl Scouts

Voter Representation

Learn about representation and voting districts. Choose how you would set up your own government and create voting districts.

From the kit:

D-2



One Legislative activity is required for:



Juniors

Cadettes

Seniors

Ambassadors

D-2: Voting Districts



READ

We use symbols to represent things all the time. Flags are used to represent different countries. Hearts represent love. A picture of a sun represents happiness.

In government, we have people who represent us. That means that one person, or representative, that we elect speaks for us and all the other people who live near us in the same voting district.

A voting district is the neighborhoods and communities that all vote at the same spot. These people have the same State and US representatives choices on their ballots to vote for. Whoever wins the most votes in that election will represent their area.

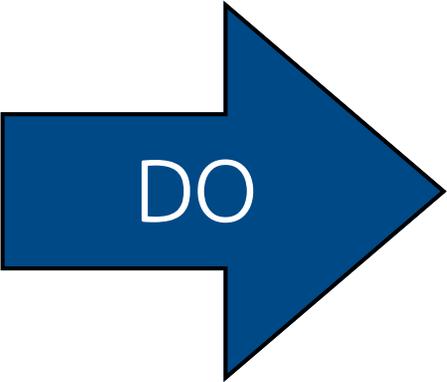
To re-draw the maps of where each voting district is, the state legislature has to approve the new maps. This is called re-districting.



THINK

There are many reasons why a voting district is changed. Why do you think we re-district or change the maps for who votes at each voting place?

Look at the 2025 US Representatives from the state of Wisconsin. What do you notice? Do you think that these congress people are a fair representation of the people in our state? Why or why not?



DO

You are going to take the Map Your Country transparency or paper and draw lines to divide it into voting districts. What are some different ways you could divide up the area? Do you have all the information you need to divide it into fair voting districts? If not, what information do you think you would need to do it fairly?

Wisconsin 2025 US Representatives

1. [Fitzgerald, Scott - Representative](#)



State: Wisconsin
District: 5
Party: Republican
Served: House: 2021-Present

2. [Grothman, Glenn - Representative](#)



State: Wisconsin
District: 6
Party: Republican
Served: House: 2015-Present

3. [Moore, Gwen - Representative](#)



State: Wisconsin
District: 4
Party: Democratic
Served: House: 2005-Present

4. [Pocan, Mark - Representative](#)



State: Wisconsin
District: 2
Party: Democratic
Served: House: 2013-Present

5. [Steil, Bryan - Representative](#)



State: Wisconsin
District: 1
Party: Republican
Served: House: 2019-Present

6. [Tiffany, Thomas P. - Representative](#)



State: Wisconsin
District: 7
Party: Republican
Served: House: 2020-Present

7. [Van Orden, Derrick - Representative](#)



State: Wisconsin
District: 3
Party: Republican
Served: House: 2023-Present

8. [Wied, Tony - Representative](#)

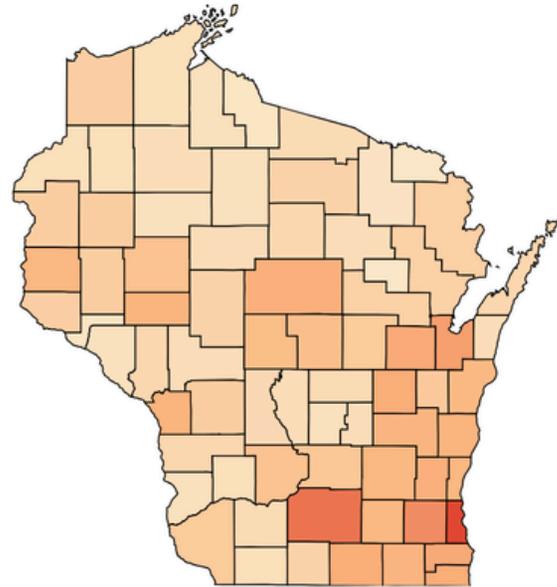


State: Wisconsin
District: 8
Party: Republican
Served: House: 2024-Present

Wisconsin Demographics (information about who lives there)

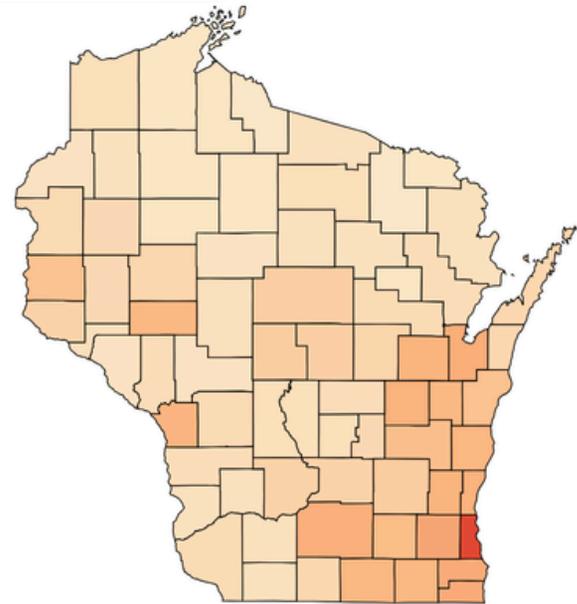
Wisconsin Population by County

Population Growth Since 2020 Density



Wisconsin Population by County

Population Growth Since 2020 Density



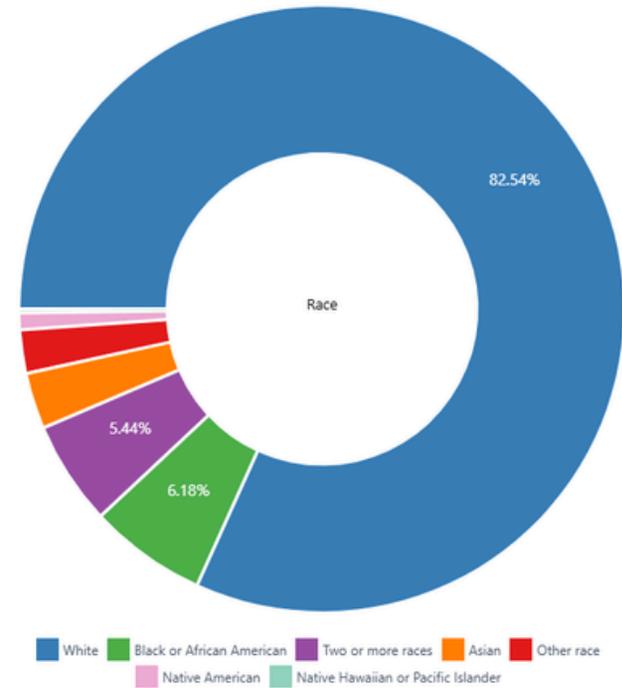
Wisconsin Demographics (information about who lives there)

Wisconsin Population by Race

Population by Race

All Hispanic NonHispanic

RACE	POPULATION	PERCENTAGE (OF TOTAL)
White	4,854,982	82.54%
Black or African American	363,331	6.18%
Two or more races	320,056	5.44%
Asian	169,052	2.87%
Other race	128,690	2.19%
Native American	43,759	0.74%
Native Hawaiian or Pacific Islander	2,261	0.04%



Wisconsin Demographics (information about who lives there)



Wisconsin Gender Ratios

Gender Ratio:

 **99** : **100**
Men Women

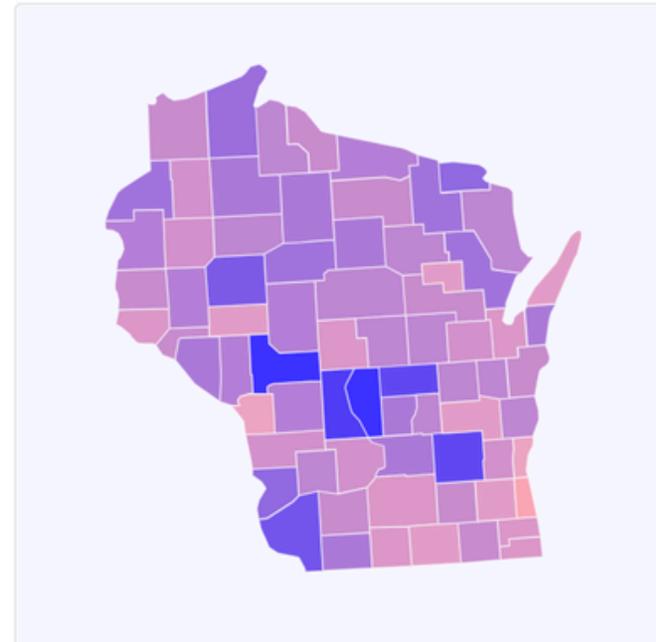
Total Population:

 **2,859,507** **2,898,057**
Men Women

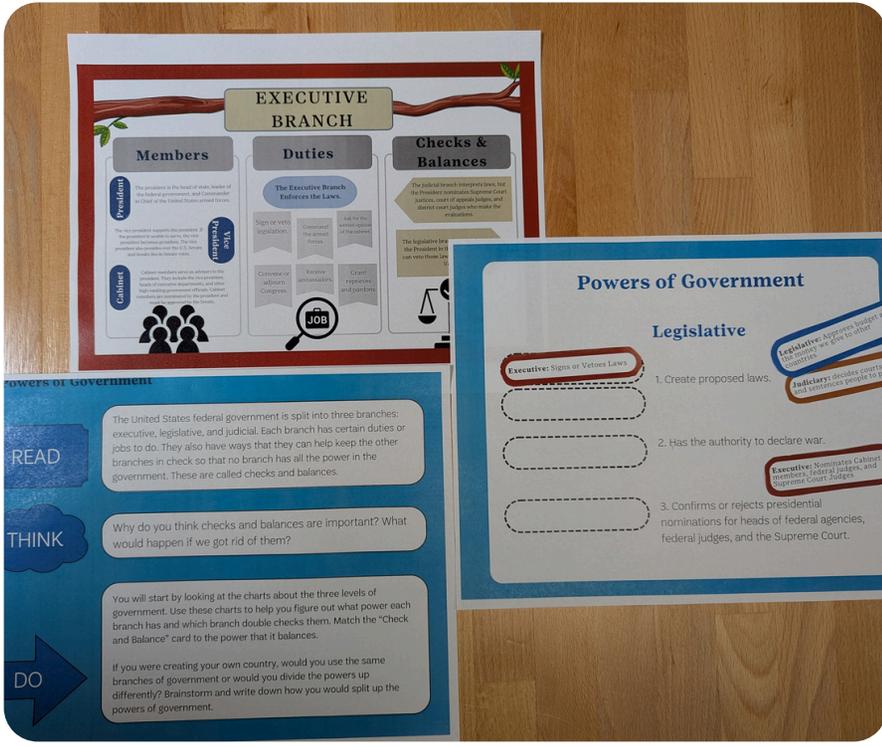
There are **more women than men** in Wisconsin. The total population of Wisconsin is estimated at **5,757,564** people with **2,859,507 male** and **2,898,057 female**. There are 38,550 more women than men in the state, which is 0.67% of the total population.

The Wisconsin **Gender Ratio is 99 men to 100 women** (99:100) or 0.99. Wisconsin's gender ratio is higher than the national average of 97 men to 100 women (97:100) or 0.97.

Note: All ratios are written as **Male to Female**



Create a Government



Powers of Government

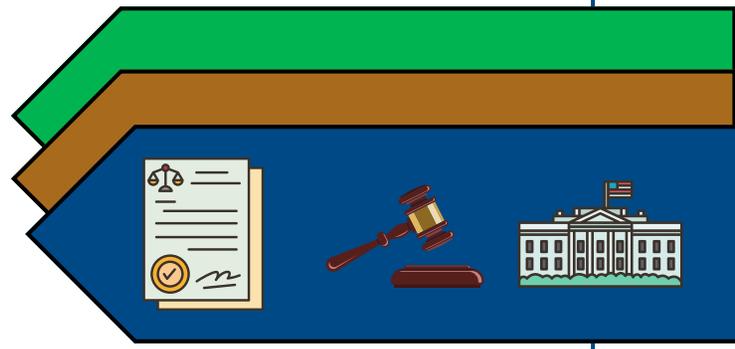
Learn about checks and balances. Decide how you would set up your government and split up the different powers.

From the kit:

D-3

What you need to supply:

- Paper and pencils



One Legislative, Executive, and Judicial activity is required for:

Brownies
Juniors
Cadettes
Seniors
Ambassadors

D-3: Powers of Government



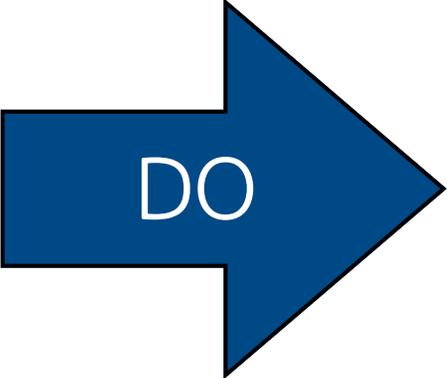
READ

The United States federal government is split into three branches: executive, legislative, and judicial. Each branch has certain duties or jobs to do. They also have ways that they can help keep the other branches in check so that no branch has all the power in the government. These are called checks and balances.



THINK

Why do you think checks and balances are important? What would happen if we got rid of them?



DO

You will start by looking at the charts about the three levels of government. Use these charts to help you figure out what power each branch has and which branch double checks them. Match the “Checks and Balances” card to the power that it balances.

If you were creating your own country, would you use the same branches of government or would you divide the powers up differently? Brainstorm and write down how you would split up the powers of government.

Powers of Government

Checks and Balances
against these powers



Legislative Powers

1. Creates bills which can be voted on to create new laws.
2. Can declare war.
3. Confirms or rejects presidential nominations for heads of federal agencies, federal judges, and the Supreme Court.

Powers of Government

Checks and Balances
against these powers

A vertical stack of six dashed-line boxes for notes, arranged in three pairs of two. Each pair consists of two rounded rectangular boxes stacked vertically, connected at their top and bottom edges. The boxes are intended for students to write down checks and balances for the powers listed on the right.

Judicial Powers

1. Decide the meaning of the laws.
2. Apply the laws to real situations.
3. Determine if a law breaks the rules of the constitution.

Powers of Government

Checks and Balances
against these powers

Executive Powers

1. Sign or Veto laws

2. Command the armed forces

3. Nominates people to the cabinet, federal judges and Supreme Court.

4. Tell congress to start or end its current session

5. Talk with people from other countries (ambassadors)

6. Grant pardons to people who were in jail or prison.

Powers of Government: Matching Cards

Legislative: Declares war

Legislative: Makes Laws

Executive: Signs or Vetoes Laws

Legislative: Approves the cabinet

Legislative: Makes Laws

Executive: Signs or Vetoes Laws

Legislative: Makes Laws

Legislative: Makes Laws

Executive: Signs or Vetoes Laws

Legislative: runs the congressional session

Judiciary: decides courts case and sentences people to prison

Executive: Signs or Vetoes Laws

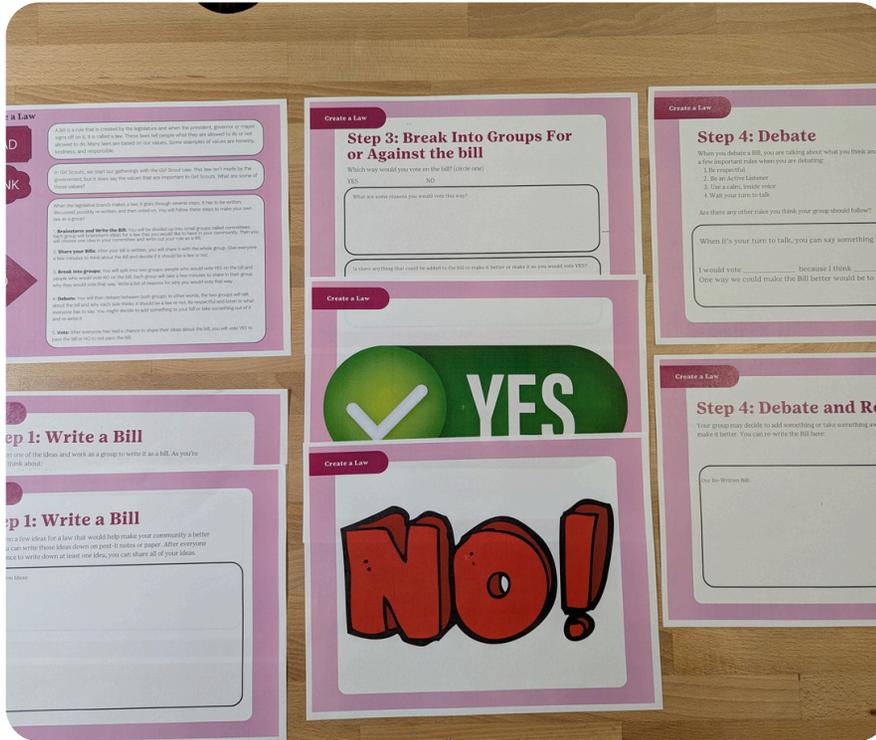
Legislative: Approves budget and the money we give to other countries

Judiciary: rules if laws are constitutional and applies them to real cases

Executive: Commands the armed forces

Executive: Nominates Cabinet members, federal judges, and Supreme Court Judges

Create a Law



Create a Law

Draft, debate, and pass a law.

