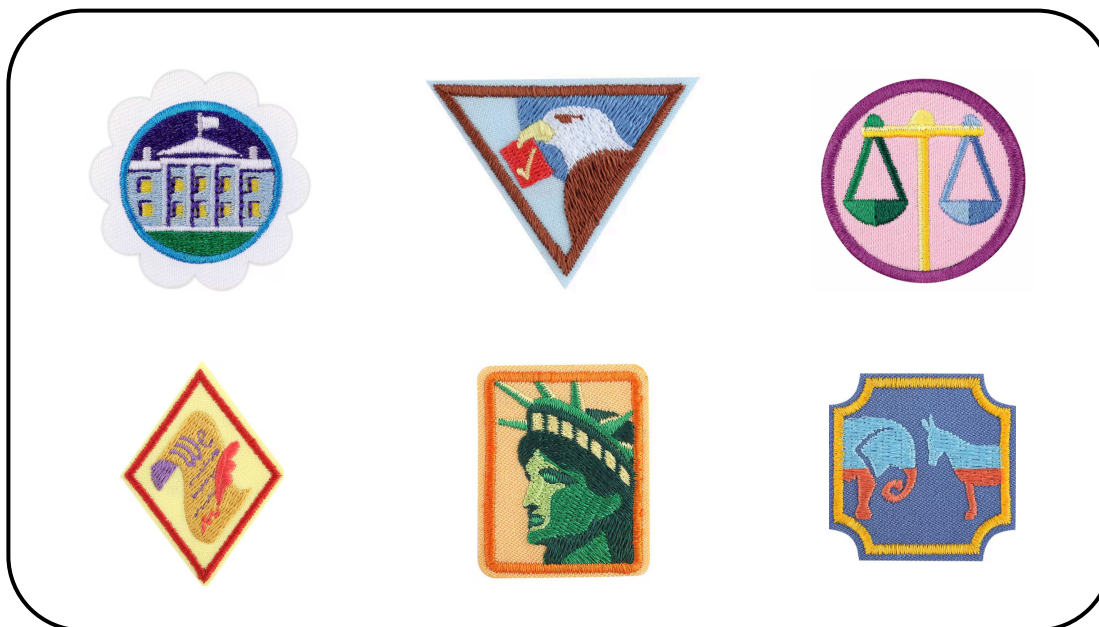


Democracy Badge Multi-Level Kit

For Digital Use:
Pages 82-161

Printable:
Pages 2-81

Supplemental Materials:
Pages 162-231



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 capitol
- 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

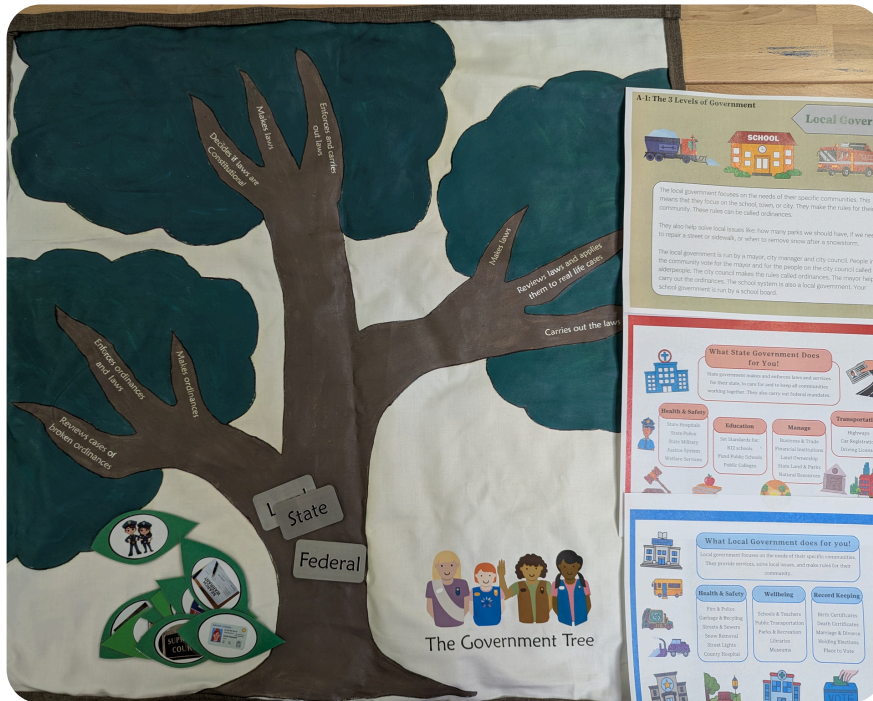
- Interview an expert
 - judge or lawyer
 - representative or senator
 - campaign manager
 - mayor or governor



Research and Share

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





The 3 Levels of Government

Learn about the three levels of government in the United States.

From the kit:

A-1, 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/DAGiXtxgzO0/TE9_qdjtel_WwdA9sgLRQA/view?utm_content=DAGiXtxgzO0&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-1: The 3 Levels of Government



READ



THINK



DO

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.

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

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

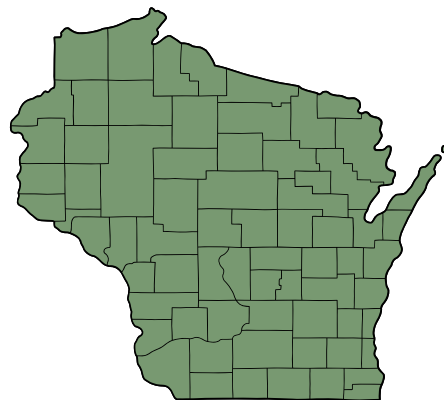


The local government focuses on the needs of their specific communities. This means that they focus on the school, town, or city. They make the rules for their community. These rules are called ordinances.

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



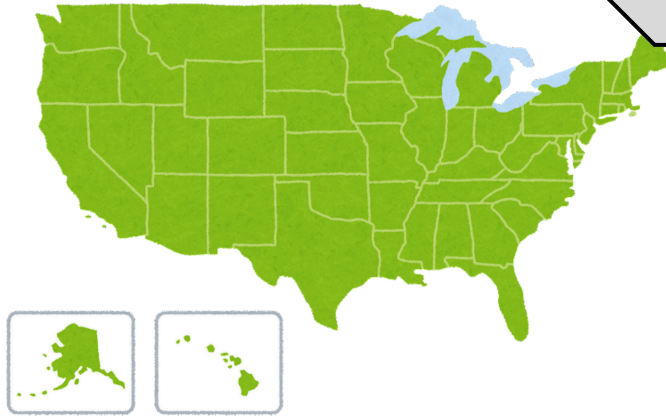
The state government makes and carries out rules for the entire state. These rules are called laws. This can be tricky because the state includes lots of different people. Some of these people live in small rural towns and others live in big cities. The state government has to care for all the people 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

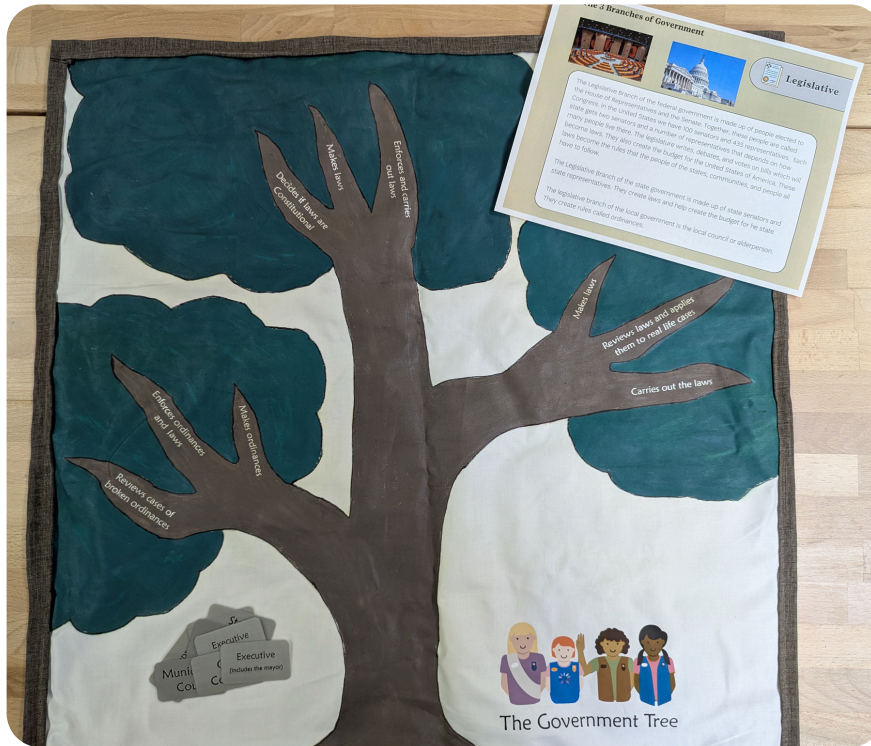
Federal Government



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_WwdA9sgLRQA/view?utm_content=DAGiXtxgz00&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=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

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.



Judicial

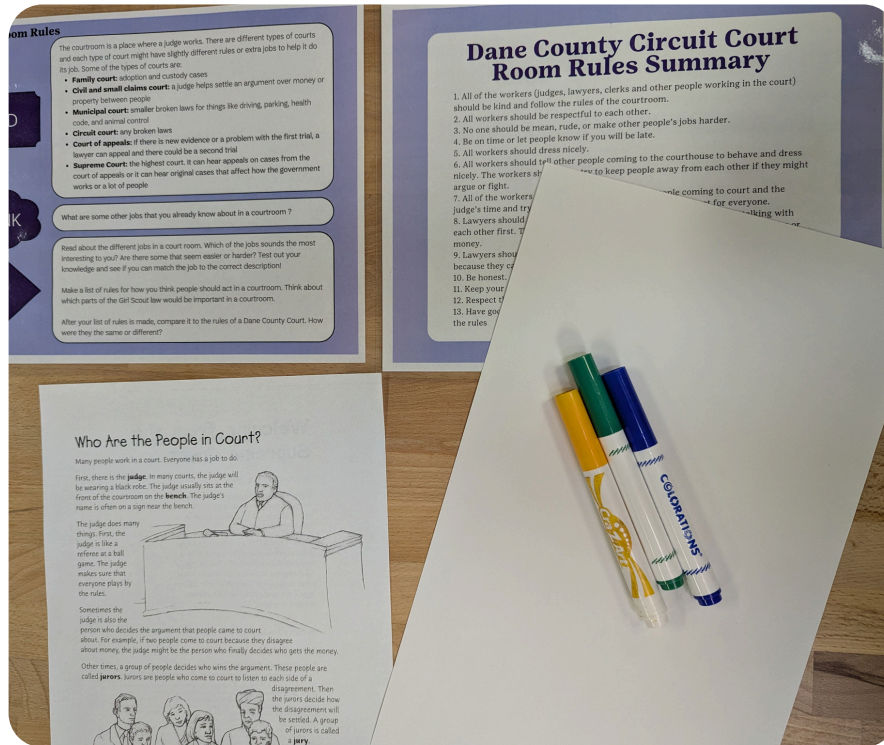


Legislative



Judicial

Evaluate a Law



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](https://www.wicourts.gov/courts/resources/kid/docs/activitybook.pdf) 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



READ



THINK



DO

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

Evaluate a Law

C-1: 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 the 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. They 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 part 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 try to re-write it on your own.

What are the actual rules that this law puts into place?

Wisconsin State Forestry Law

28.015 Forestry demonstration and education center. The department shall develop a plan to establish a forestry demonstration and education center.

History 2001 s. 16.

28.02 State forests lands.

(1) Defined. State forests lands include all lands granted to the state by an act of congress entitled, "An act granting lands to the state of Wisconsin for forestry purposes," approved June 27, 1906; all lands donated to the state by the Nebagamon Lumber Company for forestry purposes; all lands acquired pursuant to chapter 450, laws of 1905, chapter 264, laws of 1905, chapter 638, laws of 1911, and chapter 639, laws of 1911, or under ss. 1494-41 to 1494-62, 1915 state, and all lands subsequently acquired for forestry purposes. Unless an island is designated as state forest land by the department, state forest lands do not include lands granted to the state by an act of congress entitled, "An act granting unsurveyed and unattached islands to the state of Wisconsin for forestry purposes," approved August 22, 1912. The department may designate as state forest lands any lands within state forest boundaries which were purchased with other conservation funds and where forestry would not conflict with a more intensive use.

(2) Acquisition. The department may acquire lands or interest in lands by grant, devise, gift, condemnation or purchase within the boundaries of established state forests or purchase areas; and outside of such boundaries for forest nurseries, tracts for forestry research or demonstration and for forest protection structures, or for access to such properties. In the case of condemnation the department shall first obtain approval from the appropriate standing commissions of each house of the legislature as determined by the presiding officer thereof.

(3) Disposition of improvements. Buildings not required for administrative or other public use may be razed for salvage material. Otherwise they shall be sold.

(4) Sale of state forest lands.

(a) Lands outside state forest boundaries may be sold pursuant to s. 23.15.

28.024 (1)(b) Lands within state forest boundaries may be sold pursuant to s. 23.15, after public hearing in the county courthouse of the county in which the lands to be sold are located, following class 2 notices published under ch. 985, in the county, and in the official state paper, for the following purposes only:

1. To a local unit of government when required for a public use.
2. To others for the purpose of making land adjustments due to occupancy resulting from errors of survey.
3. To convey good quality, arable land.
4. To settle land title disputes.
5. To public utilities, cooperatives organized under ch. 385 to furnish gas, light, heat, power, and water service.

State Forestry Law Summary

- they buy for our state forest
- the United States Congress gives us
- the Nebagamon Lumber Company gave us
- the state got by following

Lands outside of the state forest boundaries can be sold pursuant to s. 23.15.

Someone wrong the first time.

How to get more land. There are state forest boundaries and areas where the state is allowed to get and buy land. They can get a gift of land from a living person, a gift from someone's will after they die, or a gift from another part of the government. They can get and buy land outside of the boundaries for forestry nurseries to grow new trees, forestry research, buildings that are used to help protect the forest, and for access to such properties. In the case of condemnation the department shall first obtain approval from the appropriate standing commissions of each house of the legislature as determined by the presiding officer thereof.

Getting rid of state forestry buildings. If a building isn't needed for workers or the public to visit, it can be torn down and the building materials will be used to make something else. Otherwise, the building should be sold.

Learn about a Law

Learn about how laws are written and specifically a Wisconsin State Forestry law.

From the kit:

C-2

What you need to supply:

Optional: paper and pencils

If you are using the kit digitally, click here for the law and summary pages: https://www.canva.com/design/DAGgV8LohOY/1c42-1sCWA0lNs6EQpzwrQ/view?utm_content=DAGgV8LohOY&utm_campaign=designshare&utm_medium=link&utm_source=uniqueelinks&utm_id=hff4ace3d38

https://www.canva.com/design/DAGgV8LohOY/1c42-1sCWA0lNs6EQpzwrQ/view?utm_content=DAGgV8LohOY&utm_campaign=designshare&utm_medium=link&utm_source=uniqueelinks&utm_id=hff4ace3d38



One Legislative activity is required for:



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?



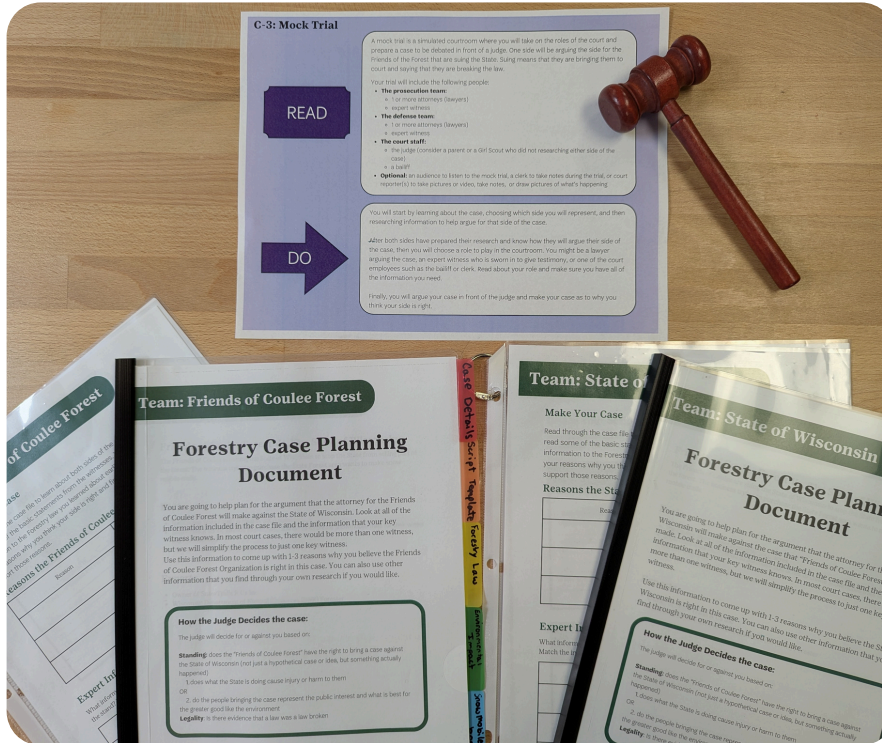
DO

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.

Evaluate a Law



Mock Trial

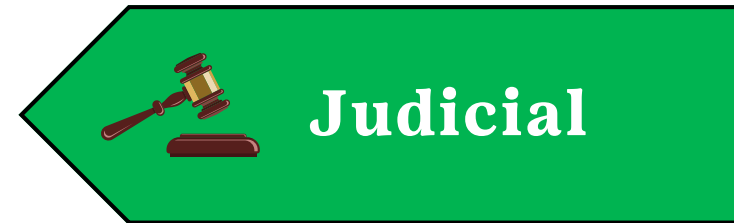
Pick which role in the court you would like to be for a mock trial.

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:



Juniors



Cadettes



Seniors



Ambassadors

C-3: Mock Trial



READ

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



DO

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

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

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

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

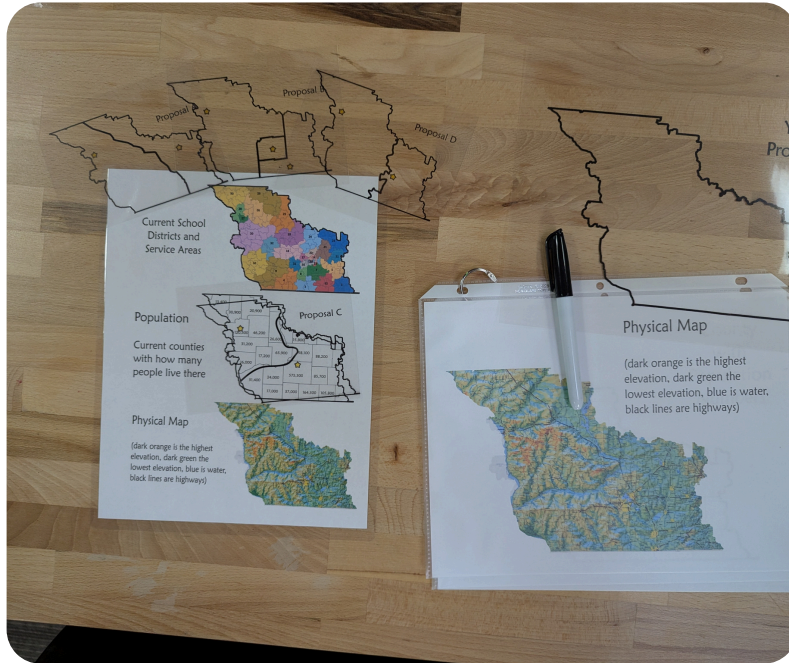


Legislative



Legislative





Map Out Your Country

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

From the kit:

D-1

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=unique_links&utm_id=h93f967dd1f
- transparencies, vis a vis markers



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.