From the kit:

E-1

What you need to supply:

- post-it notes or paper, pencils
- copies of the Create a Law handout if you would like

Set-Up:

- Hang up “YES” and “NO” signs in separate areas for Girl Scouts to meet under to discuss their ideas. These signs can also be used for the final vote if you would like.



Legislative

One Legislative activity is required for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

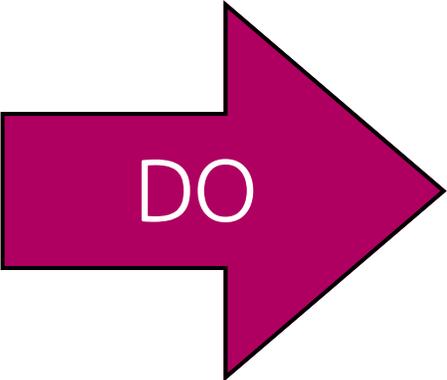
E-1: Create a Law



READ



THINK



DO

A Bill is a rule that is created by the legislature and when the president, governor or mayor signs off on it, it is called a law. These laws tell people what they are allowed to do or not allowed to do. Many laws are based on our values. Some examples of values are honesty, kindness, and responsible.

In Girl Scouts, we start our gatherings with the Girl Scout Law. This law isn't made by the government, but it does say the values that are important to Girl Scouts. What are some of those values?

When the legislative branch makes a law, it goes through several steps. It has to be written, discussed, possibly re-written, and then voted on. You will follow these steps to make your own law as a group!

- 1. Brainstorm and Write the Bill:** You will be divided up into small groups called committees. Each group will brainstorm ideas for a law that you would like to have in your community. Then you will choose one idea in your committee and write out your rule as a Bill.
- 2. Share your Bills:** After your bill is written, you will share it with the whole group. Give everyone a few minutes to think about the Bill and decide if it should be a law or not.
- 3. Break into groups:** You will split into two groups: people who would vote YES on the bill and people who would vote NO on the bill. Each group will take a few minutes to share in their group why they would vote that way. Write a list of reasons for why you would vote that way.
- 4. Debate:** You will then debate between both groups. In other words, the two groups will talk about the bill and why each side thinks it should be a law or not. Be respectful and listen to what everyone has to say. You might decide to add something to your bill or take something out of it and re-write it.
- 5. Vote:** After everyone has had a chance to share their ideas about the bill, you will vote YES to pass the Bill or NO to not pass the Bill.

Step 1: Write a Bill

Brainstorm a few ideas for a law that would help make your community a better place. You can write those ideas down on post-it notes or paper. After everyone has a chance to write down at least one idea, you can share all of your ideas.

Brainstorm Ideas:

Decide on one of the ideas and work as a group to write it as a bill. As you're writing, think about:

- Who or what would this law help?
- Are there any consequences if you break the law?

Our bill:

Step 2: Share your bill with the group.

After your bill is written, you will share it with the whole group. Give everyone a few minutes to think about the Bill and decide if it should be a law or not. Your whole group may choose just one bill to debate and vote on.

Step 3: Break into groups for and against the bill.

Which way would you vote on the bill? (circle one)

YES

NO

What are some reasons you would vote this way? Is there anything that could be added to the bill to make it better or make it so you would vote YES?

Step 4: Debate

When you debate a Bill, you are talking about what you think and why. There are a few important rules when you are debating:

1. Be respectful
2. Be an Active Listener
3. Use a calm, inside voice
4. Wait your turn to talk
5. Are there any other rules you think your group should follow?

When it's your turn to talk, you can say something like:

I would vote _____ because I think _____. One way we could make the Bill better would be to _____.

After your debate, your group may decide to add something or take something away from the Bill to make it better!

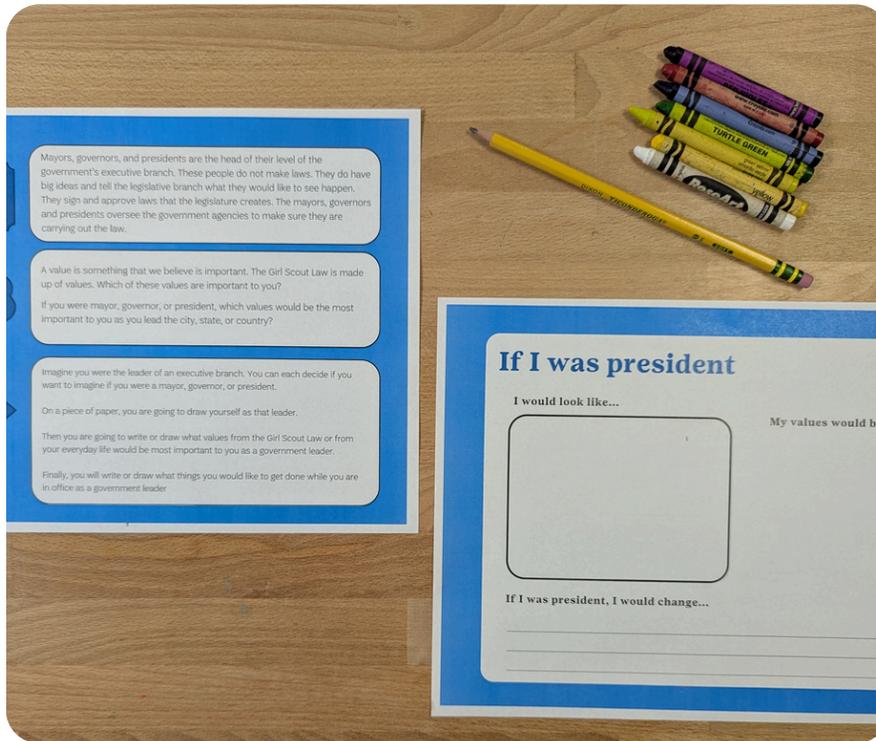


YES

Create a Law

NO!

Imagine If...



Imagine If...

Imagine if you were part of the executive branch of the government. What would your goals be?

From the kit:

F-1

What you need to supply:

- Paper, pencils, and crayons/markers/colored pencils



Executive

One Executive activity is required for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

F-1: Imagine If...



READ

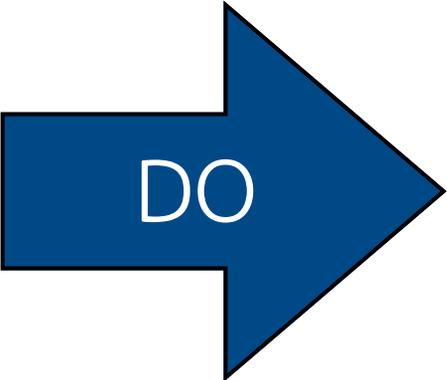
Mayors, governors, and presidents are the head of their level of the government's executive branch. These people do not make laws. They do have big ideas and tell the legislative branch what they would like to see happen. They sign and approve laws that the legislature creates. The mayors, governors and presidents oversee the government agencies to make sure they are carrying out the law.



THINK

A value is something that we believe is important. The Girl Scout Law is made up of values. Which of these values are important to you?

If you were mayor, governor, or president, which values would be the most important to you as you lead the city, state, or country?



DO

Imagine you were the leader of an executive branch. You can each decide if you want to imagine if you were a mayor, governor, or president.