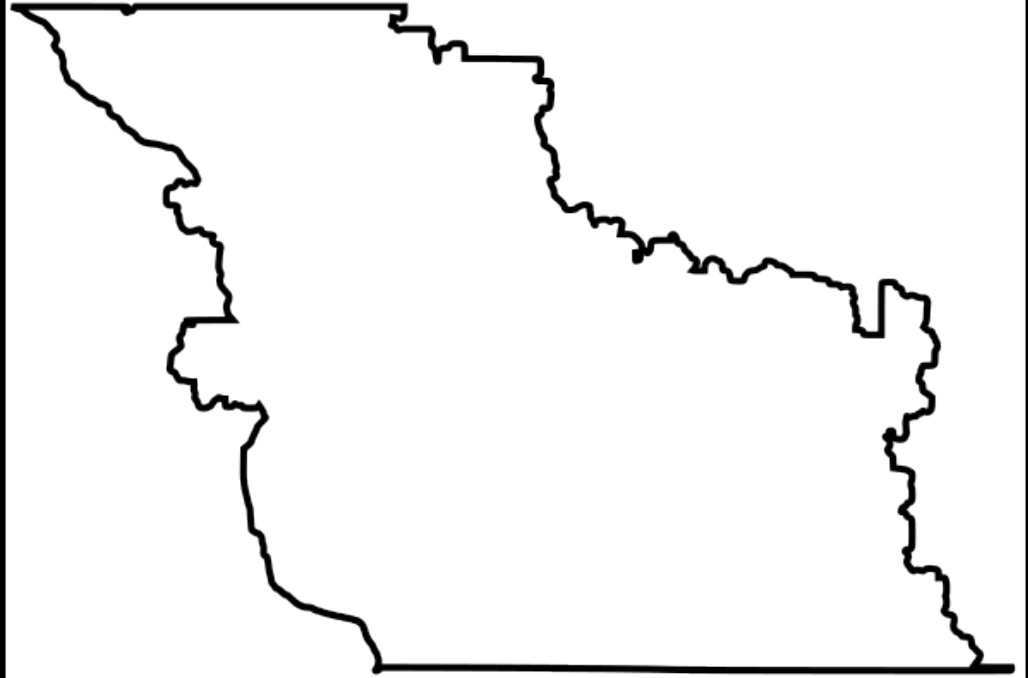
Create a Country

My Country's Name:

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

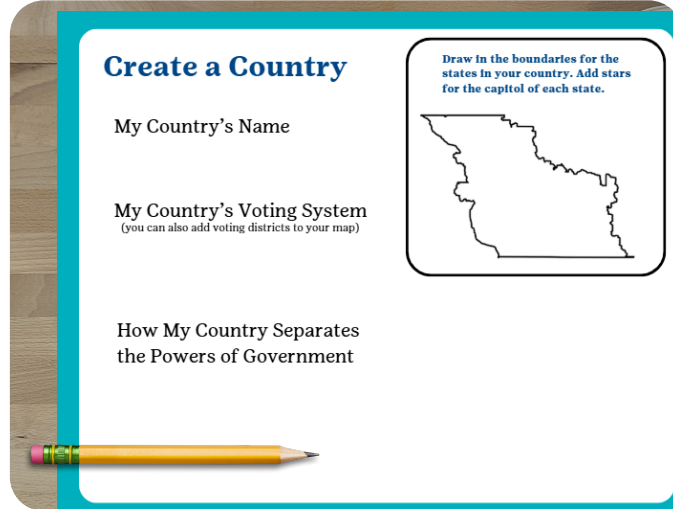
How My Country Separates
the Powers of Government:

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)

Create a Government



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

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

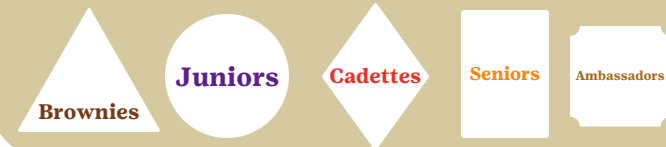
- Print copies of the Maps and transparency masters or use on a smartboard
- transparencies, vis a vis markers

Set Up Note:

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



One Legislative activity is required for:



D-2: Voting Districts



READ



THINK



DO

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.

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?

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

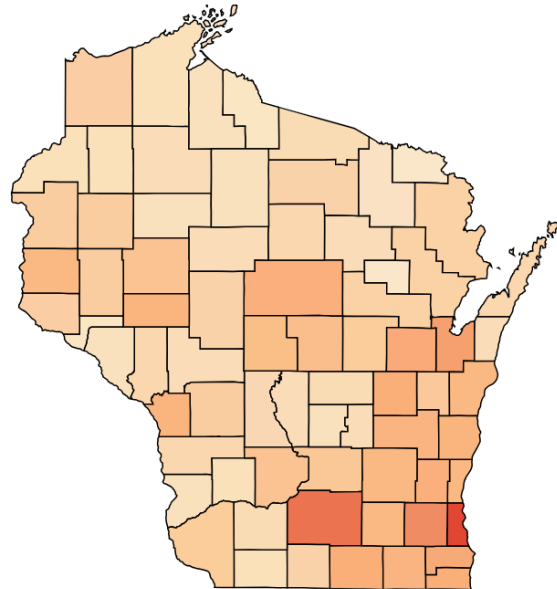
Wisconsin Demographics (information about who lives there)

Wisconsin Population by County

Population

Growth Since 2020

Density



Population

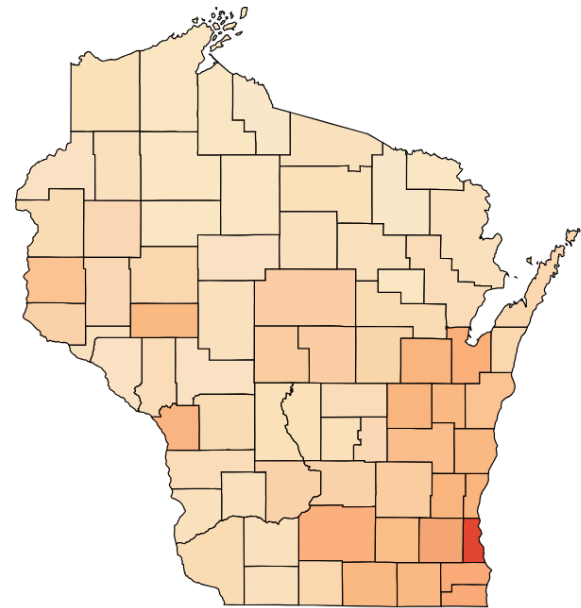
100K 200K 300K 400K 500K 600K 700K 800K 900K

Wisconsin Population by County

Population

Growth Since 2020

Density



Density

500 1K 1.5K 2K 2.5K 3K 3.5K

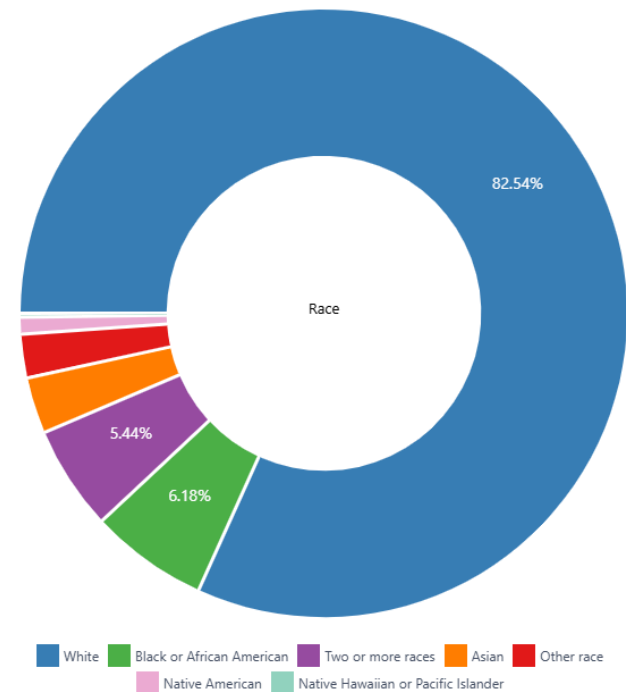
Wisconsin Demographics (information about who lives there)

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

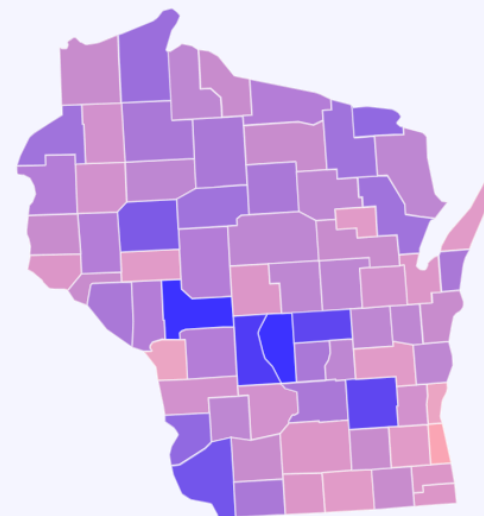
Total Population:

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

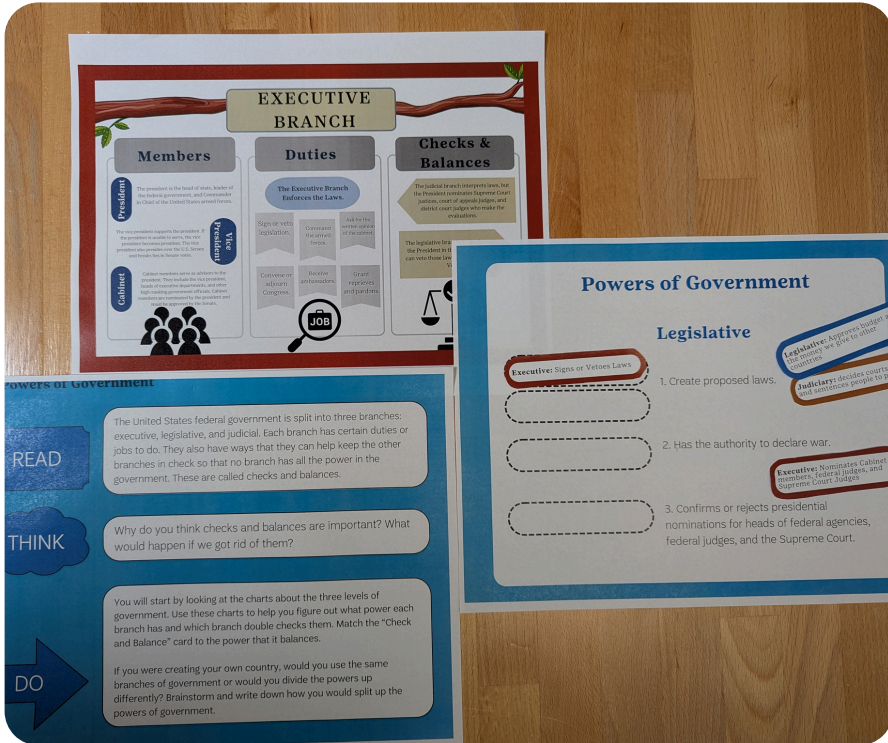
There are **more women than men** in Wisconsin. The total population of Wisconsin is estimated at **5,757,564** people with **2,859,507 male** and **2,898,057 female**. There are 38,550 more women than men in the state, which is 0.67% of the total population.

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, each with rounded ends, intended for taking notes on checks and balances.

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

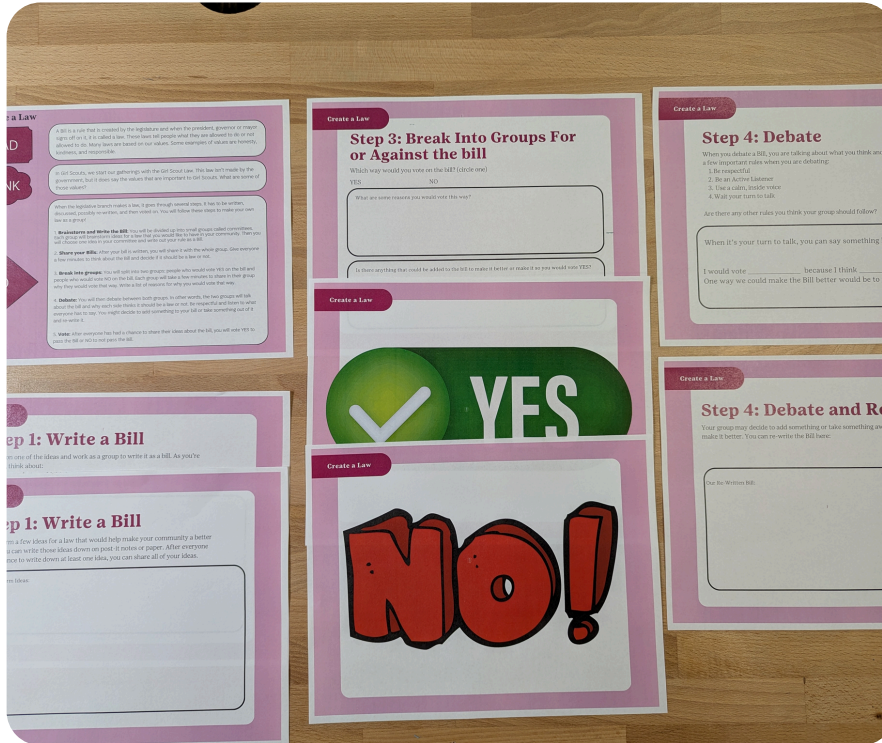
Legislative: Approves budget and the money we give to other countries

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.



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!

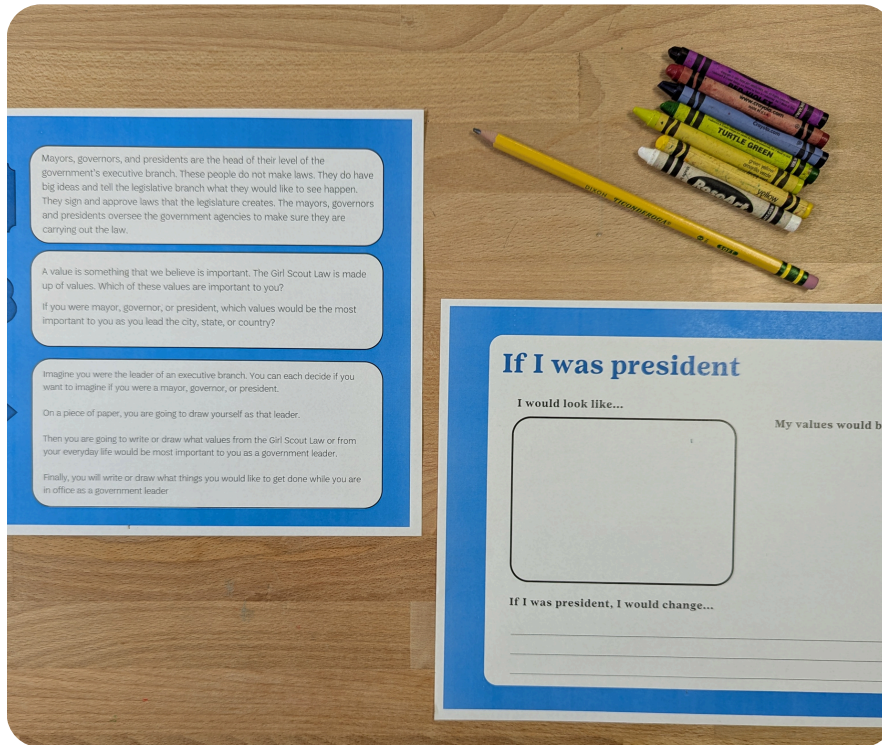
Create a Law



YES

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.

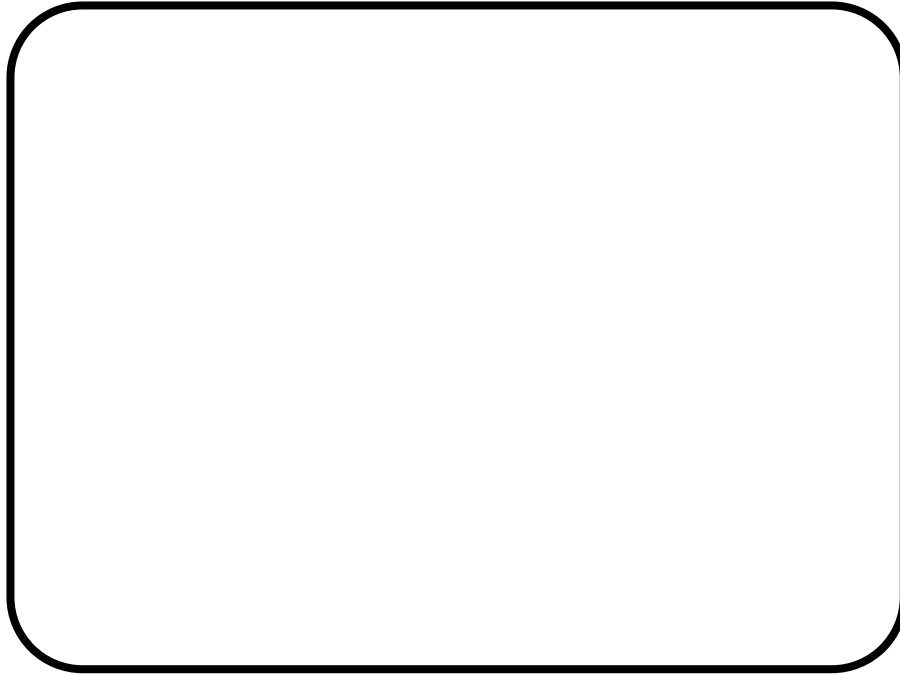
On a piece of paper, you are going to draw yourself as that leader.

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...

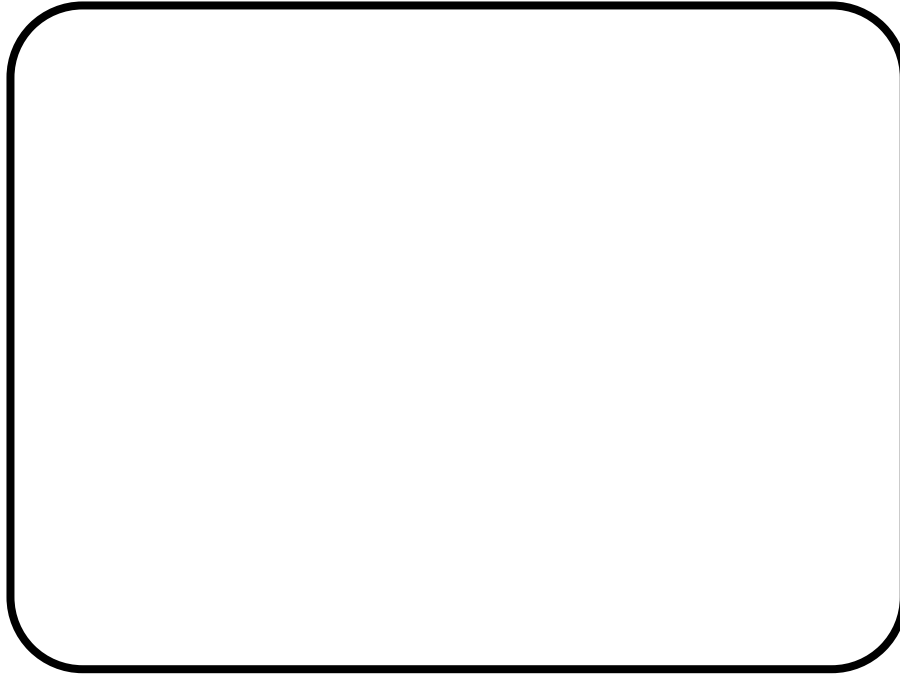


My values would be...

If I was president, I would change...

If I was governor

I would look like...

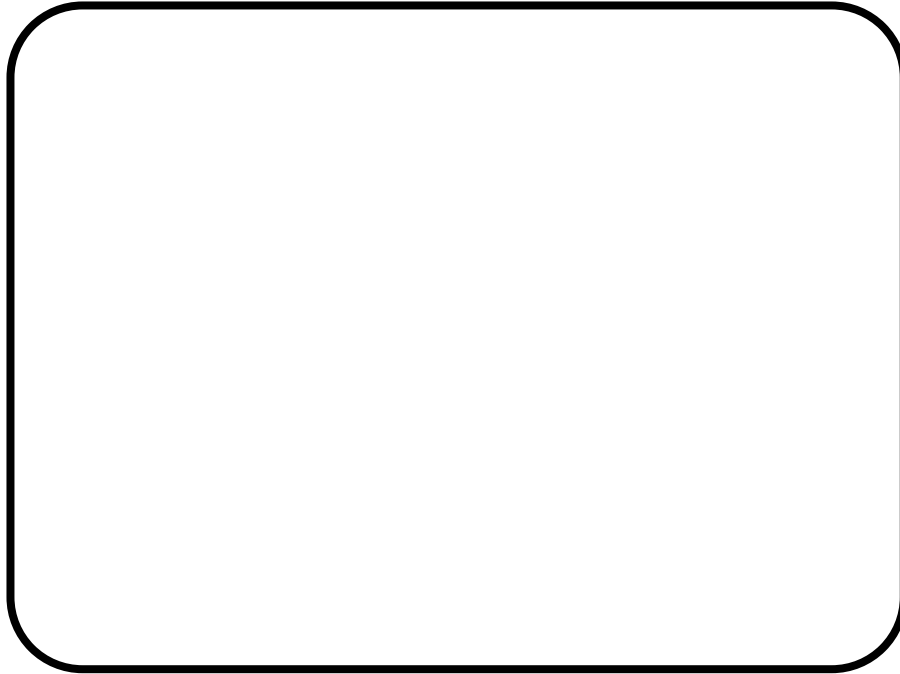


My values would be...