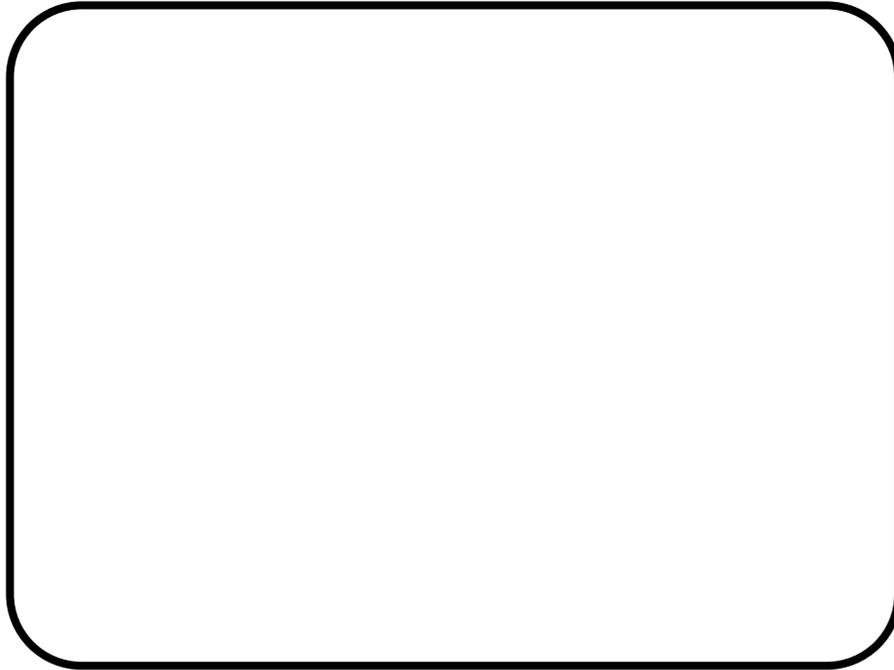
On a piece of paper, you are going to draw yourself as that leader.

Then you are going to write or draw what values from the Girl Scout Law or from your everyday life would be most important to you as a government leader.

Finally, you will write or draw what things you would like to get done while you are in office as a government leader

If I was president

I would look like...

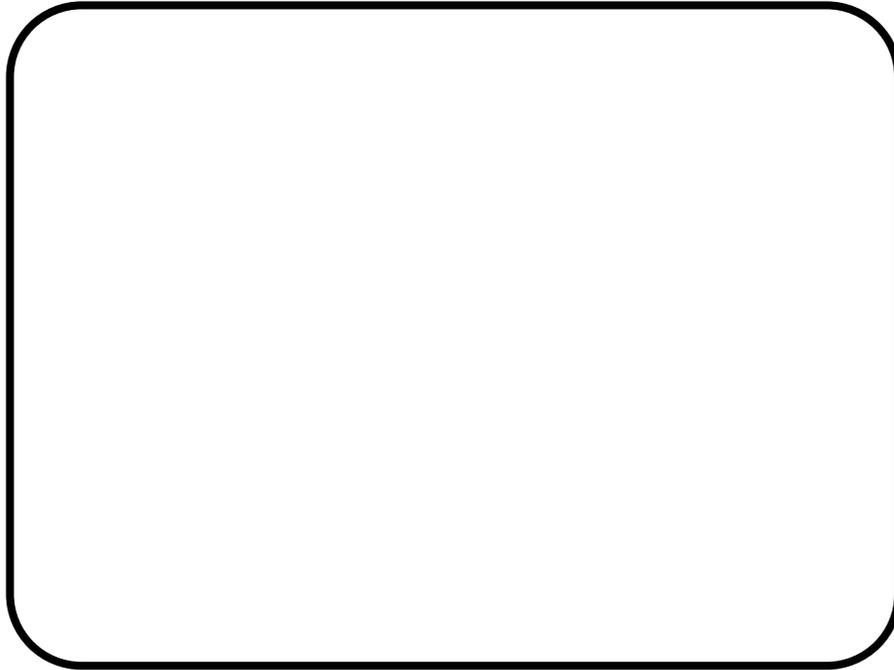


My values would be...

If I was president, I would change...

If I was governor

I would look like...

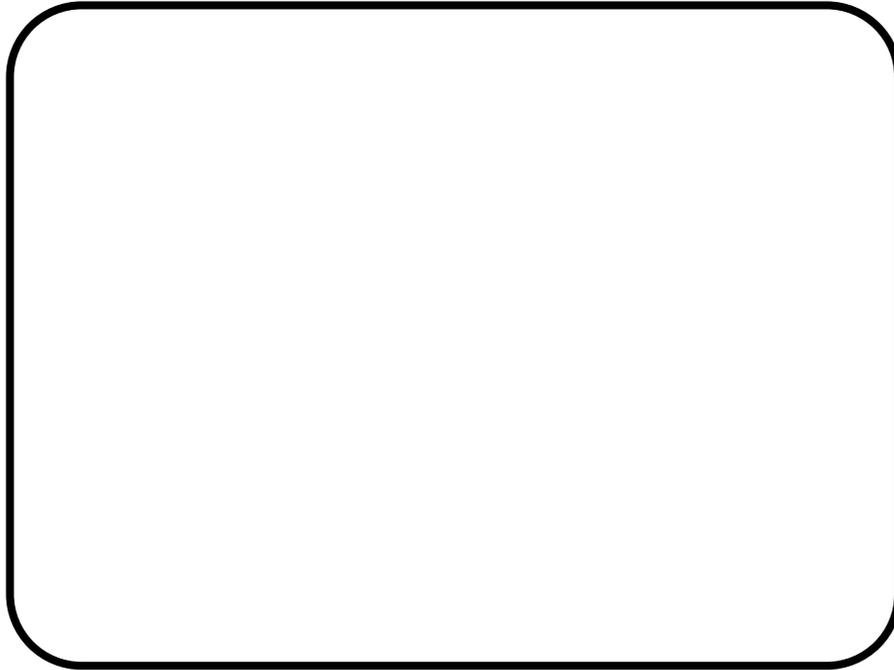


My values would be...

If I was governor, I would change...

If I was mayor

I would look like...



My values would be...

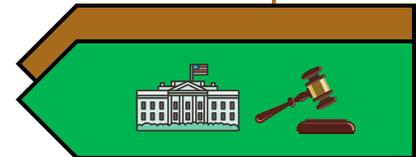
If I was mayor, I would change...

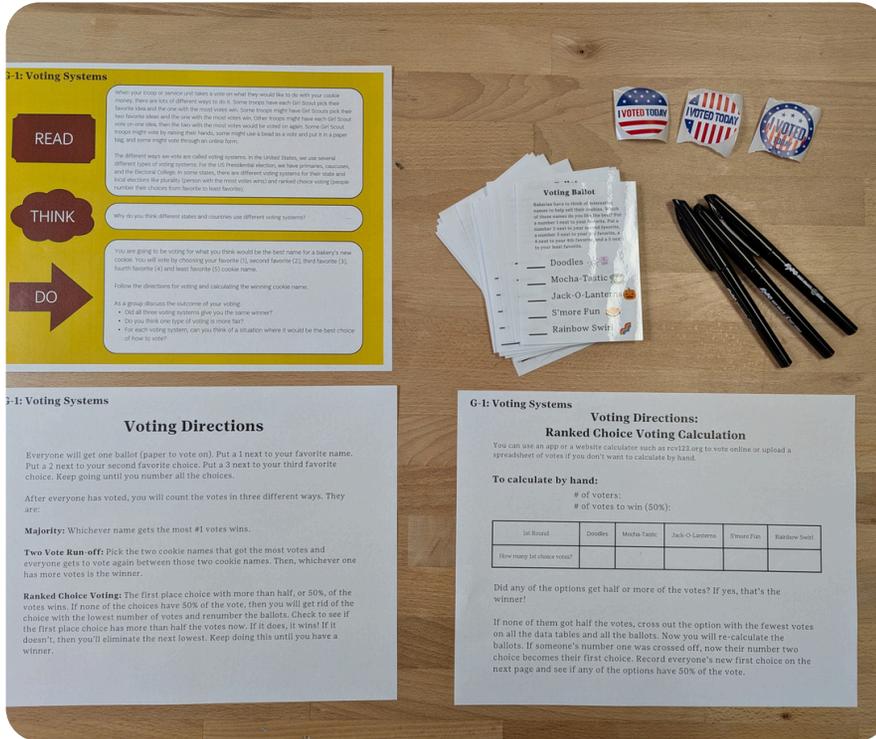
Create an Election

This is a group of interconnected standalone activities. You can choose to do just one of the activities, or you can do all three in order to create a larger experience that focuses on learning about how elections are set up and run.

The three activities are:

- **Voting Systems:** Learn about different types of voting systems and choose one for your own mock election.
- **Create Campaigns:** Learn about how a campaign works and create campaign materials for an executive or judicial candidate or something important to your troop.
- **Learn about Ballots and Vote:** Learn about different types of ballots, create your own for your election, and vote!