If I was governor, I would change...

If I was mayor

I would look like...



My values would be...

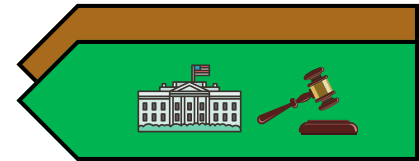
If I was mayor, I would change...

Create an Election

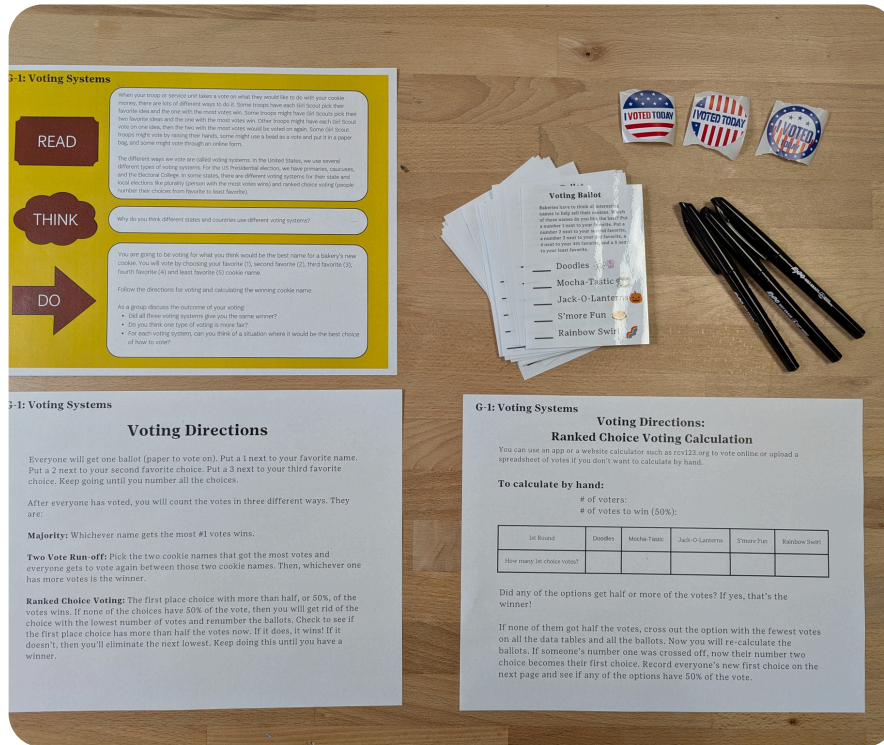
This is a group of interconnected standalone activities. You can choose to do just one of the activities, or you can do all three in order to create a larger experience that focuses on learning about how elections are set up and run.

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!



Create an Election



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



Legislative

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

Voting Ballot

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- _____ 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.

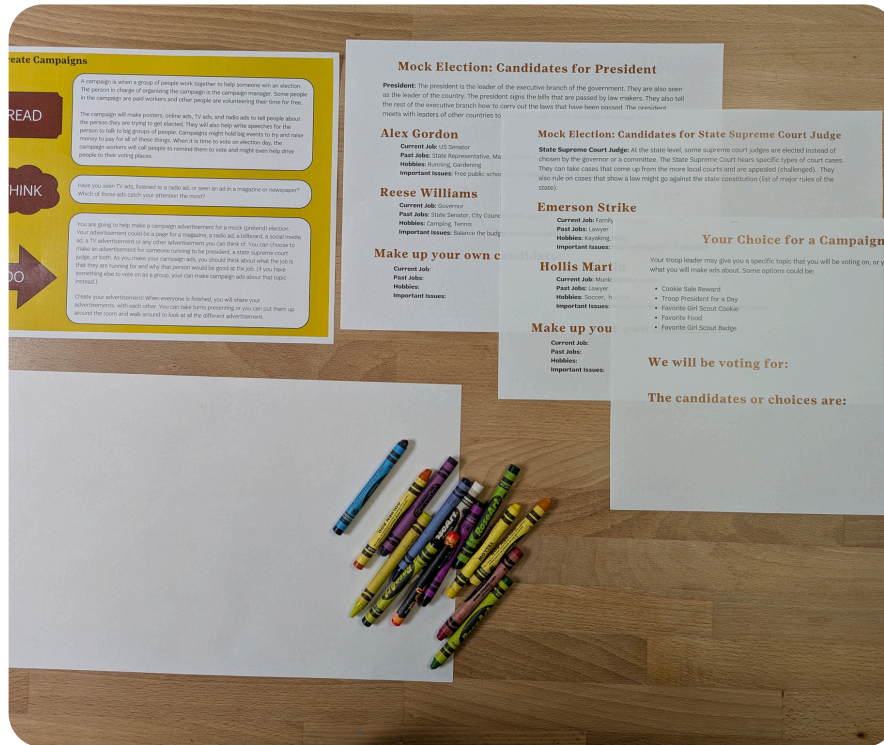
3rd Round	Doodles	Mocha-Tastic	Jack-O-Lanterns	S'more Fun	Rainbow Swirl
How many 1st choice votes?					

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



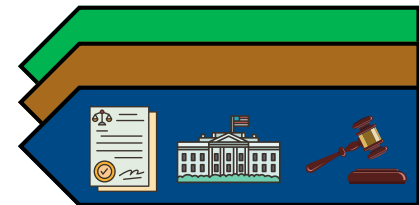
Create Campaigns

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

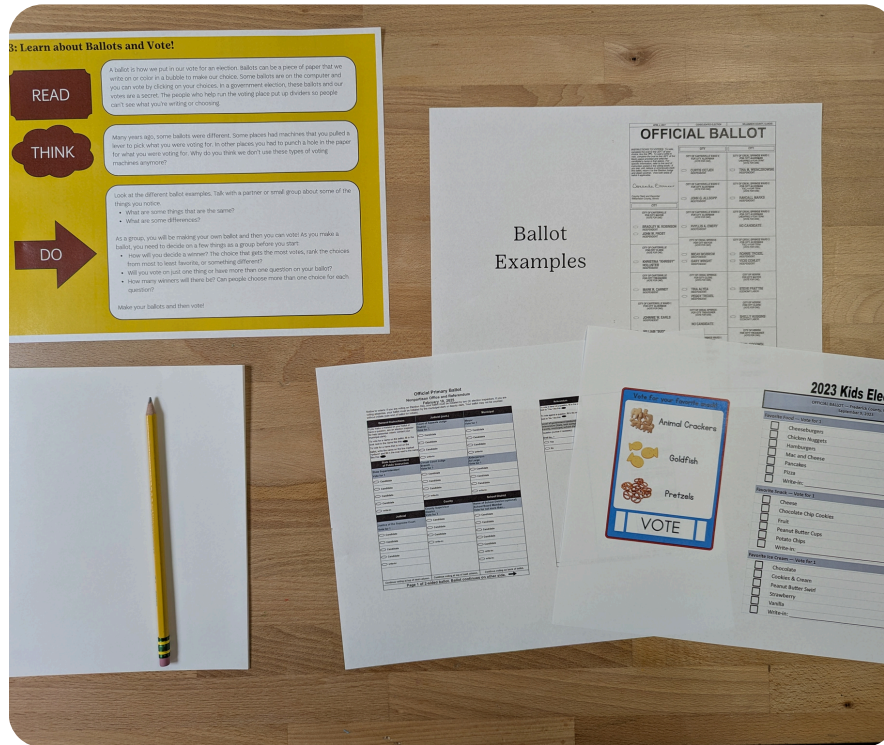
Your troop leader may give you a specific topic that you will be voting on, or your group might pick what you will make ads about. Some options could be:

- 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:

Create an Election



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	
<h1>OFFICIAL BALLOT</h1>					
<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> <p>CITY</p>		CITY		CITY	
		<p>CITY OF CARTERVILLE WARD 2 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ CURTIS OETJEN INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS WARD 1 FOR CITY ALDERMAN UNEXPIRED 2-YEAR TERM (VOTE FOR ONE)</p> <p>○ TINA M. WIENCZKOWSKI INDEPENDENT</p>	
<p>CITY OF CARTERVILLE WARD 3 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ JOHN G. ALLSOPP INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS WARD 2 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p>○ RANDALL MARKS INDEPENDENT</p>			
<p>CITY OF CARTERVILLE FOR CITY MAYOR (VOTE FOR ONE)</p> <p>○ BRADLEY M. ROBINSON INDEPENDENT</p> <p>○ JOHN W. FROST INDEPENDENT</p>		<p>CITY OF CARTERVILLE WARD 4 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ 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 CARTERVILLE FOR CITY CLERK (VOTE FOR ONE)</p> <p>○ KHRISTINA "KHRISY" HOLLISTER INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS FOR CITY MAYOR (VOTE FOR ONE)</p> <p>○ MICAH MORROW INDEPENDENT</p> <p>○ GARY WRIGHT INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS WARD 3 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p>○ RONNIE TROXEL INDEPENDENT</p> <p>○ VICKI CONLEY INDEPENDENT</p>	
<p>CITY OF CARTERVILLE FOR CITY TREASURER (VOTE FOR ONE)</p> <p>○ MARK R. CARNEY INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS FOR CITY CLERK (VOTE FOR ONE)</p> <p>○ TINA ALYEA INDEPENDENT</p> <p>○ PEGGY TROXEL INDEPENDENT</p>		<p>CITY OF HERRIN FOR CITY MAYOR (VOTE FOR ONE)</p> <p>○ STEVE FRATTINI ECONOMY LABOR</p>	
<p>CITY OF CARTERVILLE WARD 1 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ JOHNNIE W. EARLS INDEPENDENT</p> <p>○ WILLIAM "BUD" EDWARDS INDEPENDENT</p> <p>○ JAMES M. HOUSEWORTH INDEPENDENT</p> <p>○ 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>○ SHELLY HUGGINS ECONOMY LABOR</p>	
		<p>CITY OF CREAL SPRINGS WARD 1 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p>○ DAVID ANDERSON</p> <p>○ MARY SULLIVAN INDEPENDENT</p>		<p>CITY OF HERRIN FOR CITY TREASURER (VOTE FOR ONE)</p> <p>○ CARL GOODWIN ECONOMY LABOR</p>	
				<p>CITY OF HERRIN WARD 1 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ 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 initialed by two (2) election inspectors. If you are voting absentee, your ballot must be initialed 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
<div>If you make a mistake on your ballot or have a question, ask an election inspector for help (absentee voters: contact your municipal clerk).</div> <div>To vote for a name on the ballot, fill in the oval next to the name like this: <input type="radio"/></div> <div>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"/></div>	Court of Appeals Judge District __ Vote for 1	Mayor Vote for 1
	<input type="radio"/> Candidate	<input type="radio"/> Candidate
	<input type="radio"/> Candidate	<input type="radio"/> Candidate
	<input type="radio"/> Candidate	<input type="radio"/> Candidate
	<input type="radio"/> write-in:	<input type="radio"/> write-in:
State Superintendent of Public Instruction	Circuit Court Judge Branch __ Vote for 1	Aldersperson At Large Vote for 1
<input type="radio"/> Candidate	<input type="radio"/> Candidate	<input type="radio"/> Candidate
<input type="radio"/> Candidate	<input type="radio"/> Candidate	<input type="radio"/> Candidate
<input type="radio"/> Candidate	<input type="radio"/> Candidate	<input type="radio"/> Candidate
<input type="radio"/> Candidate	<input type="radio"/> write-in:	<input type="radio"/> write-in:
<input type="radio"/> write-in:	County	School District
Judicial	County Supervisor District __ Vote for 1	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"/> 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:		<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		
<div>To vote in favor of a question, fill in the oval next to "Yes," like this: <input type="radio"/></div> <div>To vote against a question, fill in the oval next to "No," like this: <input type="radio"/></div> <div style="background-color: #ccc;">Level of government conducting referendum (State, tech college, county, municipal, school district)</div> <div>Question (number if necessary)</div> <div>Shall the...?</div> <div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>		Official Primary Ballot Nonpartisan Office and Referendum February 18, 2025 for _____ 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 <div style="background-color: #333; color: white; text-align: center; padding: 2px;">For Official Use Only</div> <div>Inspectors: Identify ballots required to be remade: <div><input type="checkbox"/> Overvoted</div><div><input type="checkbox"/> Damaged</div><div><input type="checkbox"/> Other</div></div> <div><div>If this is the Original Ballot, write the serial number here: number _____</div><div>If this is the Duplicate Ballot, write the serial number here: number _____</div></div> <div>_____ Initials of inspectors who remade ballot</div>
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



Interview an Expert

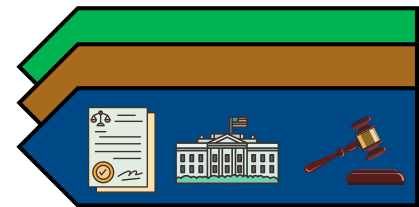
Create interview questions and then interview someone who works or volunteers with the legislative, judicial, or executive branch of the government.

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:



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

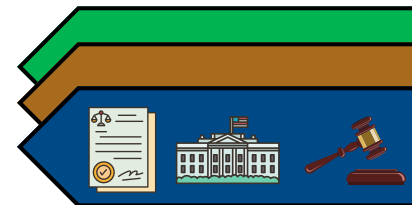
Choose a way to get involved with
your local government and see
how it works in action!

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



READ

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

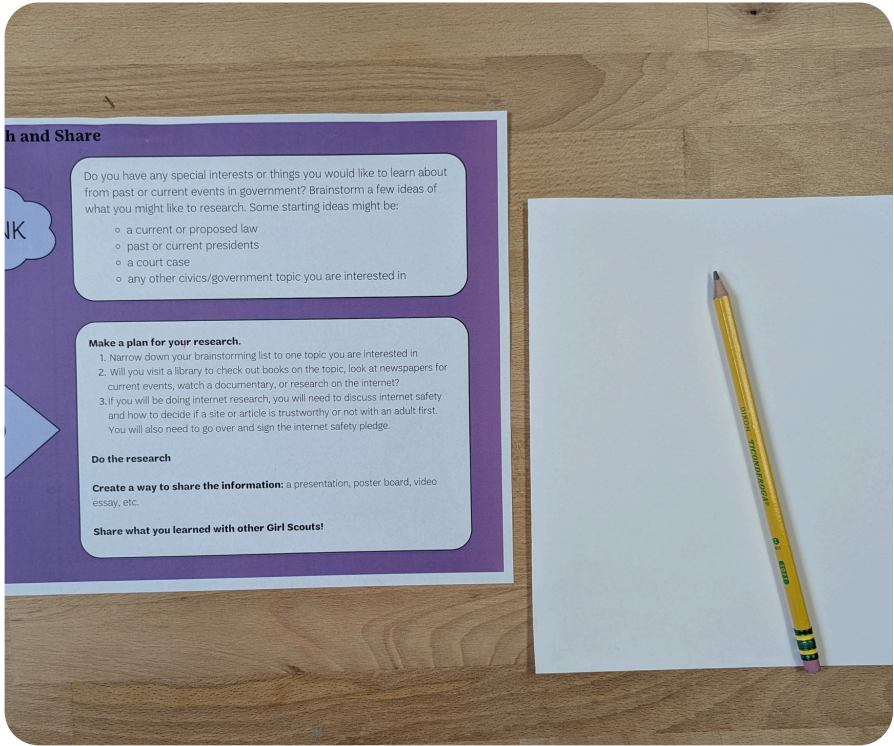
- **The Legislative branch** makes the rules such as laws or ordinances. This would include a Town Hall or City Council Meeting with an alderperson. You can also write to an alderperson, state or US representative. Going with a caregiver to vote or helping get the vote out would also fall under the legislative 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.



DO

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



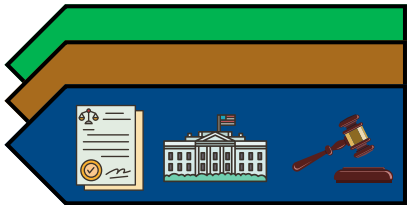
Research and Share

Research 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

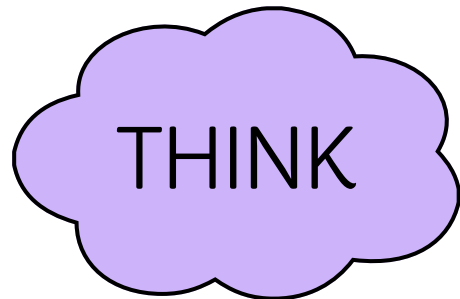
Juniors

Cadettes

Seniors

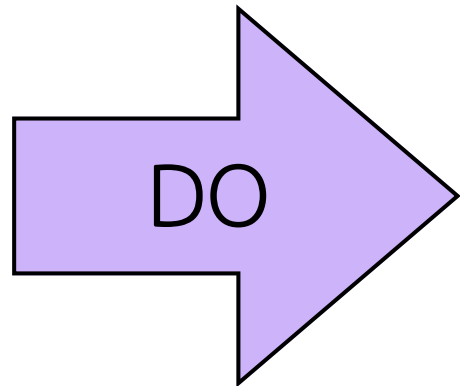
Ambassadors

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



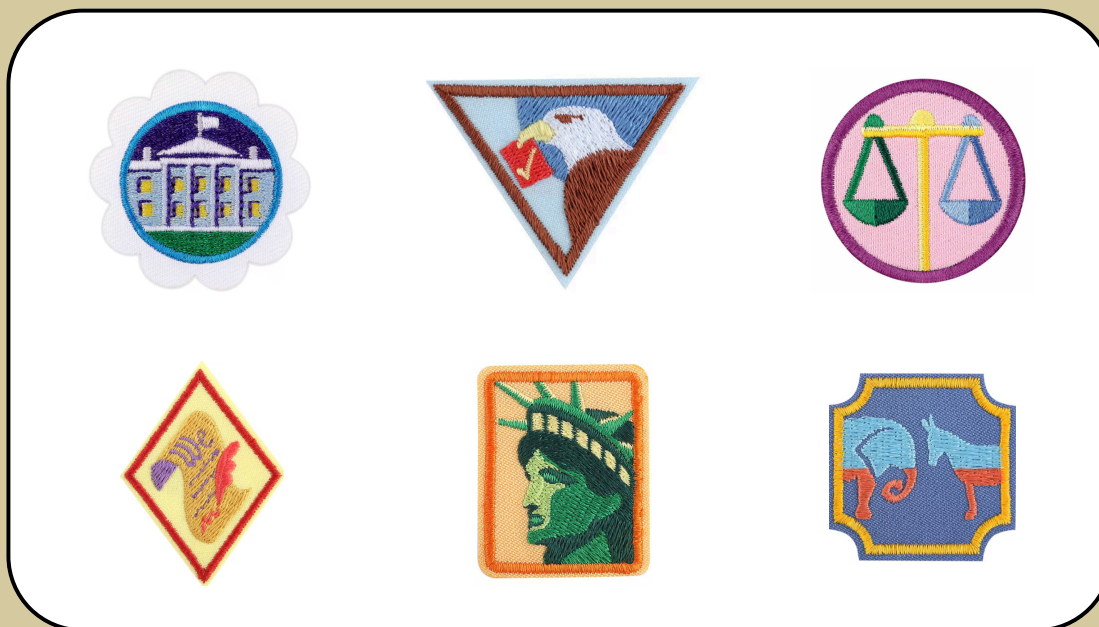
Make a plan for your research.

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!



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

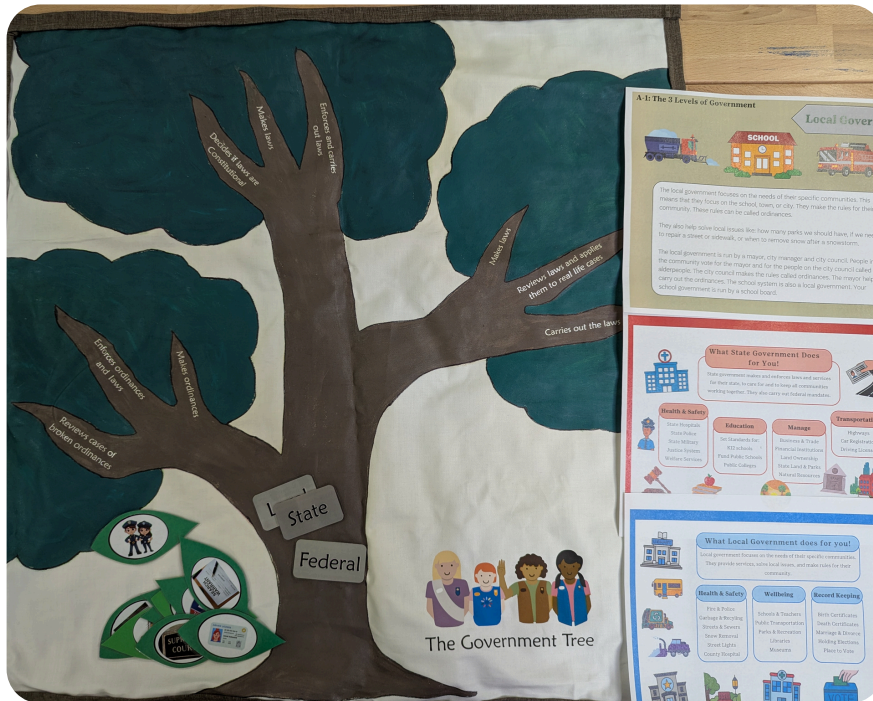
- Interview an expert
 - judge or lawyer
 - representative or senator
 - campaign manager
 - mayor or governor



Research and Share

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





The 3 Levels of Government

Learn about the three levels of government in the United States.

From the kit:

A-1, Government Tree Mat

What you need to supply:

Nothing

If you are using the kit digitally click here for the Government Tree Printable:

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

This activity is required for all levels:



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

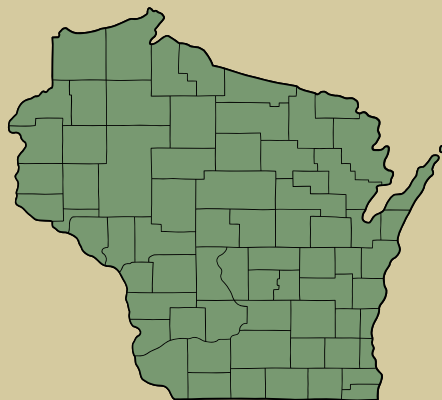


The local government focuses on the needs of their specific communities. This means that they focus on the school, town, or city. They make the rules for their community. These rules are called ordinances.

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



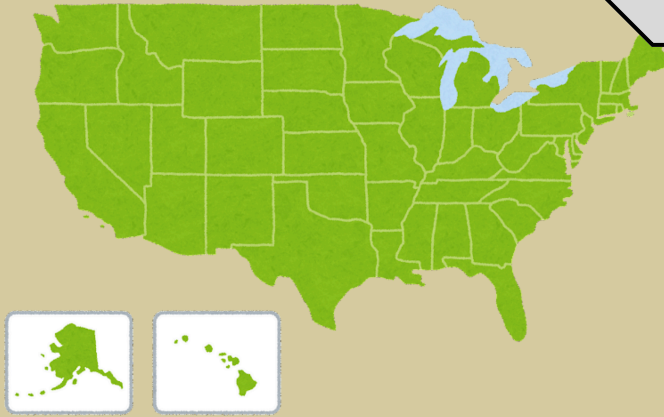
The state government makes and carries out rules for the entire state. These rules are called laws. This can be tricky because the state includes lots of different people. Some of these people live in small rural towns and others live in big cities. The state government has to care for all the people 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

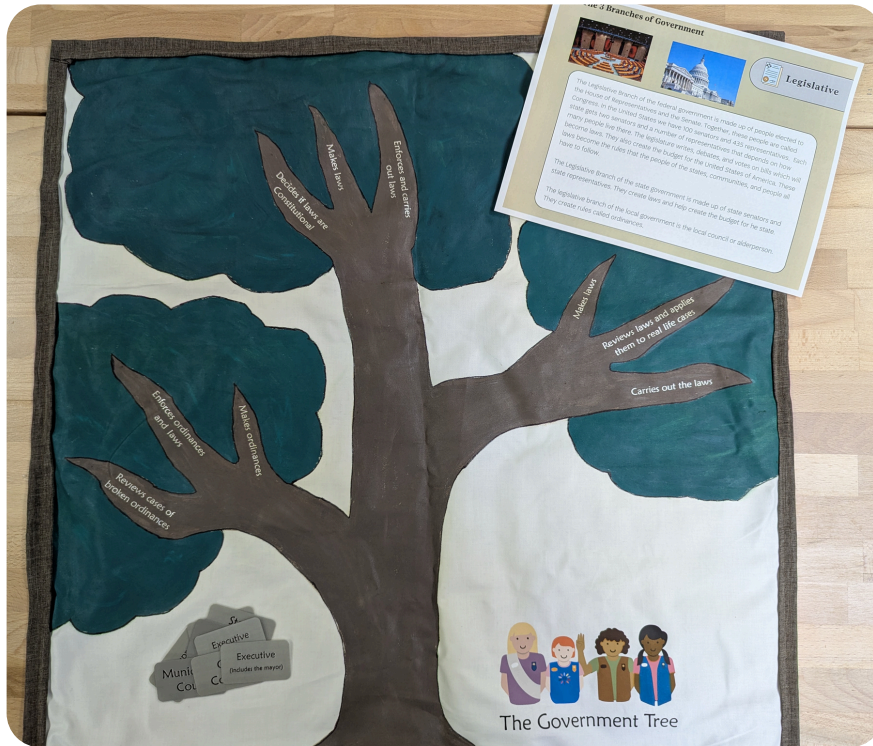
Federal Government



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:

- 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.



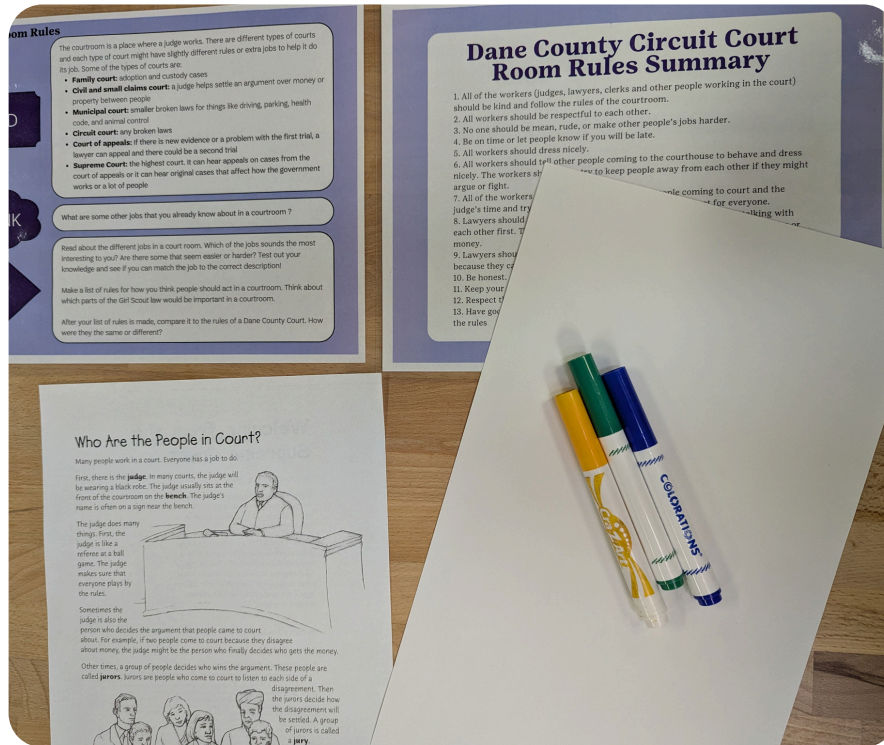
Judicial



Legislative



Judicial



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



Judicial

One Judicial activity is required for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

C-1: Courtroom Rules



READ



THINK



DO

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

Evaluate a Law

C-1: 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 the 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. They 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 part 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 try to re-write it on your own.

What are the actual rules that this law puts into place?

Wisconsin State Forestry Law

28.015 Forestry demonstration and education center. The department shall develop a plan to establish a forestry demonstration and education center.

History 2001 s. 16.

28.02 State forests lands.

(1) Defined. State forests lands include all lands granted to the state by an act of congress entitled, "An act granting lands to the state of Wisconsin for forestry purposes," approved June 27, 1906; all lands donated to the state by the Nehalem Lumber Company for forestry purposes; all lands acquired pursuant to chapter 450, laws of 1905, chapter 264, laws of 1905, chapter 638, laws of 1911, and chapter 639, laws of 1911, or under ss. 1494-41 to 1494-62, 1915 state, and all lands subsequently acquired for forestry purposes. Unless an island is designated as state forest land by the department, state forest lands do not include lands granted to the state by an act of congress entitled, "An act granting unsurveyed and unattached islands to the state of Wisconsin for forestry purposes," approved August 22, 1912. The department may designate as state forest lands any lands within state forest boundaries which were purchased with other conservation funds and where forestry would not conflict with a more intensive use.

(2) Acquisition. The department may acquire lands or interest in lands to grant, devise, gift, condemnation or purchase within the boundaries of established state forests or purchase areas and outside of such boundaries for forest nurseries, tracts for forestry research or demonstration and for forest protection structures, or for access to such properties. In the case of condemnation the department shall first obtain approval from the appropriate standing commissions of each house of the legislature as determined by the presiding officer thereof.

(3) Disposition of improvements. Buildings not required for administrative or other public use may be razed for salvage material. Otherwise they shall be sold.

(4) Sale of state forest lands.

(a) Lands outside state forest boundaries may be sold pursuant to s. 23.15.

28.024 (1)(b) Lands within state forest boundaries may be sold pursuant to s. 23.15, after public hearing in the county courthouse of the county in which the lands to be sold are located, following class 2 notices published, under ch. 985, in the county, and in the official state paper, for the following purposes only:

1. To a local unit of government when required for a public use.
2. To others for the purpose of making land adjustments due to occupancy resulting from errors of survey.
3. To convey good quality, arable land.
4. To settle land title disputes.
5. To public utilities, cooperatives organized under ch. 185 to furnish gas, light, heat, power and water service.

State Forestry Law Summary

- What is a state forest?
- they buy for our state forest
- the United States Congress gives us
- the Nehalem Lumber Company gave us
- the state got its lands

Lands outside of the state forest boundaries can be sold pursuant to s. 23.15.

Someone wrong the first time.

How to get more land. There are state forest boundaries and areas where the state is allowed to get and buy land. They can get a gift of land from a living person, a gift from someone's will after they die, or a gift from another part of the government. They can get and buy land outside of the boundaries for forestry nurseries to grow new trees, forestry research, buildings that are used to help protect the forest, and for access to such properties. In the case of condemnation the department shall first obtain approval from the appropriate standing commissions of each house of the legislature as determined by the presiding officer thereof.

Getting rid of state forestry buildings. If a building isn't needed for workers or the public to visit, it can be torn down and the building materials will be used to make something else. Otherwise, the building should be sold.

Learn about a Law

Learn about how laws are written and specifically a Wisconsin State Forestry law.

From the kit:

C-2

What you need to supply:

Optional: paper and pencils

If you are using the kit digitally, click here for the law and summary pages: [State Forestry Law](#)



Legislative

One Legislative activity is required for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

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?

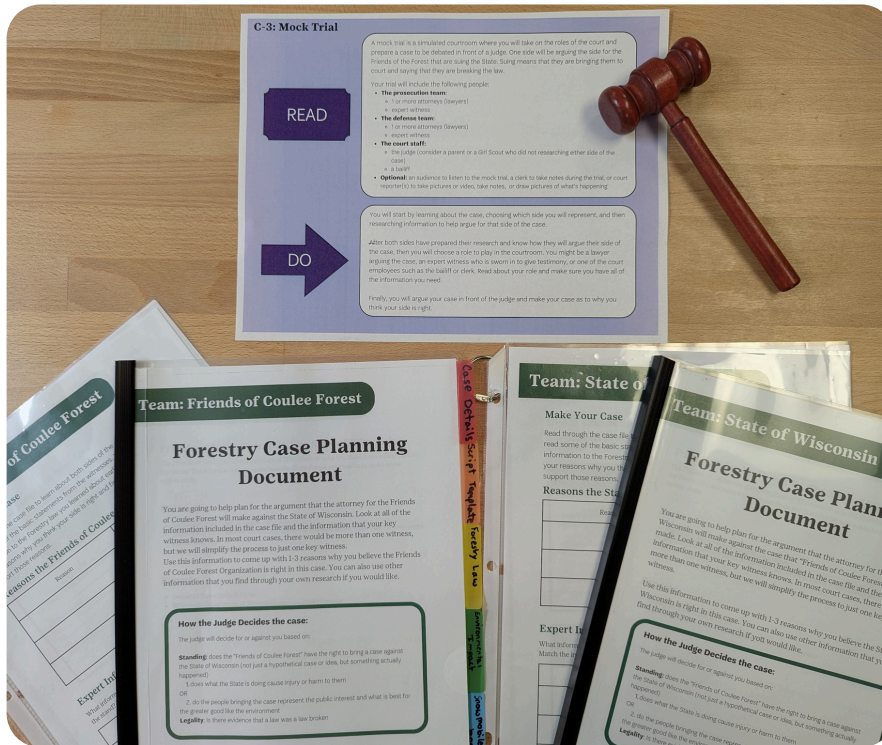


DO

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



Judicial

One Judicial activity is required for:

Brownies

Juniors

Cadettes

Seniors

Ambassadors

C-3: Mock Trial



READ

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



DO

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.

Evaluate a Law Supporting Materials

Links to supporting materials that can be printed

Learn about a Law

- [State Forestry Law](#)

Courtroom Rules

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

Mock Trial

- Planning Document: [State of Wisconsin](#)
- Planning Document: [Friends of Coulee](#)
- [Mock Trial Script](#)
- Case Information:
 - <https://dnr.wisconsin.gov/topic/StateForests/coulee>
 - [Snowmobile Fact Sheet](#)
 - [Environmental Impact of Snowmobiles](#)

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.

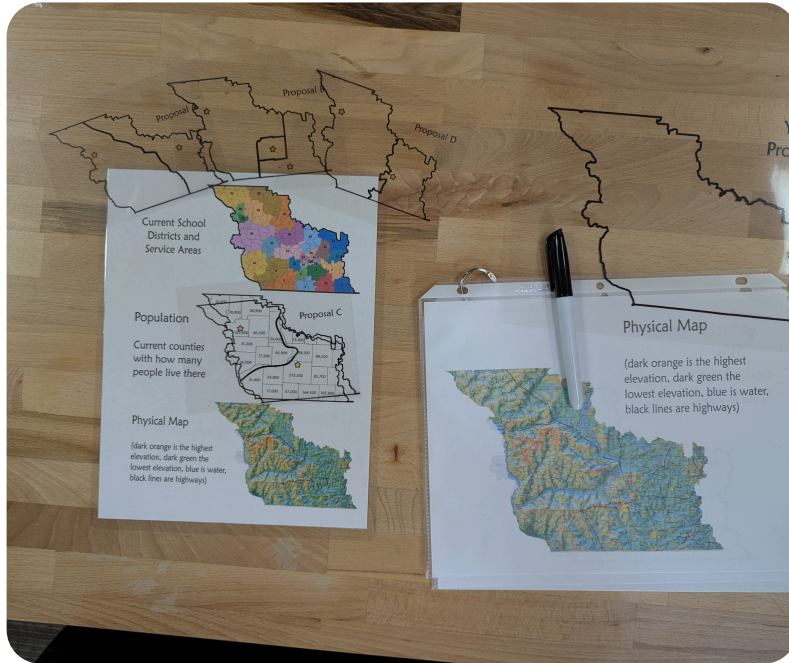


Legislative



Legislative





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
- 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.

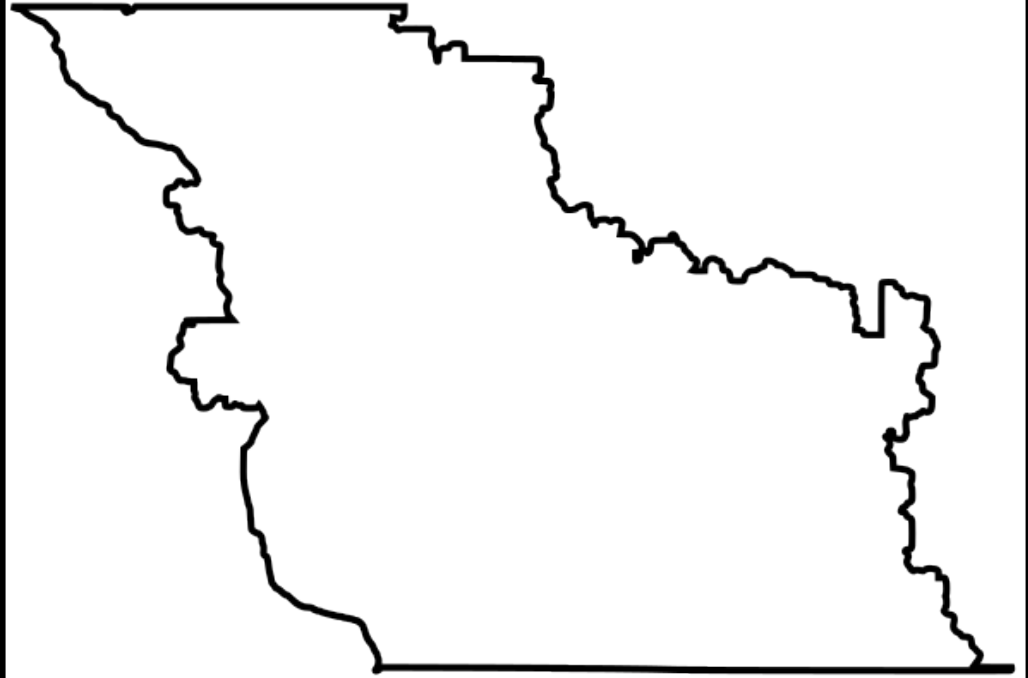
Create a Country

My Country's Name:

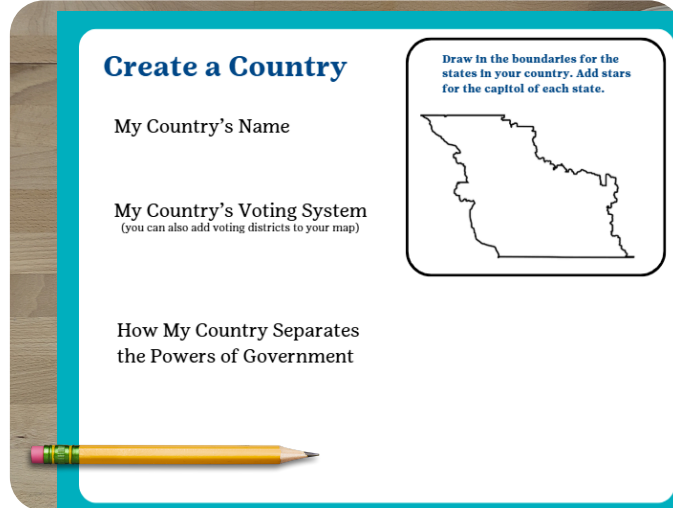
My Country's State Names
and Capitol(s):

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:

- 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



Legislative

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?



DO

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?