Voting Systems

Learn about different voting systems and decide why we might use different systems in different situations

From the kit:

G-1, dry erase markers, voting box

What you need to supply:

- Optional: Printed copies of Voting Ballots and pencils



One Legislative activity is required for:

Brownies
Juniors
Cadettes
Seniors
Ambassadors

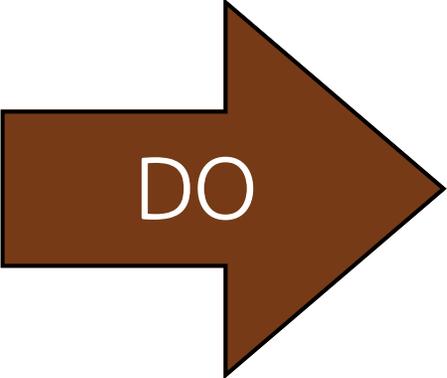
G-1: Voting Systems



READ



THINK



DO

When your troop or service unit takes a vote on what they would like to do with your cookie money, there are lots of different ways to do it. Some troops have each Girl Scout pick their favorite idea and the one with the most votes win. Some troops might have Girl Scouts pick their two favorite ideas and the one with the most votes win. Other troops might have each Girl Scout vote on one idea, then the two with the most votes would be voted on again. Some Girl Scout troops might vote by raising their hands, some might use a bead as a vote and put it in a paper bag, and some might vote through an online form.

The different ways we vote are called voting systems. In the United States, we use several different types of voting systems. For the US Presidential election, we have primaries, caucuses, and the Electoral College. In some states, there are different voting systems for their state and local elections like plurality (person with the most votes wins) and ranked choice voting (people number their choices from favorite to least favorite).

Why do you think different states and countries use different voting systems?

You are going to be voting for what you think would be the best name for a bakery's new cookie. You will vote by choosing your favorite (1), second favorite (2), third favorite (3), fourth favorite (4) and least favorite (5) cookie name.

Follow the directions for voting and calculating the winning cookie name.

As a group discuss the outcome of your voting:

- Did all three voting systems give you the same winner?
- Do you think one type of voting is more fair?
- For each voting system, can you think of a situation where it would be the best choice of how to vote?

G-1: Voting Systems

Voting Directions

Everyone will get one ballot (paper to vote on). Put a 1 next to your favorite name. Put a 2 next to your second favorite choice. Put a 3 next to your third favorite choice. Keep going until you number all the choices.

After everyone has voted, you will count the votes in three different ways. They are:

Majority: Whichever name gets the most #1 votes wins.

Two Vote Run-off: Pick the two cookie names that got the most votes and everyone gets to vote again between those two cookie names. Then, whichever one has more votes is the winner.

Ranked Choice Voting: The first place choice with more than half, or 50%, of the votes wins. If none of the choices have 50% of the vote, then you will get rid of the choice with the lowest number of votes and renumber the ballots. Check to see if the first place choice has more than half the votes now. If it does, it wins! If it doesn't, then you'll eliminate the next lowest. Keep doing this until you have a winner.

Voting Ballot

Bakeries have to think of interesting names to help sell their cookies. Which of these names do you like the best? Put a number 1 next to your favorite. Put a number 2 next to your second favorite, a number 3 next to your 3rd favorite, a 4 next to your 4th favorite, and a 5 next to your least favorite.

- Doodles 
- Mocha-Tastic 
- Jack-O-Lanterns 
- S'more Fun 
- Rainbow Swirl 

Voting Ballot

Bakeries have to think of interesting names to help sell their cookies. Which of these names do you like the best? Put a number 1 next to your favorite. Put a number 2 next to your second favorite, a number 3 next to your 3rd favorite, a 4 next to your 4th favorite, and a 5 next to your least favorite.

- Doodles 
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Voting Ballot

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- _____ Doodles 
- _____ Mocha-Tastic 
- _____ Jack-O-Lanterns 
- _____ S'more Fun 
- _____ Rainbow Swirl 

Voting Ballot

Bakeries have to think of interesting names to help sell their cookies. Which of these names do you like the best? Put a number 1 next to your favorite. Put a number 2 next to your second favorite, a number 3 next to your 3rd favorite, a 4 next to your 4th favorite, and a 5 next to your least favorite.

- _____ Doodles 
- _____ Mocha-Tastic 
- _____ Jack-O-Lanterns 
- _____ S'more Fun 
- _____ Rainbow Swirl 

G-1: Voting Systems

Voting Directions:

Ranked Choice Voting Calculation

You can use an app or a website calculator such as rcv123.org to vote online or upload a spreadsheet of votes if you don't want to calculate by hand.

To calculate by hand:

of voters:

of votes to win (50%):

1st Round	Doodles	Mocha-Tastic	Jack-O-Lanterns	S'more Fun	Rainbow Swirl
How many 1st choice votes?					

Did any of the options get half or more of the votes? If yes, that's the winner!

If none of them got half the votes, cross out the option with the fewest votes on all the data tables and all the ballots. Now you will re-calculate the ballots. If someone's number one was crossed off, now their number two choice becomes their first choice. Record everyone's new first choice on the next page and see if any of the options have 50% of the vote.

G-1: Voting Systems

of voters:

of votes to win (50%):

2nd Round	Doodles	Mocha-Tastic	Jack-O-Lanterns	S'more Fun	Rainbow Swirl
How many 1st choice votes?					

If a choice has 50% or more of the votes, you have a winner!

If not, cross out the option with the least number of 1st choice votes and recalculate again using the same process. Cross out the option with the fewest votes on all the data tables and ballots. If someone's number one choice was crossed out, their next choice becomes their new first choice.

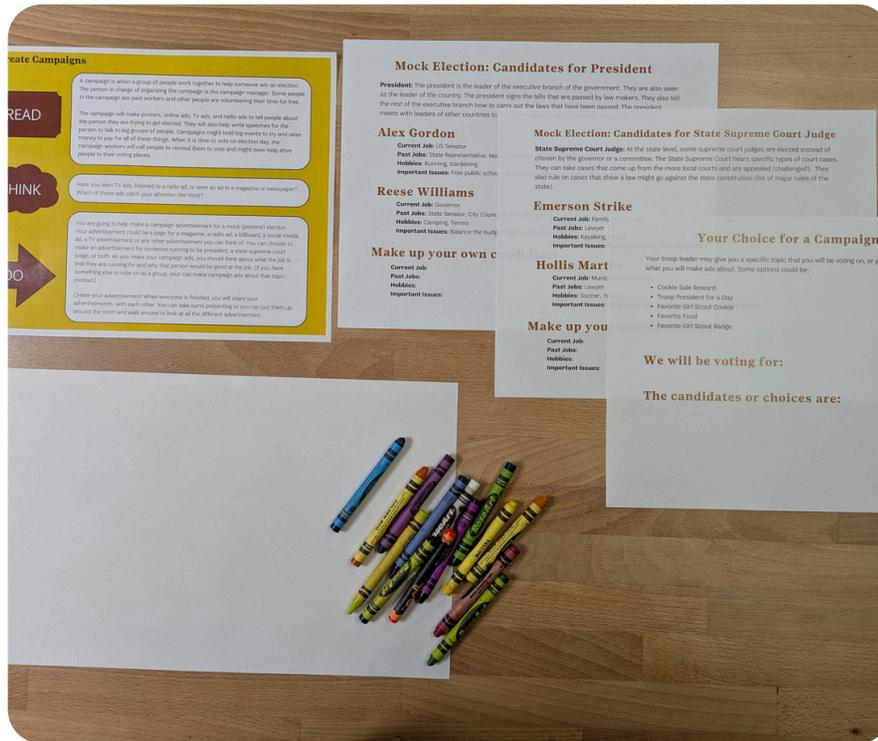
3rd Round	Doodles	Mocha-Tastic	Jack-O-Lanterns	S'more Fun	Rainbow Swirl
How many 1st choice votes?					

Did any of the options get half or more of the votes? If yes, that's the winner!

If none of them got half the votes, cross out the option with the fewest votes on all the data tables and all the ballots. Now you will re-calculate the ballots. If someone's number one was crossed off, now their number two choice becomes their first choice. If you haven't found a winner yet, this will be your last round.

4th Round	Doodles	Mocha-Tastic	Jack-O-Lanterns	S'more Fun	Rainbow Swirl
How many 1st choice votes?					

Create an Election



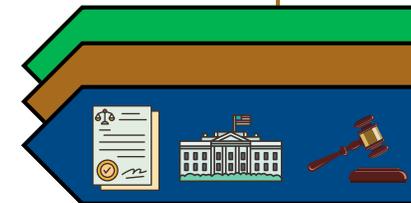
Create Campaigns

Learn about what a campaign is and create your own!