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

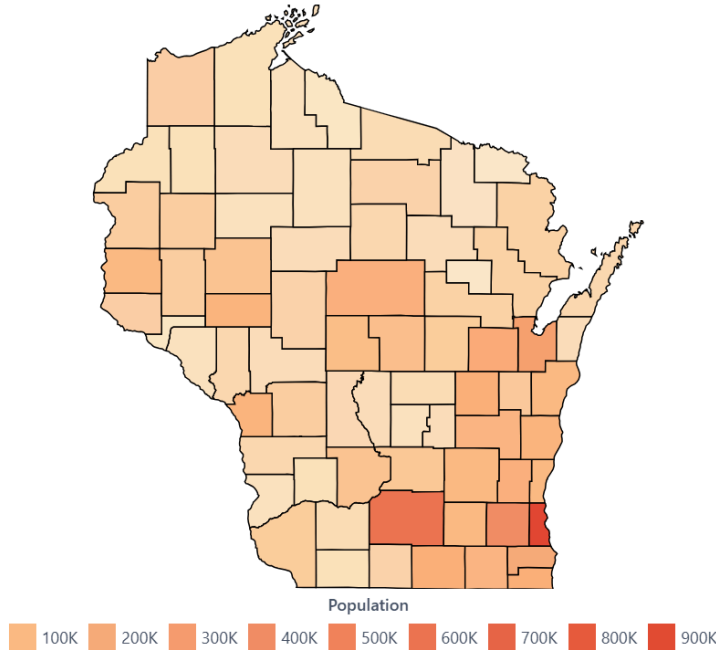
Wisconsin Demographics (information about who lives there)

Wisconsin Population by County

Population

Growth Since 2020

Density

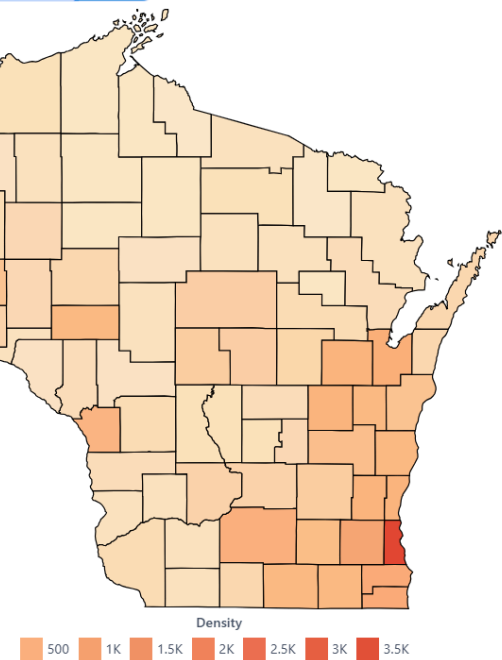


Wisconsin Population by County

Population

Growth Since 2020

Density



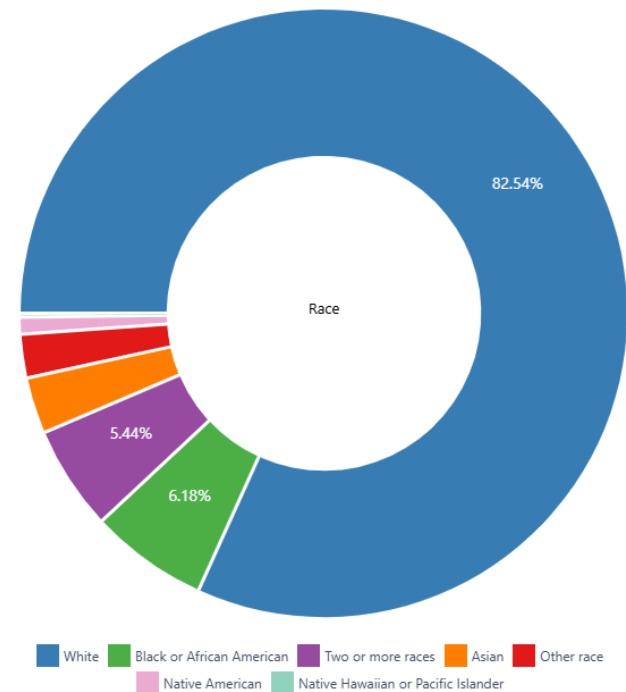
Wisconsin Demographics (information about who lives there)

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

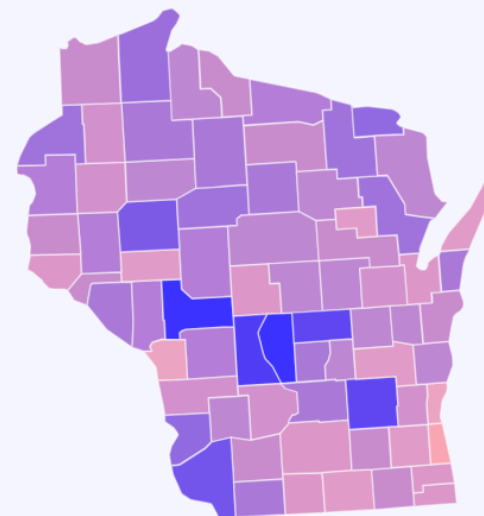
Total Population:

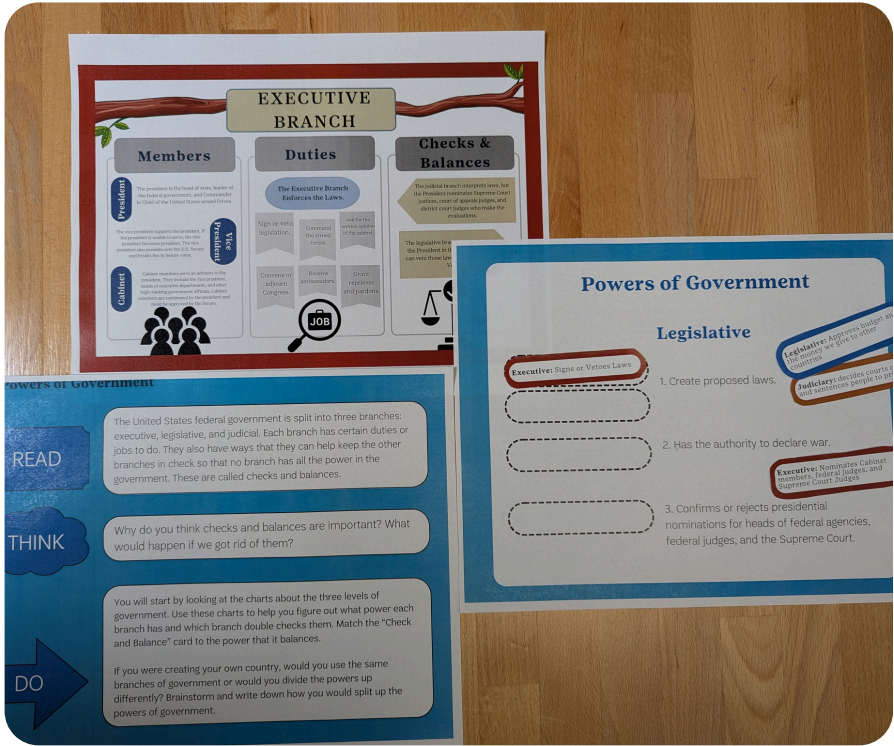
 **2,859,507** **2,898,057**
Men Women

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**





What you need to supply:

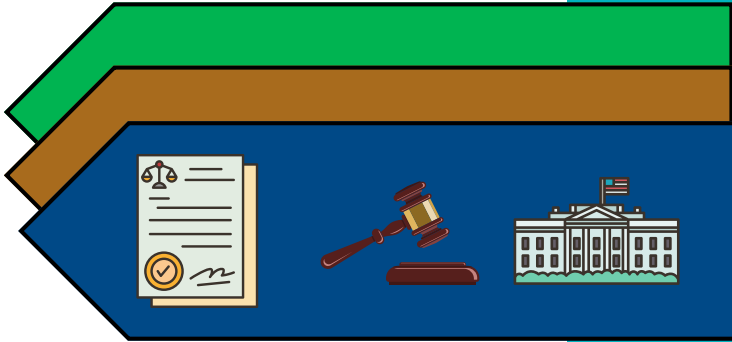
- Paper and pencils

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



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, each consisting of two rounded rectangular shapes joined at the ends, intended for writing checks and balances against 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

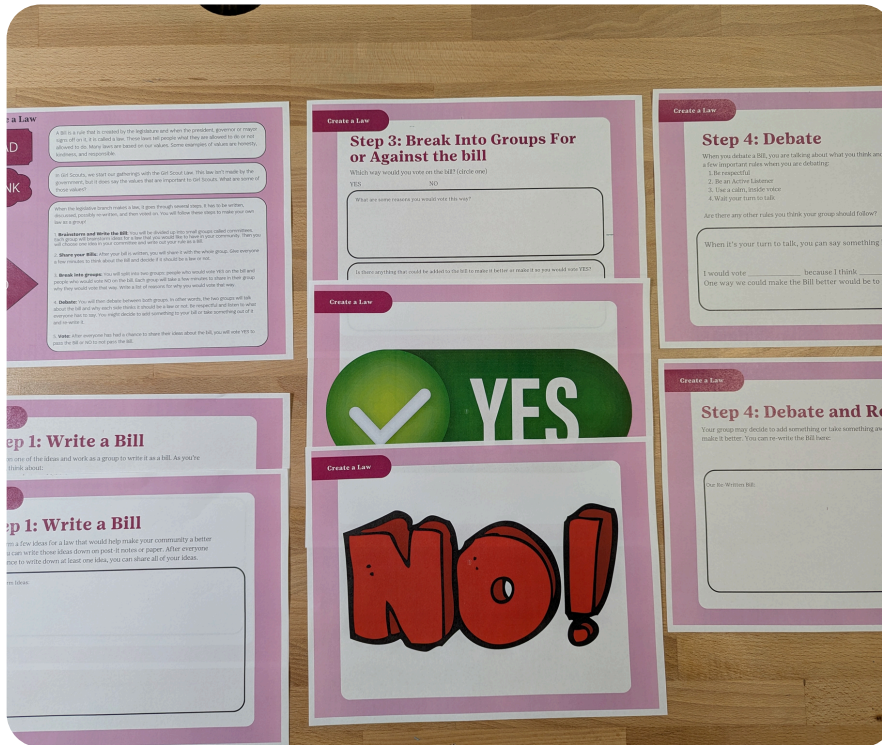
Executive: Signs or Vetoes Laws

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

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:

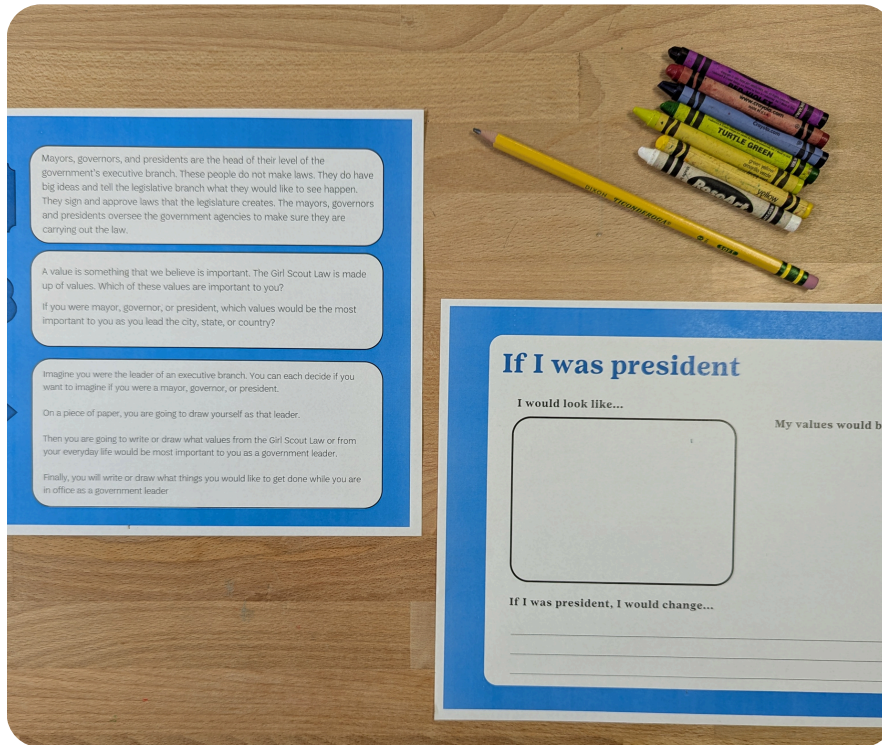
I would vote _____ because I think _____. One way we could make the Bill better would be to _____.

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



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.

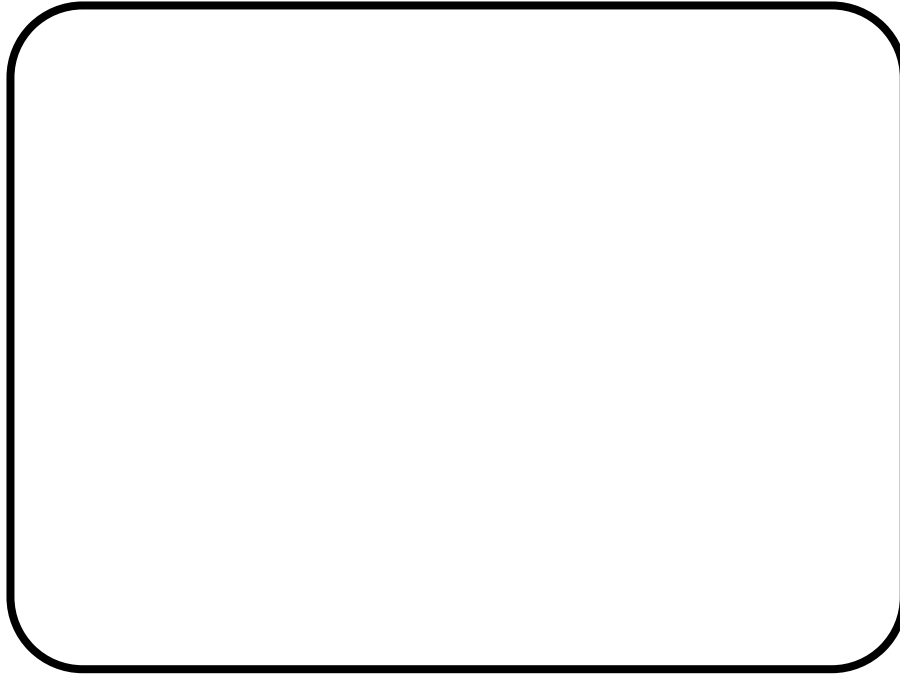
On a piece of paper, you are going to draw yourself as that leader.

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...

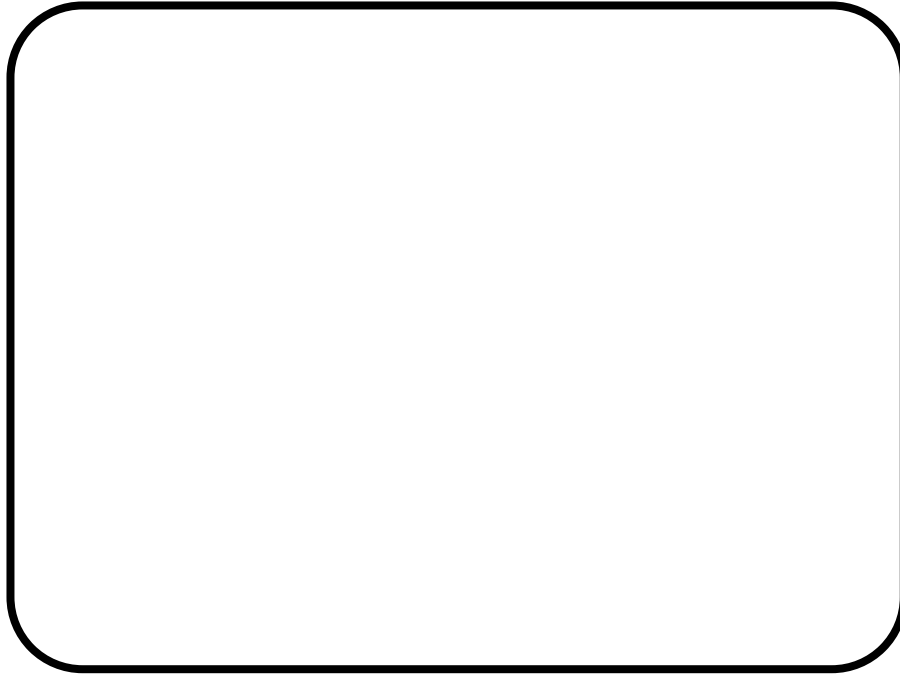


My values would be...

If I was president, I would change...

If I was governor

I would look like...

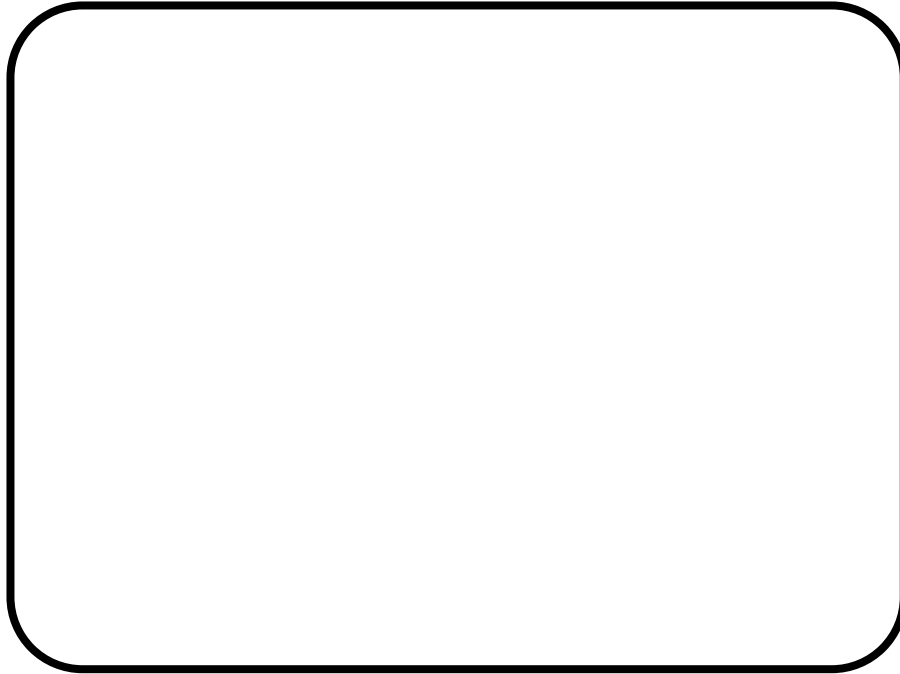


My values would be...

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!

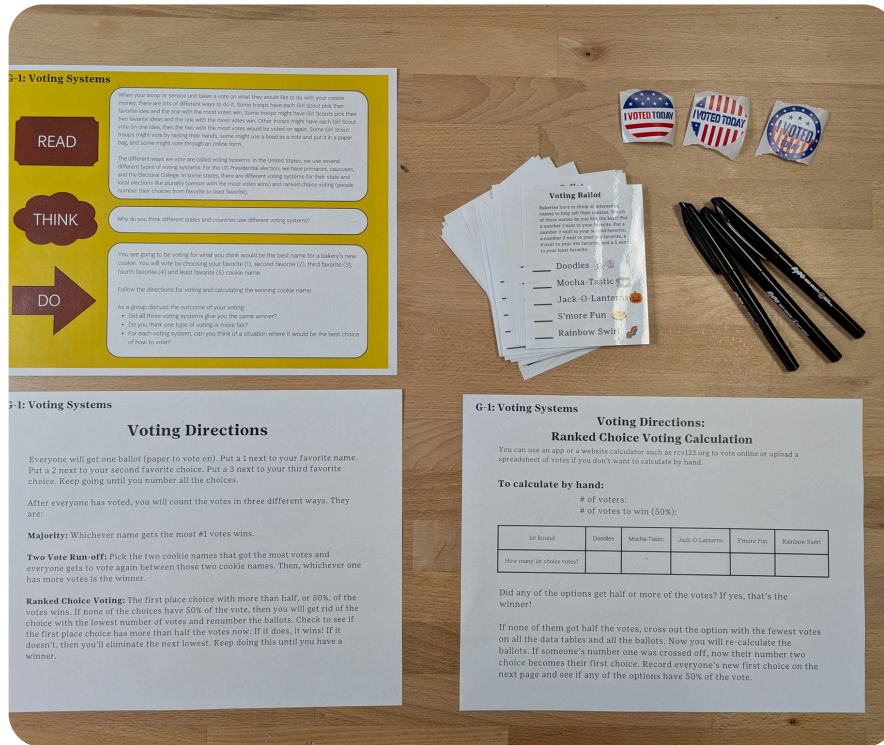


Legislative



Legislative

Create an Election



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



Legislative

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 
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- _____ Jack-O-Lanterns 
- _____ S'more Fun 
- _____ Rainbow Swirl 

Voting Ballot

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- _____ 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.