From the kit:
G-2

What you need to supply:

- paper, markers, pencils
- camera/camcorder if creating campaign videos



This Activity could satisfy the Legislative, Judicial or Executive requirement based on the campaign created for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

G-2: Create Campaigns



READ

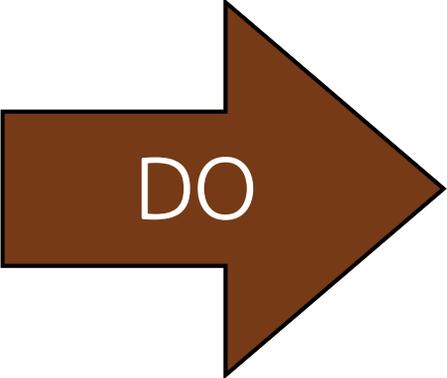
A campaign is when a group of people work together to help someone win an election. The person in charge of organizing the campaign is the campaign manager. Some people in the campaign are paid workers and other people are volunteering their time for free.

The campaign will make posters, online ads, TV ads, and radio ads to tell people about the person they are trying to get elected. They will also help write speeches for the person to talk to big groups of people. Campaigns might hold big events to try and raise money to pay for all of these things. When it is time to vote on election day, the campaign workers will call people to remind them to vote and might even help drive people to their voting places.



THINK

Have you seen TV ads, listened to a radio ad, or seen an ad in a magazine or newspaper? Which of those ads catch your attention the most?



DO

You are going to help make a campaign advertisement for a mock (pretend) election. Your advertisement could be a page for a magazine, a radio ad, a billboard, a social media ad, a TV advertisement or any other advertisement you can think of. You can choose to make an advertisement for someone running to be president, a state supreme court judge, or both. As you make your campaign ads, you should think about what the job is that they are running for and why that person would be good at the job. (If you have something else to vote on as a group, you can make campaign ads about that topic instead.)

Create your advertisement! When everyone is finished, you will share your advertisements. with each other. You can take turns presenting or you can put them up around the room and walk around to look at all the different advertisement.

Mock Election: Candidates for President

President: The president is the leader of the executive branch of the government. They are also seen as the leader of the country. The president signs the bills that are passed by law makers. They also tell the rest of the executive branch how to carry out the laws that have been passed. The president meets with leaders of other countries to talk about trade, peace, and other important topics.

Alex Gordon

Current Job: US Senator

Past Jobs: State Representative, Mayor, Principal, 5th grade teacher

Hobbies: Running, Gardening

Important Issues: Free public schools and colleges, equal pay for women and men

Reese Williams

Current Job: Governor

Past Jobs: State Senator, City Council Person, Doctor

Hobbies: Camping, Tennis

Important Issues: Balance the budget, help small businesses

Make up your own candidate:

Current Job:

Past Jobs:

Hobbies:

Important Issues:

Mock Election: Candidates for State Supreme Court Judge

State Supreme Court Judge: At the state level, some supreme court judges are elected instead of chosen by the governor or a committee. The State Supreme Court hears specific types of court cases. They can take cases that come up from the more local courts and are appealed (challenged). They also rule on cases that show a law might go against the state constitution (list of major rules of the state).

Emerson Strike

Current Job: Family Court Judge

Past Jobs: Lawyer

Hobbies: Kayaking, hiking

Important Issues: fairly applying the law to all people

Hollis Martin

Current Job: Municipal Court Judge

Past Jobs: Lawyer

Hobbies: Soccer, hunting

Important Issues: Making sure laws don't go against our state constitution

Make up your own candidate:

Current Job:

Past Jobs:

Hobbies:

Important Issues:

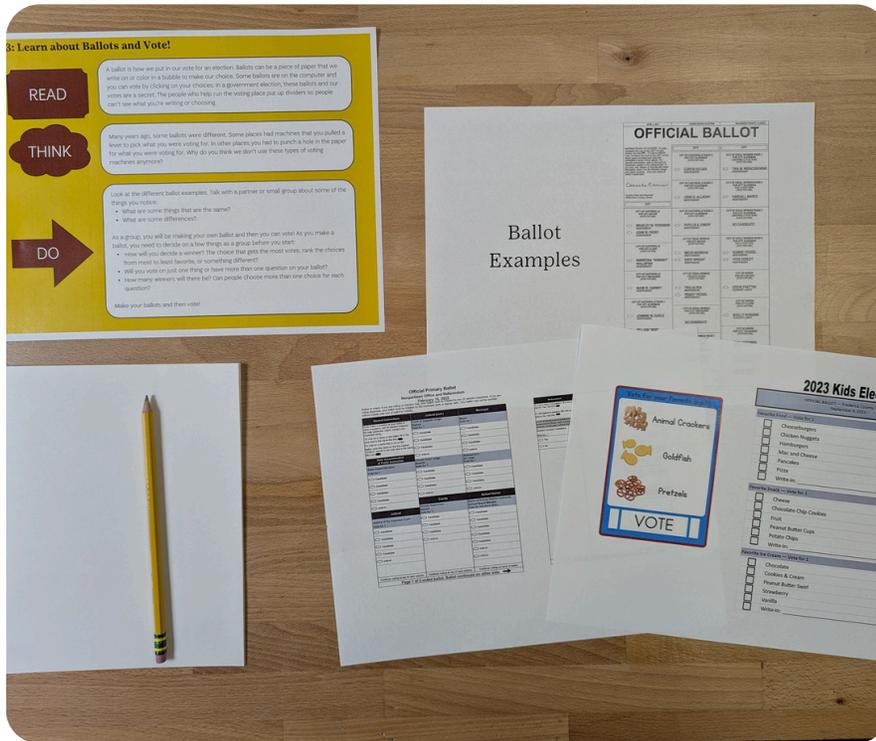
Your Choice for a Campaign Ad

Your troop leader may give you a specific topic that you will be voting on, or your group might pick what you will make ads about. Some options could be:

- Cookie Sale Reward
- Troop President for a Day
- Favorite Girl Scout Cookie
- Favorite Food
- Favorite Girl Scout Badge

We will be voting for:

The candidates or choices are:



Learn about Ballots and Vote!

Description

From the kit:
G-3, Voting Box

What you need to supply:

- Paper and pencils



Legislative

One Legislative activity is required for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

G-3: Learn about Ballots and Vote!



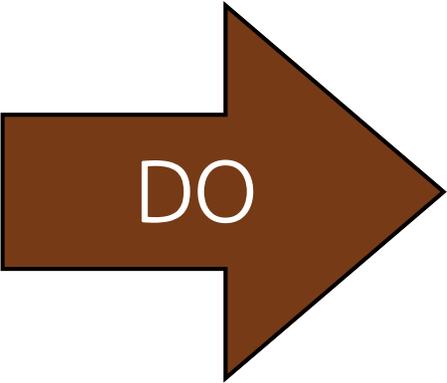
READ

A ballot is how we put in our vote for an election. Ballots can be a piece of paper that we write on or color in a bubble to make our choice. Some ballots are on the computer and you can vote by clicking on your choices. In a government election, these ballots and our votes are a secret. The people who help run the voting place put up dividers so people can't see what you're writing or choosing.



THINK

Many years ago, some ballots were different. Some places had machines that you pulled a lever to pick what you were voting for. In other places you had to punch a hole in the paper for what you were voting for. Why do you think we don't use these types of voting machines anymore?



DO

Look at the different ballot examples. Talk with a partner or small group about some of the things you notice.

- What are some things that are the same?
- What are some differences?

As a group, you will be making your own ballot and then you can vote! As you make a ballot, you need to decide on a few things as a group before you start:

- How will you decide a winner? The choice that gets the most votes, rank the choices from most to least favorite, or something different?
- Will you vote on just one thing or have more than one question on your ballot?
- How many winners will there be? Can people choose more than one choice for each question?

Make your ballots and then vote!