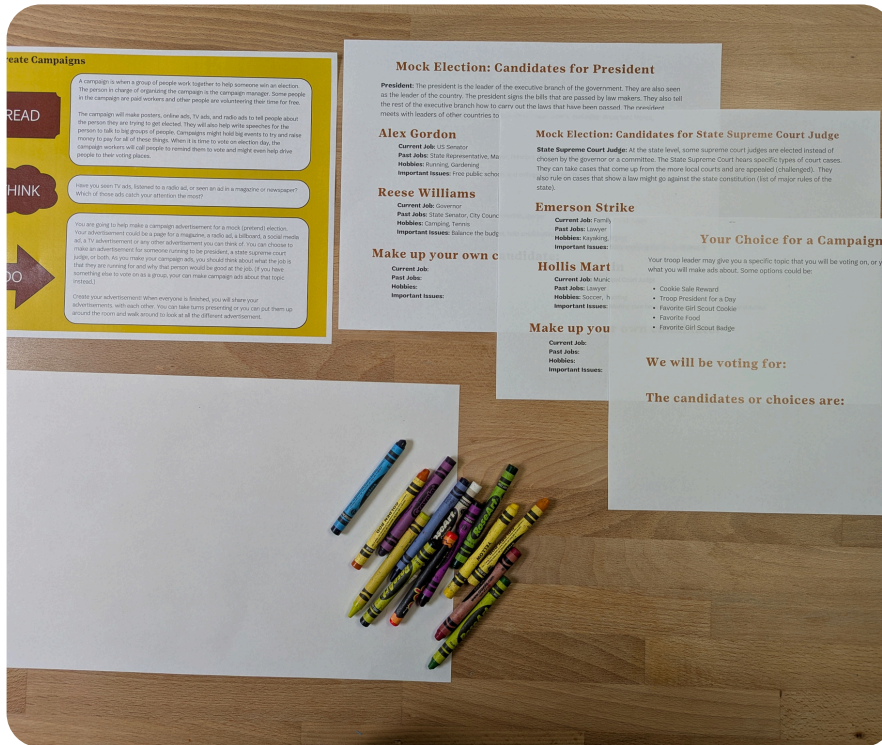
3rd Round	Doodles	Mocha-Tastic	Jack-O-Lanterns	S'more Fun	Rainbow Swirl
How many 1st choice votes?					

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



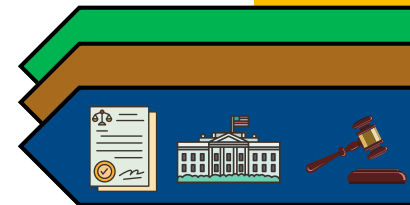
Create Campaigns

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:

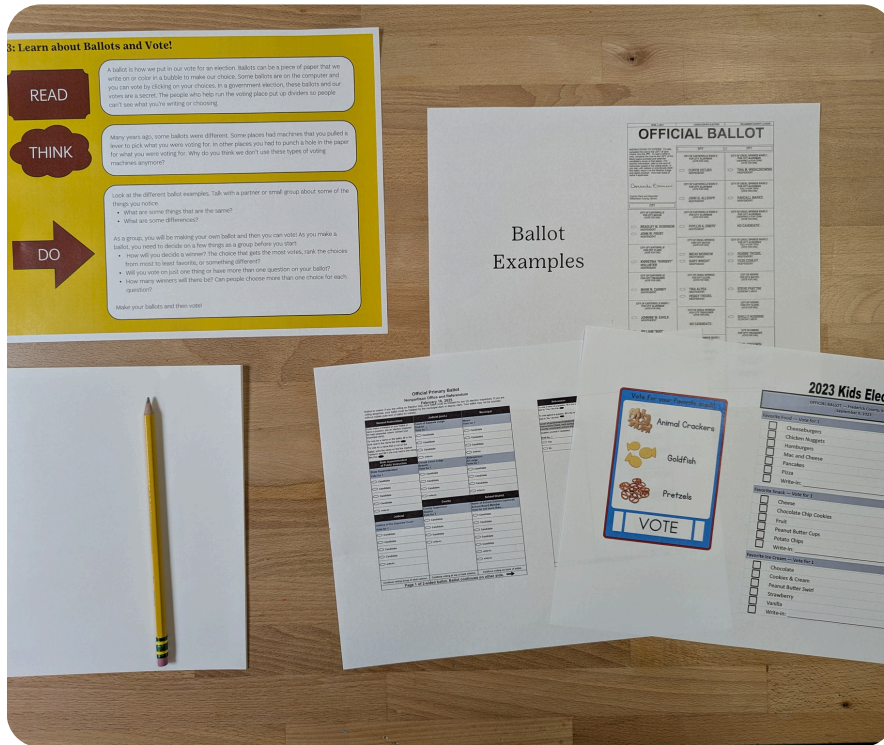
Your Choice for a Campaign Ad

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	
<h1>OFFICIAL BALLOT</h1>					
<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> <p>CITY</p>		CITY		CITY	
		<p>CITY OF CARTERVILLE WARD 2 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ CURTIS OETJEN INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS WARD 1 FOR CITY ALDERMAN UNEXPIRED 2-YEAR TERM (VOTE FOR ONE)</p> <p>○ TINA M. WIENCZKOWSKI INDEPENDENT</p>	
<p>CITY OF CARTERVILLE WARD 3 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ JOHN G. ALLSOPP INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS WARD 2 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p>○ RANDALL MARKS INDEPENDENT</p>			
<p>CITY OF CARTERVILLE FOR CITY MAYOR (VOTE FOR ONE)</p> <p>○ BRADLEY M. ROBINSON INDEPENDENT</p> <p>○ JOHN W. FROST INDEPENDENT</p>		<p>CITY OF CARTERVILLE WARD 4 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ 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 CARTERVILLE FOR CITY CLERK (VOTE FOR ONE)</p> <p>○ KHRISTINA "KHRISY" HOLLISTER INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS FOR CITY MAYOR (VOTE FOR ONE)</p> <p>○ MICAH MORROW INDEPENDENT</p> <p>○ GARY WRIGHT INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS WARD 3 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p>○ RONNIE TROXEL INDEPENDENT</p> <p>○ VICKI CONLEY INDEPENDENT</p>	
<p>CITY OF CARTERVILLE FOR CITY TREASURER (VOTE FOR ONE)</p> <p>○ MARK R. CARNEY INDEPENDENT</p>		<p>CITY OF CREAL SPRINGS FOR CITY CLERK (VOTE FOR ONE)</p> <p>○ TINA ALYEA INDEPENDENT</p> <p>○ PEGGY TROXEL INDEPENDENT</p>		<p>CITY OF HERRIN FOR CITY MAYOR (VOTE FOR ONE)</p> <p>○ STEVE FRATTINI ECONOMY LABOR</p>	
<p>CITY OF CARTERVILLE WARD 1 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ JOHNNIE W. EARLS INDEPENDENT</p> <p>○ WILLIAM "BUD" EDWARDS INDEPENDENT</p> <p>○ JAMES M. HOUSEWORTH INDEPENDENT</p> <p>○ 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>○ SHELLY HUGGINS ECONOMY LABOR</p>	
		<p>CITY OF CREAL SPRINGS WARD 1 FOR CITY ALDERMAN FULL 4-YEAR TERM (VOTE FOR ONE)</p> <p>○ DAVID ANDERSON</p> <p>○ MARY SULLIVAN INDEPENDENT</p>		<p>CITY OF HERRIN FOR CITY TREASURER (VOTE FOR ONE)</p> <p>○ CARL GOODWIN ECONOMY LABOR</p>	
				<p>CITY OF HERRIN WARD 1 FOR CITY ALDERMAN (VOTE FOR ONE)</p> <p>○ 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 initialed by two (2) election inspectors. If you are voting absentee, your ballot must be initialed 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
<p>If you make a mistake on your ballot or have a question, ask an election inspector for help (absentee voters: contact your municipal clerk).</p> <p>To vote for a name on the ballot, fill in the oval next to the name like this: <input type="radio"/></p> <p>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"/></p>	<p>Court of Appeals Judge District ____ Vote for 1</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> write-in:</p>	<p>Mayor Vote for 1</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> write-in:</p>
<p>State Superintendent of Public Instruction State Superintendent Vote for 1</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> write-in:</p>	<p>Circuit Court Judge Branch ____ Vote for 1</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> write-in:</p>	<p>Aldersperson At Large Vote for 1</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> write-in:</p>
	County	School District
<p>Judicial Justice of the Supreme Court Vote for 1</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> write-in:</p>	<p>County Supervisor District ____ Vote for 1</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> write-in:</p>	<p>Name of School District (optional) School Board Member Vote for not more than...</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> Candidate</p> <p><input type="radio"/> write-in:</p> <p><input type="radio"/> write-in:</p>
<p>Continue voting at top of next column.</p>	<p>Continue voting at top of next column.</p>	<p>Continue voting on back of ballot.</p>

Page 1 of 2-sided ballot. Ballot continues on other side. ➡

Referendum	Official Primary Ballot Nonpartisan Office and Referendum February 18, 2025 for		
<p>To vote in favor of a question, fill in the oval next to "Yes," like this: <input type="radio"/></p> <p>To vote against a question, fill in the oval next to "No," like this: <input type="radio"/></p> <p>Level of government conducting referendum (State, tech college, county, municipal, school district)</p> <p>Question (number if necessary)</p> <p>Shall the...?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p>_____ Municipality and ward number(s)</p> <p>Ballot issued by</p> <p>_____</p> <p>_____ Initials of election inspectors</p> <p>Absentee ballot issued by</p> <p>_____ Initials of Municipal Clerk or Deputy Clerk</p> <p>_____ If issued by SVDs, both must initial</p> <p>Certification of Voter Assistance</p> <p>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.</p> <p>_____ Signature of assistor</p> <p style="text-align: center; background-color: #333; color: white; padding: 2px;">For Official Use Only</p> <p>Inspectors: Identify ballots required to be remade:</p> <p><input type="checkbox"/> Overvoted</p> <p><input type="checkbox"/> Damaged</p> <p><input type="checkbox"/> Other</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; padding: 5px;"> <p>If this is the Original Ballot, write the serial number here: number _____</p> </td> <td style="width: 50%; border: none; padding: 5px;"> <p>If this is the Duplicate Ballot, write the serial number here: number _____</p> </td> </tr> </table> <p>_____ Initials of inspectors who remade ballot</p>	<p>If this is the Original Ballot, write the serial number here: number _____</p>	<p>If this is the Duplicate Ballot, write the serial number here: number _____</p>
<p>If this is the Original Ballot, write the serial number here: number _____</p>	<p>If this is the Duplicate Ballot, write the serial number here: number _____</p>		

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

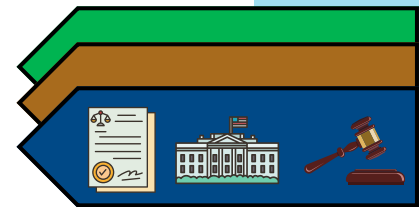
Create interview questions and then interview someone who works or volunteers with the legislative, judicial, or executive branch of the government.

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

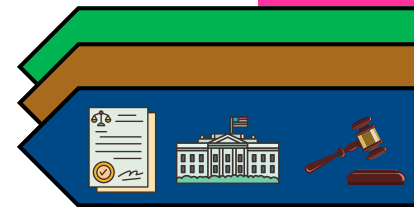
Choose a way to get involved with
your local government and see
how it works in action!

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



READ

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

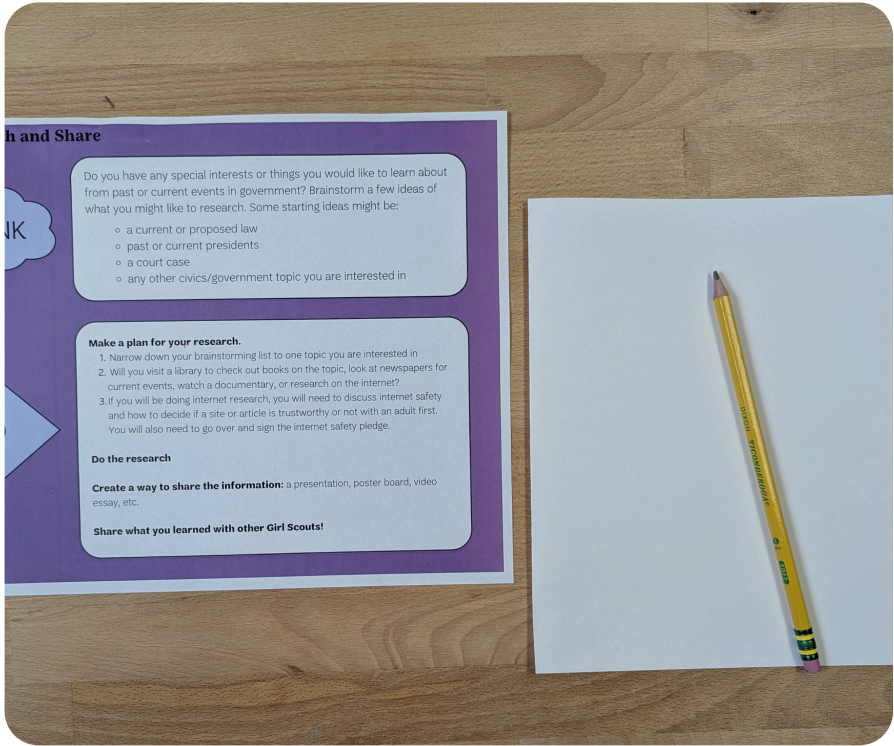
- **The Legislative branch** makes the rules such as laws or ordinances. This would include a Town Hall or City Council Meeting with an alderperson. You can also write to an alderperson, state or US representative. Going with a caregiver to vote or helping get the vote out would also fall under the legislative 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.



DO

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



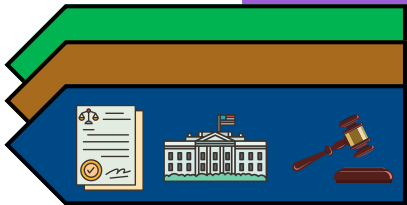
Research and Share

Research 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



THINK

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



DO

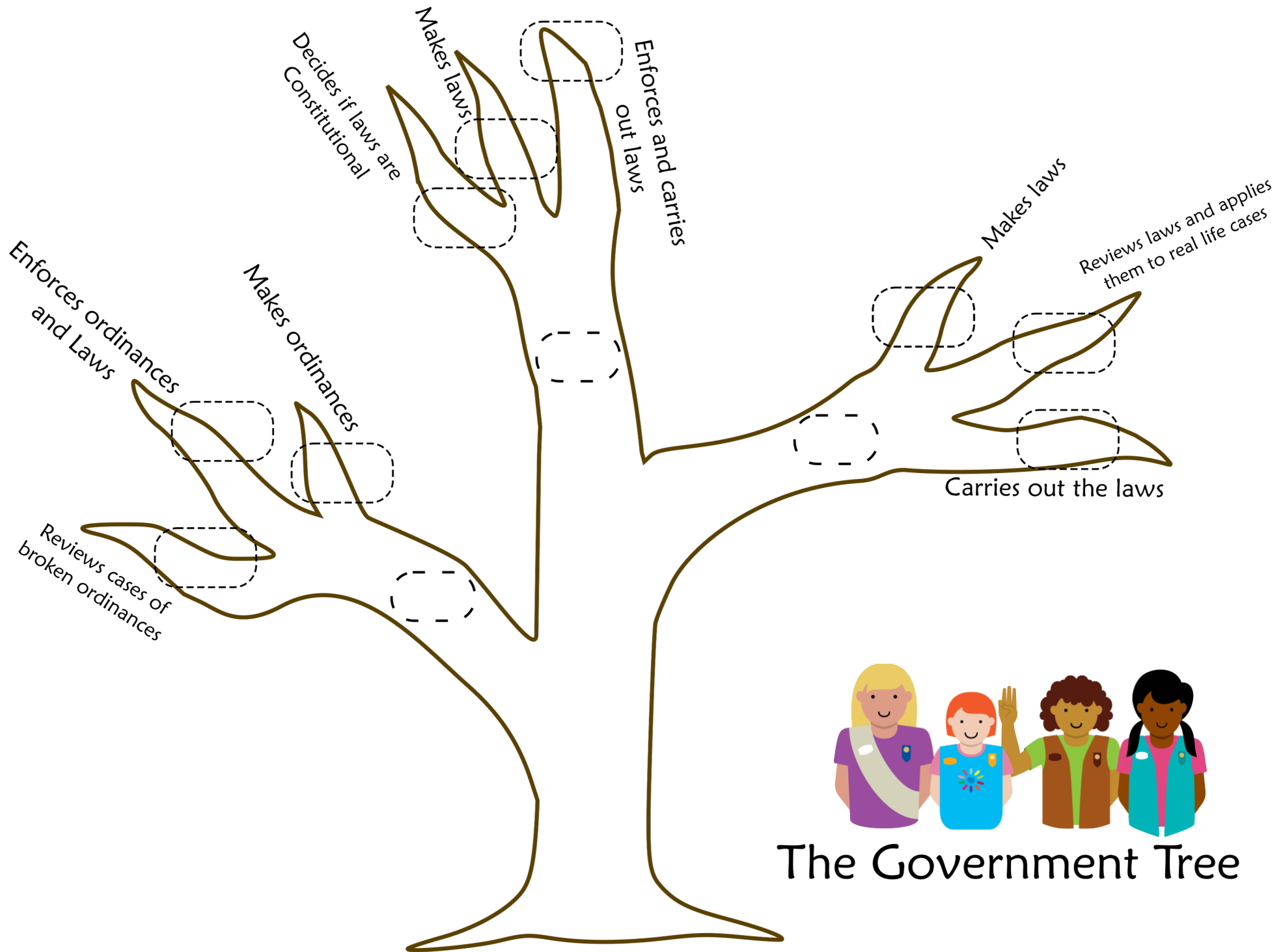
Make a plan for your research.

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!