Ballot Examples

APRIL 4, 2017		CONSOLIDATED ELECTION		WILLIAMSON COUNTY, ILLINOIS	
OFFICIAL BALLOT					
<p>INSTRUCTIONS TO VOTERS: To vote, complete the oval to the LEFT of your choice, like this (●). To cast a write-in vote, complete the oval to the LEFT of the blank space provided and write the candidate's name in that space. For specific information, refer to the card of instruction posted in the voting booth. If you tear, soil, deface or erroneously mark this ballot, return it to the Election Judge and obtain another. Vote both sides of ballot if applicable.</p> <p><i>Amanda Barnes</i></p> <p>County Clerk and Recorder Williamson County, Illinois</p>		CITY		CITY	
		<p>CITY OF CARTERSVILLE WARD 2 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p><input type="radio"/> CURTIS OETJEN INDEPENDENT</p>	<p>CITY OF CREAL SPRINGS WARD 1 FOR CITY ALDERMAN UNEXPIRED 2-YEAR TERM (VOTE FOR ONE)</p> <p><input type="radio"/> TINA M. WIENCZKOWSKI INDEPENDENT</p>		
<p>CITY OF CARTERSVILLE WARD 3 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p><input type="radio"/> JOHN G. ALLSOPP INDEPENDENT</p>	<p>CITY OF CREAL SPRINGS WARD 2 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p><input type="radio"/> RANDALL MARKS INDEPENDENT</p>				
CITY		<p>CITY OF CARTERSVILLE FOR CITY MAYOR (VOTE FOR ONE)</p> <p><input type="radio"/> BRADLEY M. ROBINSON INDEPENDENT</p> <p><input type="radio"/> JOHN W. FROST INDEPENDENT</p>	<p>CITY OF CARTERSVILLE WARD 4 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p><input type="radio"/> PHYLLIS A. EMERY INDEPENDENT</p>	<p>CITY OF CREAL SPRINGS WARD 2 FOR CITY ALDERMAN UNEXPIRED 2-YEAR TERM (VOTE FOR ONE)</p> <p>NO CANDIDATE</p>	
<p>CITY OF CARTERSVILLE FOR CITY CLERK (VOTE FOR ONE)</p> <p><input type="radio"/> KHRISTINA "KHRISY" HOLLISTER INDEPENDENT</p>	<p>CITY OF CREAL SPRINGS FOR CITY MAYOR (VOTE FOR ONE)</p> <p><input type="radio"/> MICAH MORROW INDEPENDENT</p> <p><input type="radio"/> GARY WRIGHT INDEPENDENT</p>	<p>CITY OF CREAL SPRINGS WARD 3 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p><input type="radio"/> RONNIE TROXEL INDEPENDENT</p> <p><input type="radio"/> VICKI CONLEY INDEPENDENT</p>			
<p>CITY OF CARTERSVILLE FOR CITY TREASURER (VOTE FOR ONE)</p> <p><input type="radio"/> MARK R. CARNEY INDEPENDENT</p>	<p>CITY OF CREAL SPRINGS FOR CITY CLERK (VOTE FOR ONE)</p> <p><input type="radio"/> TINA ALYEA INDEPENDENT</p> <p><input type="radio"/> PEGGY TROXEL INDEPENDENT</p>	<p>CITY OF HERRIN FOR CITY MAYOR (VOTE FOR ONE)</p> <p><input type="radio"/> STEVE FRATTINI ECONOMY LABOR</p>			
<p>CITY OF CARTERSVILLE WARD 1 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p><input type="radio"/> JOHNNIE W. EARLS INDEPENDENT</p> <p><input type="radio"/> WILLIAM "BUD" EDWARDS INDEPENDENT</p> <p><input type="radio"/> JAMES M. HOUSEWORTH INDEPENDENT</p> <p><input type="radio"/> BRYN O'NEIL INDEPENDENT</p>	<p>CITY OF CREAL SPRINGS FOR CITY TREASURER (VOTE FOR ONE)</p> <p>NO CANDIDATE</p>	<p>CITY OF HERRIN FOR CITY CLERK (VOTE FOR ONE)</p> <p><input type="radio"/> SHELLY HUGGINS ECONOMY LABOR</p>			
	<p>CITY OF CREAL SPRINGS WARD 1 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p><input type="radio"/> DAVID ANDERSON</p> <p><input type="radio"/> MARY SULLIVAN INDEPENDENT</p>	<p>CITY OF HERRIN FOR CITY TREASURER (VOTE FOR ONE)</p> <p><input type="radio"/> CARL GOODWIN ECONOMY LABOR</p>			
		<p>CITY OF HERRIN WARD 1 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p><input type="radio"/> DAVID SHOEMAKE ECONOMY LABOR</p>			

Official Primary Ballot
Nonpartisan Office and Referendum
February 18, 2025

Notice to voters: if you are voting on Election Day, your ballot must be initiated by two (2) election inspectors. If you are voting absentee, your ballot must be initiated by the municipal clerk or deputy clerk. Your ballot may not be counted without initials (see end of ballot for initials).

General Instructions	Judicial (cont.)	Municipal
If you make a mistake on your ballot or have a question, ask an election inspector for help (absentee voters: contact your municipal clerk). To vote for a name on the ballot, fill in the oval next to the name like this: <input type="radio"/> To vote for a name that is not on the ballot, write the name on the line marked "write-in" and fill in the oval next to the name like this: <input type="radio"/>	Court of Appeals Judge District ___ Vote for 1 <input type="radio"/> Candidate	Mayor Vote for 1 <input type="radio"/> Candidate
	<input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> write-in:	<input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> write-in:
State Superintendent of Public Instruction State Superintendent Vote for 1 <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> write-in:	Circuit Court Judge Branch ___ Vote for 1 <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> write-in:	Aldersperson At Large Vote for 1 <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> write-in:
Judicial	County	School District
Justice of the Supreme Court Vote for 1 <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> write-in:	County Supervisor District ___ Vote for 1 <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> write-in:	Name of School District (optional) School Board Member Vote for not more than... <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> Candidate <input type="radio"/> write-in: <input type="radio"/> write-in:
Continue voting at top of next column.	Continue voting at top of next column.	Continue voting on back of ballot.
Page 1 of 2-sided ballot. Ballot continues on other side. ➡		

Referendum	Official Primary Ballot Nonpartisan Office and Referendum February 18, 2025 for
To vote in favor of a question, fill in the oval next to "Yes," like this: <input type="radio"/> To vote against a question, fill in the oval next to "No," like this: <input type="radio"/> Level of government conducting referendum (State, tech college, county, municipal, school district) Question (number if necessary) Shall the...? <input type="radio"/> Yes <input type="radio"/> No	Municipality and ward number(s) _____ Ballot issued by _____ Initials of election inspectors _____ Absentee ballot issued by Initials of Municipal Clerk or Deputy Clerk _____ If issued by SVDs, both must initial _____ Certification of Voter Assistance I certify that I marked or read aloud this ballot at the request and direction of a voter who is authorized under Wis. Stat. §6.82 to receive assistance. _____ Signature of assistor
	For Official Use Only
	Inspectors: identify ballots required to be remade: <input type="checkbox"/> Overvoted <input type="checkbox"/> Damaged <input type="checkbox"/> Other
	If this is the Original Ballot , write the serial number here: _____ If this is the Duplicate Ballot , write the serial number here: _____ _____ Initials of inspectors who remade ballot
Page 2 of 2-sided ballot. Ballot begins on other side. ➡	

2023 Kids Election

OFFICIAL BALLOT — Frederick County, Maryland
September 9, 2023

Vote for your favorite snack!



Animal Crackers



Goldfish



Pretzels

VOTE

Favorite Food — Vote for 1

- Cheeseburgers
- Chicken Nuggets
- Hamburgers
- Mac and Cheese
- Pancakes
- Pizza
- Write-in: _____

Favorite Snack — Vote for 1

- Cheese
- Chocolate Chip Cookies
- Fruit
- Peanut Butter Cups
- Potato Chips
- Write-in: _____

Favorite Ice Cream — Vote for 1

- Chocolate
- Cookies & Cream
- Peanut Butter Swirl
- Strawberry
- Vanilla
- Write-in: _____



Interview an Expert

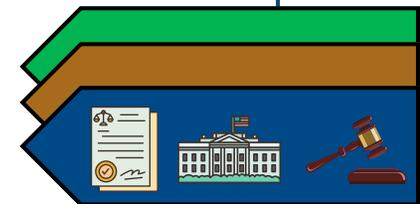
Create interview questions and then interview someone who works or volunteers with the legislative, judicial, or executive branch of the government.

From the kit:

Nothing

What you need to supply:

- Paper, pencils
- Research materials about the person they will interview
 - older Girl Scouts may use the internet to research if that is available
 - otherwise, you can print out information or check out books from the library about the job your interviewee holds



This Activity could satisfy the Legislative, Judicial or Executive requirement based on the person interviewed for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

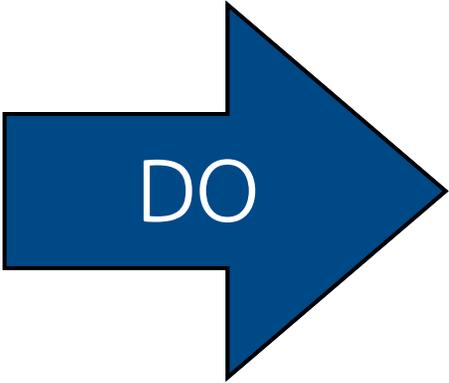
H-1: Interview an Expert



READ



THINK



DO

An interview is a way for you to learn more about the jobs and volunteer roles in our local, state, or federal government. When you interview someone, you will need to do some research beforehand so that you can create thoughtful questions ahead of time.