The Government Tree

Easiest

State

State
Legislature

Executive
President

State Supreme
Court

Federal

US
Legislature

Executive
Governor

Municipal
Court

Local

City
Council

Executive
Mayor

Supreme
Court

STATE TROOPER

LIBRARY

SUPREME
COURT

YELLOWSTONE
NATIONAL
PARK



Medium

State

State
Legislature

Executive
President

State Supreme
Court

Federal

US
Legislature

Executive
Governor

Municipal
Court

Local

City
Council

Executive
Mayor

Supreme
Court



Challenging

State

State
Legislature

Executive
President

State Supreme
Court

Federal

US
Legislature

Executive
Governor

Municipal
Court

Local

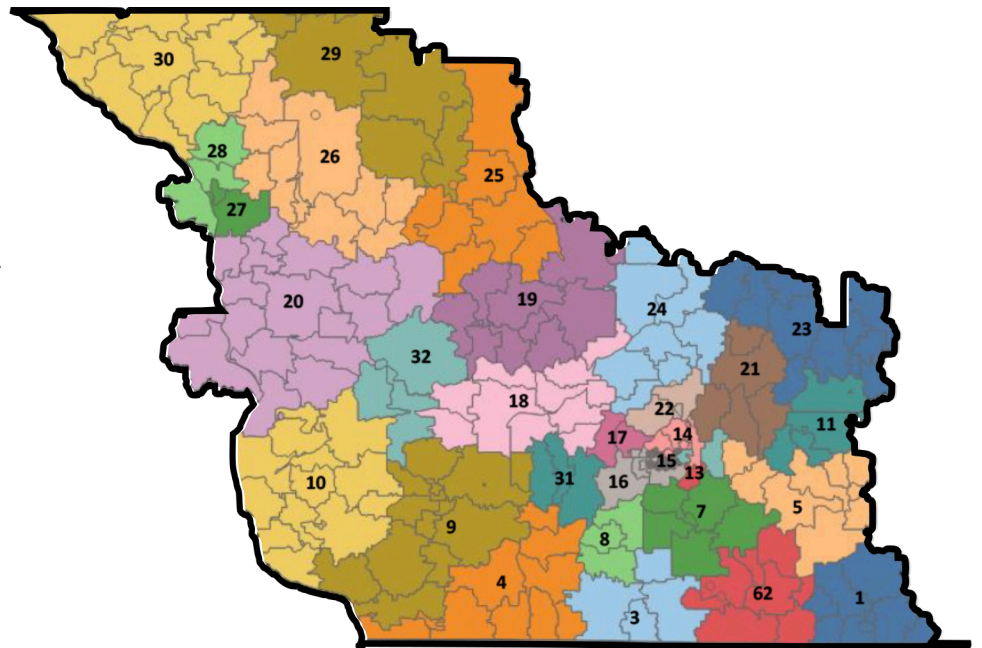
City
Council

Executive
Mayor

Supreme
Court

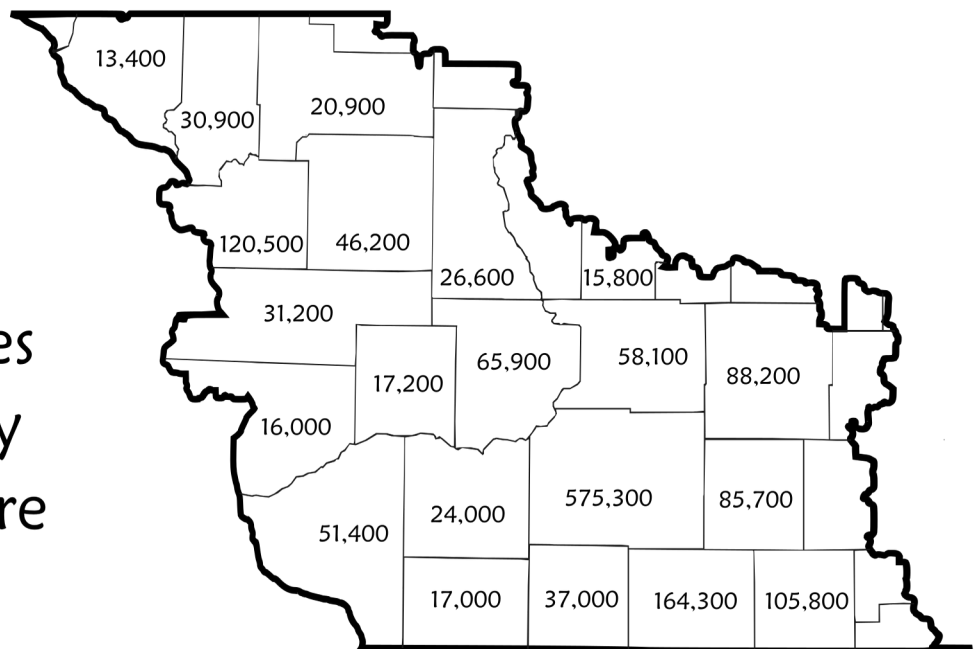


Current School Districts and Service Areas



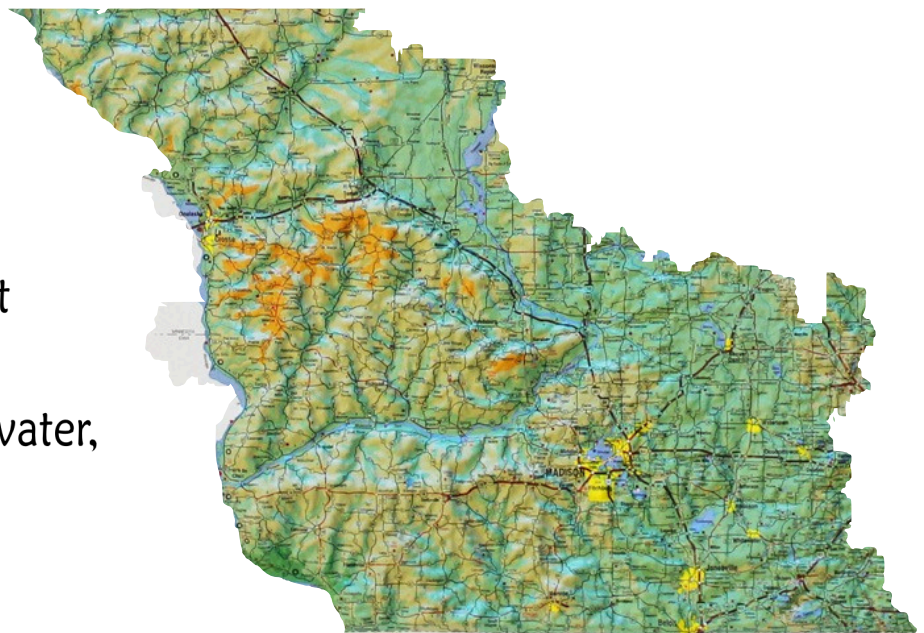
Population

Current counties with how many people live there

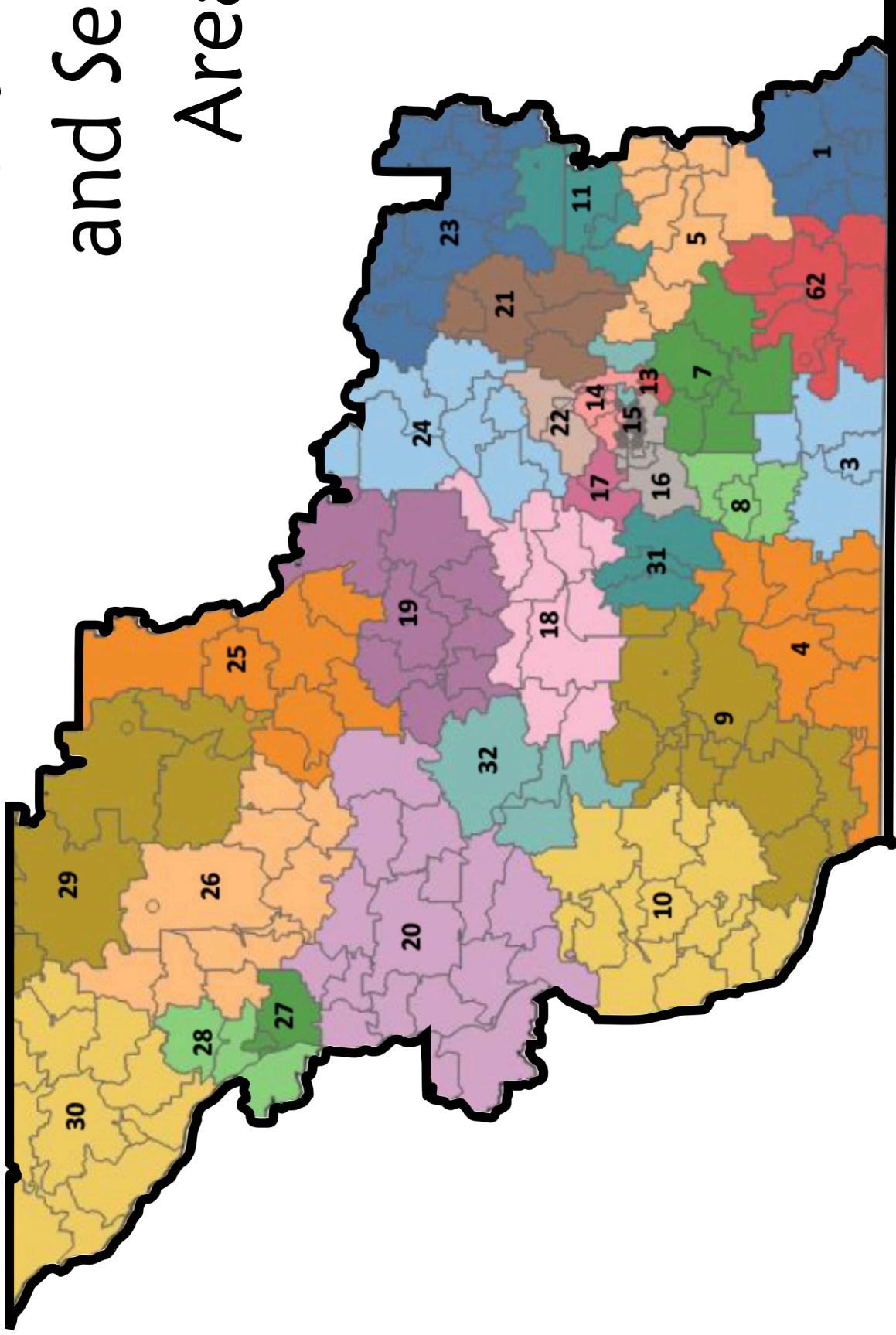


Physical Map

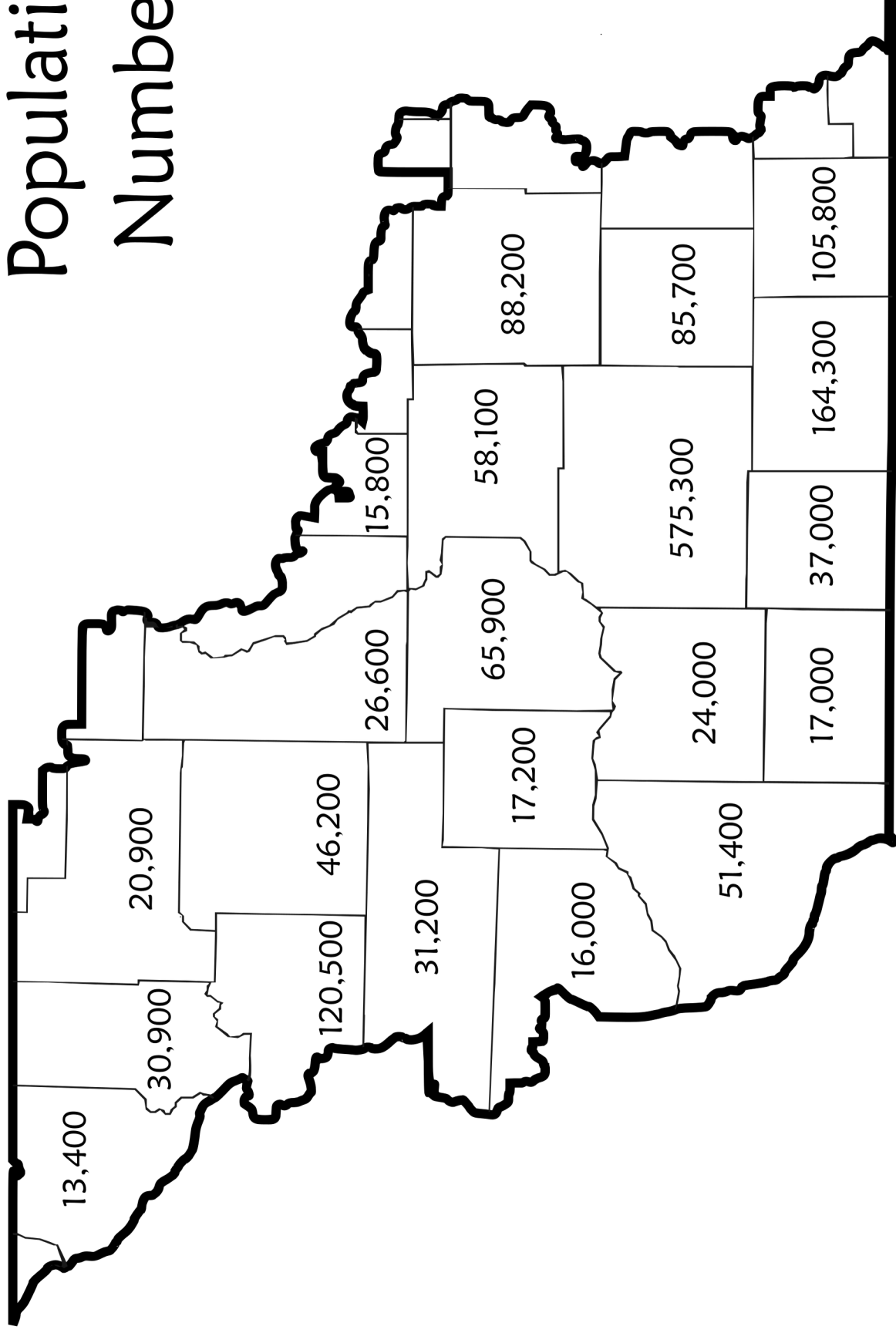
(dark orange is the highest elevation, dark green the lowest elevation, blue is water, black lines are highways)