Do you know anyone who works or volunteers for the government? Or are you interested in a certain part of the government or a specific job?

- 1. Set up an interview:** Decide who you would like to interview. You will need to contact that person or their office to ask if they would be willing to do an interview. Remember to be kind and respectful since you are representing Girl Scouts. If they are not able to do an interview, you may need to try a few more people to find someone available. Some representatives or their office staff may be able to answer questions while giving a tour.
- 2. Research:** Once you have a date and time set up, you should do a little research to learn about the person and their job.
- 3. Questions:** Come up with a list of questions you have for the person you will be interviewing. Some questions might be more open ended like “what does your typical day look like?” and some questions might be more specific based on what you found in your research.
- 4. Interview:** Bring your questions, dress nicely, arrive early, and have fun learning about job or volunteer opportunities in our government!

Take Part in Democracy



Take Part in Democracy

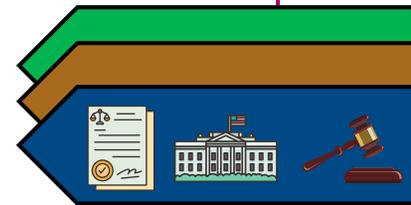
Choose a way to get involved with your local government and see how it works in action!

From the kit:

Nothing

What you need to supply:

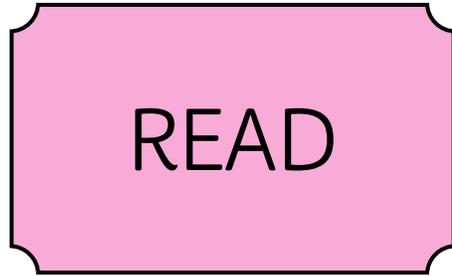
- None



This Activity could satisfy the Legislative, Judicial or Executive requirement based on the type of activity for:

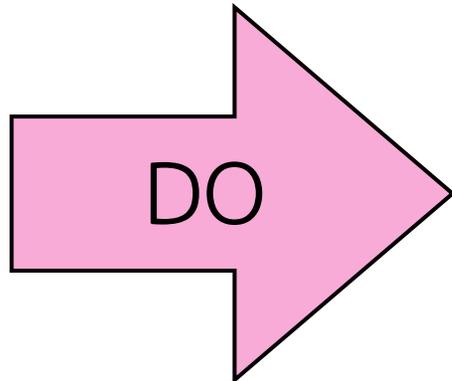


I-1: Take Part in Democracy



Our local government is made up of three branches of government. You can participate in democracy by getting involved with any of the branches.

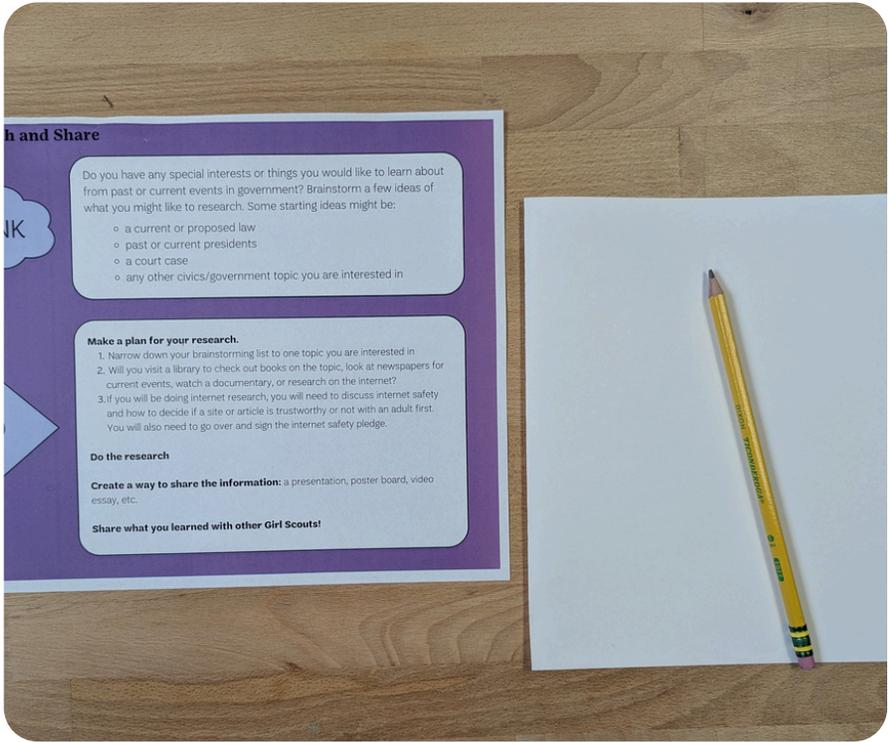
- **The Legislative branch** makes the rules such as laws or ordinances. This would include a Town Hall or City Council Meeting with an alderperson. You can also write to an alderperson, state or US representative. Going with a caregiver to vote or helping get the vote out would also fall under the legislative branch. A school board meeting would be the legislative part of the school governance.
- **The Judicial branch** is made up of courts. You can watch some court sessions in person or online
- **The Executive branch** is made up of the leader such as the mayor, governor, or president and all the agencies that carry out the laws. You can write to one of these leaders or may even be able to meet them in person or take a tour with one of their departments.



Find an opportunity to get involved in your local or state government! Pick from one of the activities listed below, a local event, or another idea you may have to get involved.

- Attend a School Board or City Council Meeting
- Go with your caregiver to vote
- Watch a court session
- Help get out the vote
- Write to one of your representatives
- Find opportunities to get involved with your government

Research and Share



Research and Share

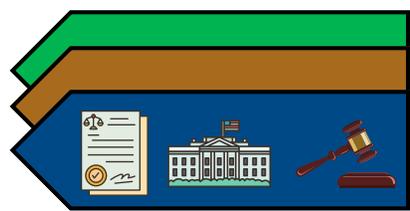
Research a special interest topic and share it with your troop or service unit

From the kit:

Nothing

What you need to supply:

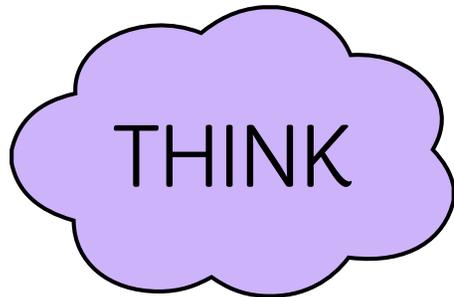
- Research materials could include: books on how the government works or historical events, news articles about current events, documentaries on historical events, supervised internet access, etc
- Paper, pencil, markers, etc if the Girl Scout is creating a poster presentation



This Activity could satisfy the Legislative, Judicial or Executive requirement based on the research topic for:

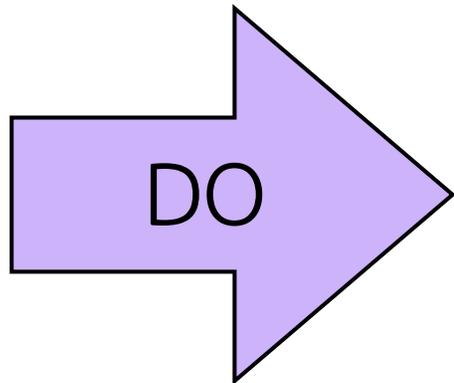
Brownies **Juniors** **Cadettes** **Seniors** **Ambassadors**

J-1: Research and Share



Do you have any special interests or things you would like to learn about from past or current events in government? Brainstorm a few ideas of what you might like to research. Some starting ideas might be:

- a current or proposed law
- past or current presidents
- a court case
- any other civics/government topic you are interested in



Make a plan for your research.

1. Narrow down your brainstorming list to one topic you are interested in
2. Will you visit a library to check out books on the topic, look at newspapers for current events, watch a documentary, or research on the internet?
3. If you will be doing internet research, you will need to discuss internet safety and how to decide if a site or article is trustworthy or not with an adult first. You will also need to go over and sign the internet safety pledge.

Do the research

Create a way to share the information: a presentation, poster board, video essay, etc.

Share what you learned with other Girl Scouts!

Congratulations, you've completed the Democracy Badge!

What's next?

- **Leave us your [feedback](#)!** Do you have suggestions for this Badge in a Booklet or requests for other multi-level badge series? Submit your ideas here.
- **Find another [Badge in a Booklet](#) or [Patch Program](#)**
- **Find a [Preferred Community Connections Partner](#)** to schedule a field trip as an extension of this badge or for your next badge earning experience.



[Submit your feedback](#)



[Find a digital resource](#)



[Preferred Community
Connections Partners](#)