School Districts and Service Areas

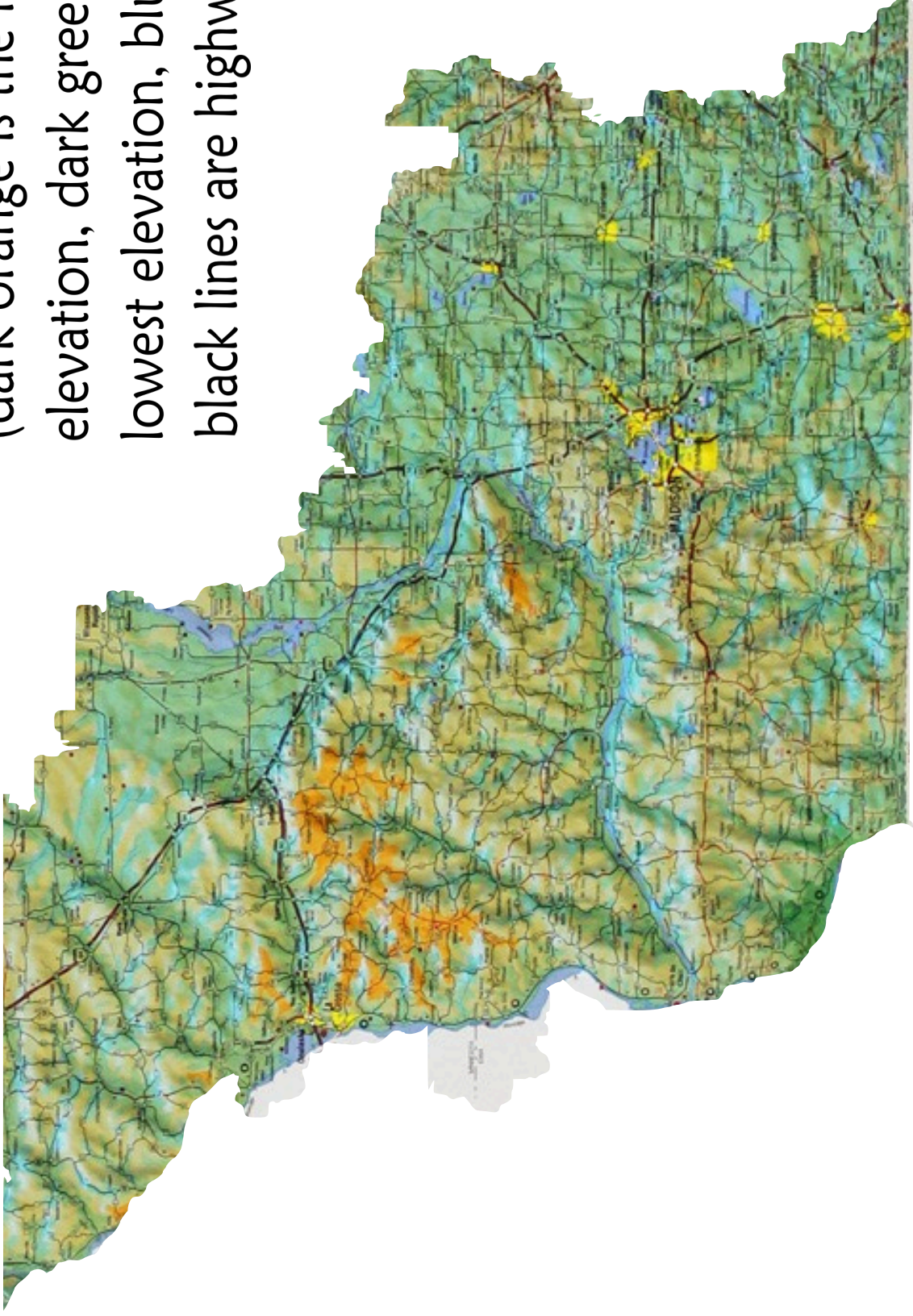


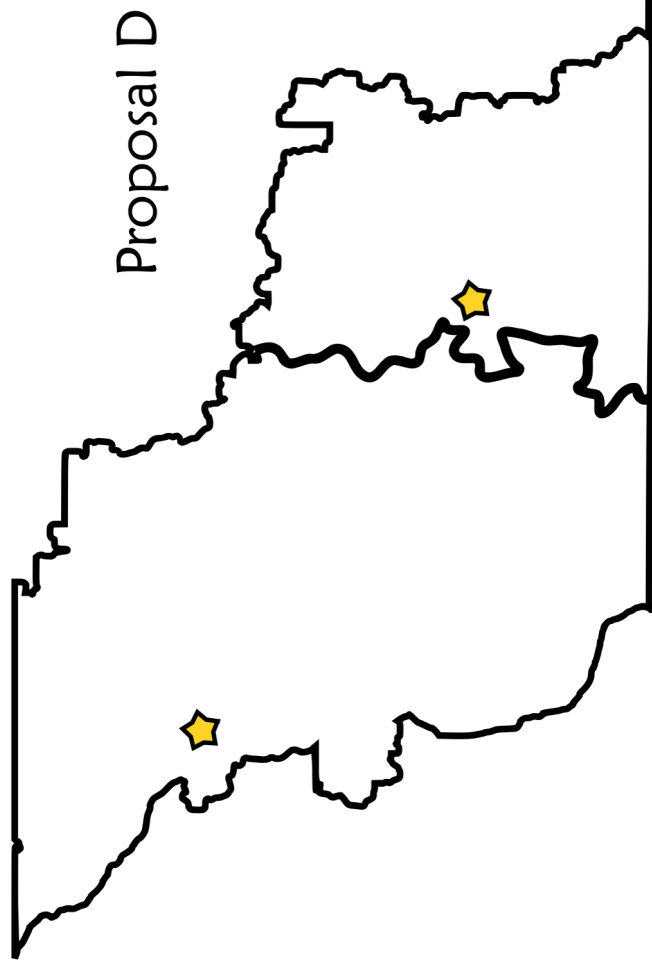
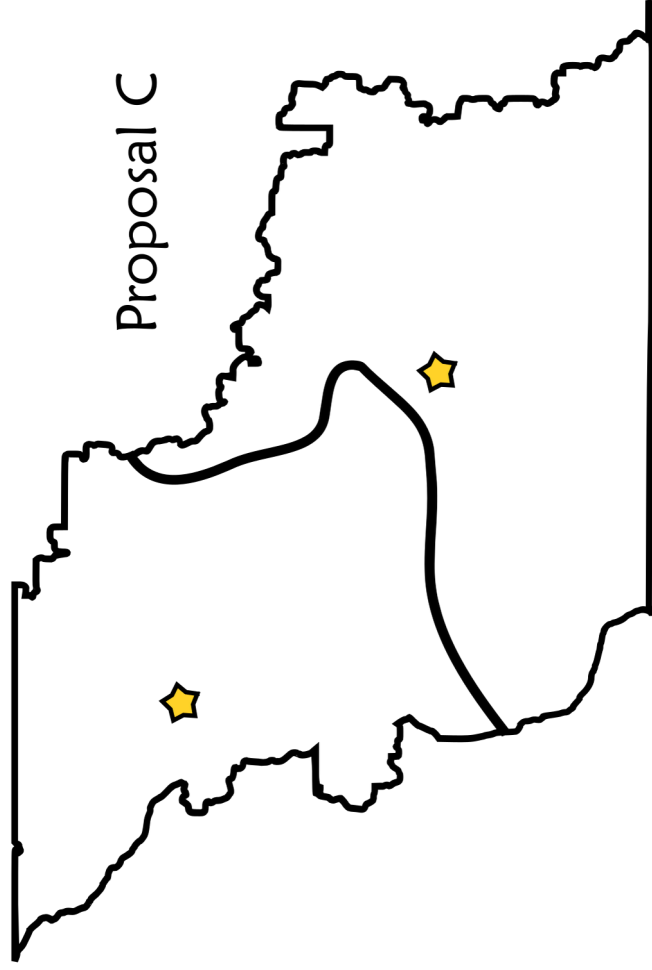
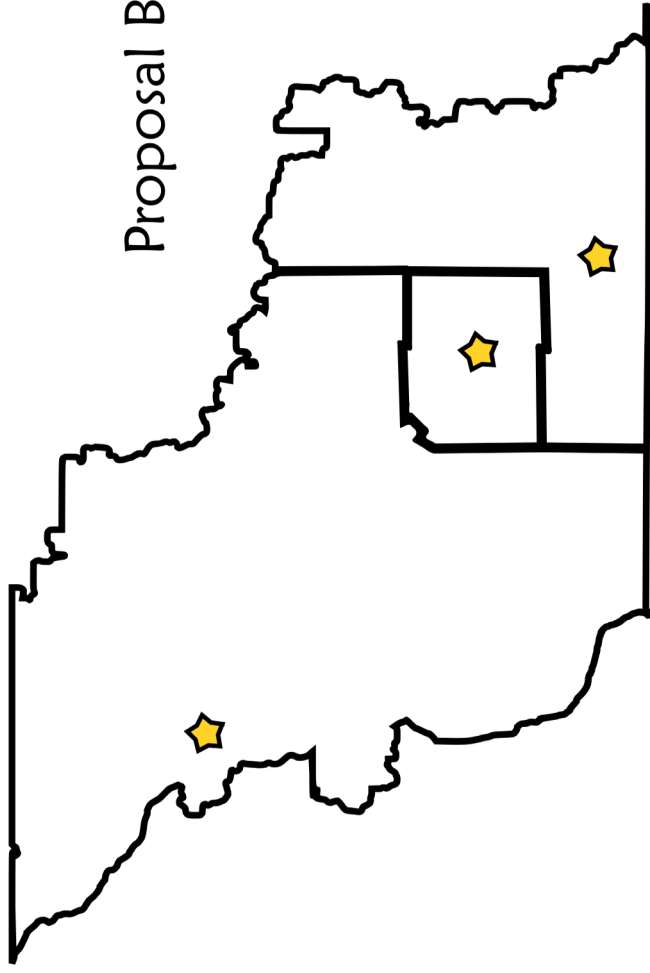
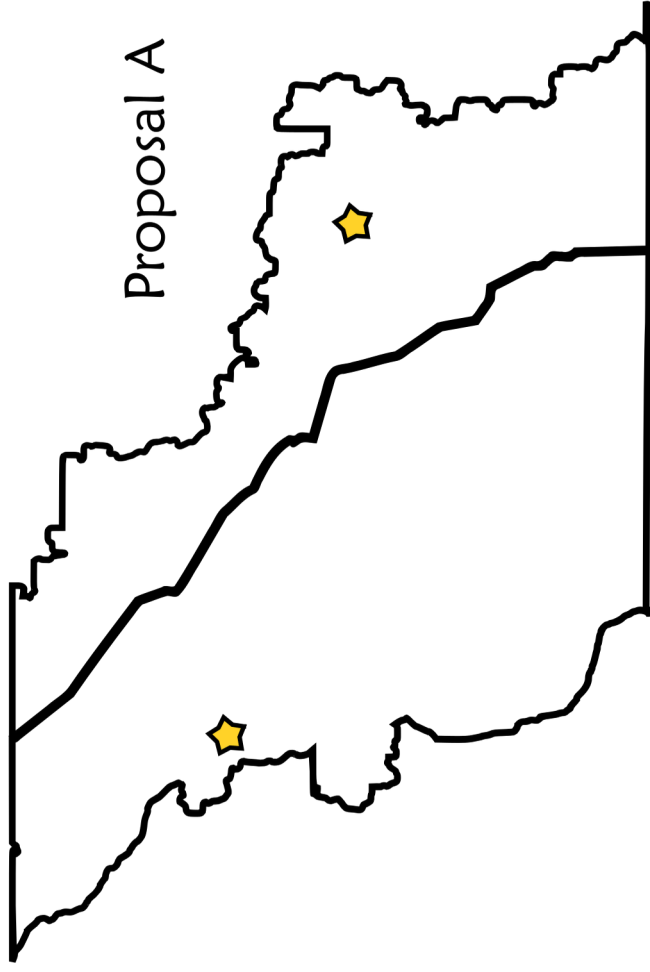
County with Population Numbers



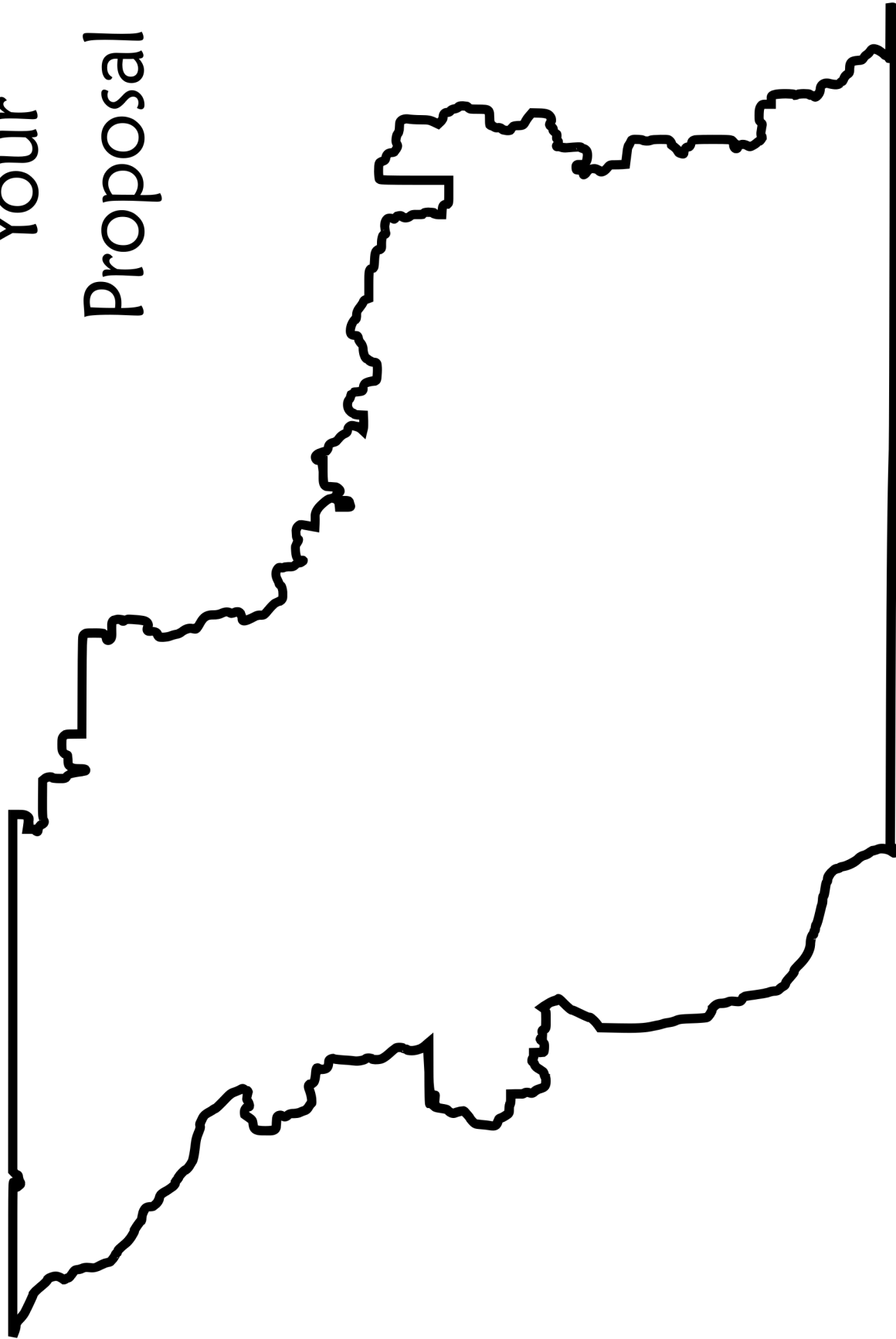
Physical Map

(dark orange is the highest elevation, dark green the lowest elevation, blue is water, black lines are highways)





Your
Proposal



Who Are the People in Court?

Many people work in a court. Everyone has a job to do.

First, there is the **judge**. In many courts, the judge will be wearing a black robe. The judge usually sits at the front of the courtroom on the **bench**. The judge's name is often on a sign near the bench.

The judge does many things. First, the judge is like a referee at a ball game. The judge makes sure that everyone plays by the rules.

Sometimes the judge is also the person who decides the argument that people came to court about. For example, if two people come to court because they disagree about money, the judge might be the person who finally decides who gets the money.

Other times, a group of people decides who wins the argument. These people are called **jurors**. Jurors are people who come to court to listen to each side of a

disagreement. Then the jurors decide how the disagreement will be settled. A group of jurors is called a **jury**.





When people go to court, they often have **lawyers**.

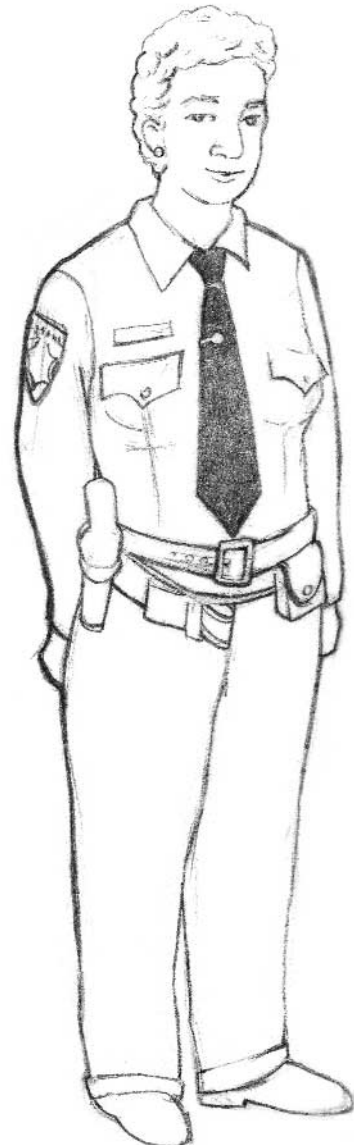
Lawyers are also called **attorneys**.

Lawyers give advice to people on their disagreements in court. It is the lawyer's job to talk to the judge and

jurors for the people who come to court. You don't have to have a lawyer to go to court. When a lawyer talks for someone who has come to court, it means that the lawyer "represents" the person. Each lawyer represents only one person in court. So, if many people are involved in a disagreement, there might be more than one lawyer in court. All kinds of people have lawyers, even children! Lawyers usually sit next to the person they represent in the court.

You can probably spot the **bailiff** very easily. The bailiff is the person who makes sure the people who go to court obey the rules. The bailiff is usually wearing a uniform, like a police officer's uniform.

Courts also have **interpreters** for people who don't speak or understand English. The interpreter's job is to translate what is said in court.



The **court reporter** is the person who writes down everything that everybody says in court. Wow! Can you imagine writing down all the words people say? The court reporter usually sits near the judge and types on a small machine. Court reporters type very fast, and everyone in court has to speak slowly and clearly so the court reporter can hear what they say.



All courts have **clerks** as well. A court clerk keeps all the papers about the cases in the court and organizes them. The clerk keeps track of the decisions or orders that the judge makes during court and also keeps the court's schedule.

Witnesses are people who come to court to tell what they have seen or heard. For example, if someone is accused of stealing something, a witness might come to court to say what they saw happen. When witnesses come to court, they have to raise their hand and make a special promise, called an oath, to tell the truth. They take a special seat and the lawyers ask them questions. Cases that last a long time may have lots of witnesses.



Now that you know about some of the people in a court, can you solve this puzzle? Draw a line to connect the name of the person with the job they do. Good luck!

Lawyers ○
or attorneys

● These people come to court to tell the truth and talk about what they have seen or heard.

Judge ○

● This person types everything that is said in court into a machine.

Bailiff ○

● This person organizes all the papers and keeps track of the judge's decisions.

Jurors ○

● This person translates what is said in court.

Clerk ○

● This person's job is to make decisions and make sure that everyone follows the rules in court.

Witnesses ○

● These people give advice and talk in court for the people who have disagreements.

Court reporter ○

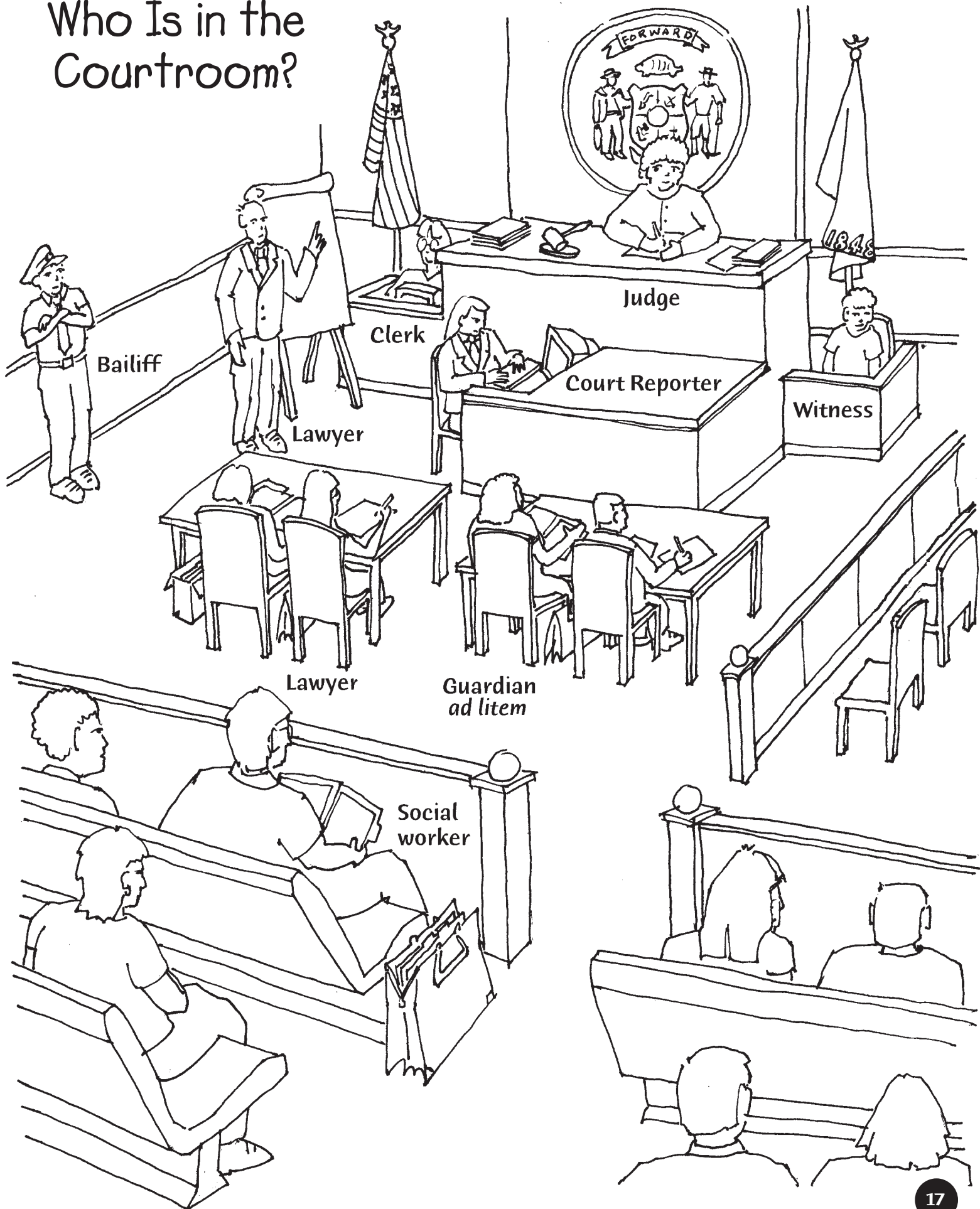
● This person keeps order in the courtroom and usually wears a uniform.

Interpreter ○

● These people listen to both sides of a disagreement in court and then decide who wins.

Answers on page 31.

Who Is in the Courtroom?



MOCK TRIAL SCRIPT

Bailiff: Please rise. The Wisconsin Girl Scout Mock Trial Court is now in session, the Honorable Judge _____ presiding.

Judge: Ms. _____ (Bailiff's name), what is today's case?

Bailiff: Your Honor, today's case is Friends of Coulee Forest versus The State of Wisconsin.

Judge: Are the Attorney for Friends of Coulee Forest ready?

Friends of Coulee Attorneys: (stand up) Yes, Your Honor. (Be seated)

Judge: Are the State Attorneys ready?

State Attorneys: (stand up) Yes, Your Honor. (Be seated).

Opening Statements

Each side gets to state their position.

1. Friends of the Coulee Opening Statement
2. State of Wisconsin Opening Statement

Examination of the Witnesses (Asking the Witnesses Questions)

Judge: Friends of Coulee Forest, you may call your first witness.

Friends of Coulee Attorney: Thank you, your Honor. I call to the stand _____ (Name of Expert Witness) .

Judge: Will the witness please stand to be sworn in by the bailiff. (Witness stands)

Bailiff: (To the witness) Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

Witness: I do. (Witness goes to the stand and sits down)

1. Friends of Coulee asks each of their questions to help prove their case
2. State of Wisconsin asks each of their questions to try and prove those points wrong

Judge: You may step down.

Judge: State of Wisconsin, you may call first witness.

State of Wisconsin: Thank you, your Honor. I call to the stand _____ (Name of Expert Witness) .

Judge: Will the witness please stand to be sworn in by the bailiff. (Witness stands)

Bailiff: (To the witness) Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

Witness: I do. (Witness goes to the stand and sits down)

1. State of Wisconsin asks each of their questions to help prove their case
2. Friends of Coulee asks each of their questions to try and prove those points wrong

Judge: You may step down.

Closing Arguments

Judge: We will now proceed to closing arguments. The attorneys will now present their final arguments. Friends of Coulee, you may begin.

1. Friends of Coulee Closing Argument

Judge: Thank you. We will now hear from State of Wisconsin. You may begin.

2. State of Wisconsin

Judge: Thank you everyone for being here. We will now take a short recess for me to go over my notes and then I will return with my findings.

After the judge has determined a judgement:

Judge: I find in favor of _____ because

_____. The
court is now adjourned.

Forestry Case Planning Document

You are going to help plan for the argument that the attorney for the Friends of Coulee Forest will make against the State of Wisconsin. Look at all of the information included in the case file and the information that your key witness knows. In most court cases, there would be more than one witness, but we will simplify the process to just one key witness.

Use this information to come up with 1-3 reasons why you believe the Friends of Coulee Forest Organization is right in this case. You can also use other information that you find through your own research if you would like.

How the Judge Decides the case:

The judge will decide for or against you based on:

Standing: does the “Friends of Coulee Forest” have the right to bring a case against the State of Wisconsin (not just a hypothetical case or idea, but something actually happened)

1. does what the State is doing cause injury or harm to them

OR

2. do the people bringing the case represent the public interest and what is best for the greater good like the environment

Legality: Is there evidence that a law was a law broken

Team: Friends of Coulee Forest

Friends of Coulee Forest Vs. The State of Wisconsin

The Friends of Coulee are suing the State of Wisconsin to stop the State from selling part of the forest. The business trying to purchase the State Forest area wants to make snowmobile trails.

Facts

- The Coulee State Forest is roughly 3000 acres
- SnowTrails R Us Inc intends to purchase 500 acres to create snowmobile trails for their winter tourism business.
- The State Forest Lands law applies to the sale of State Forest land.

Experts

- Owner of SnowTrails R Us Inc
- Wisconsin Department of Natural Resources (DNR) Forester

Mock Trial Case Disclaimer: This is a fictitious legal case used for educational purposes and not representative of actual events or people.

Team: Friends of Coulee Forest

Experts

This file has some information about the experts in the case, but the expert can also add more information based on their own research.

Your Expert: Owner of Snow Trails R Us Inc

- New business just getting started in Wisconsin
- Trying to purchase 500 acres of land from the State of Wisconsin
- Land already has cross country ski trails on it that can easily be shared or turned into snow mobile trails
- Lands are connected to and include the current West Trail and the entry by county Highway II so there is already a road to get to the trail
- The extra tourists coming to the area would help the economy

Other ideas you can add to the testimony:

The Friends of Coulee Expert: Wisconsin Department of Natural Resources (DNR) Forester

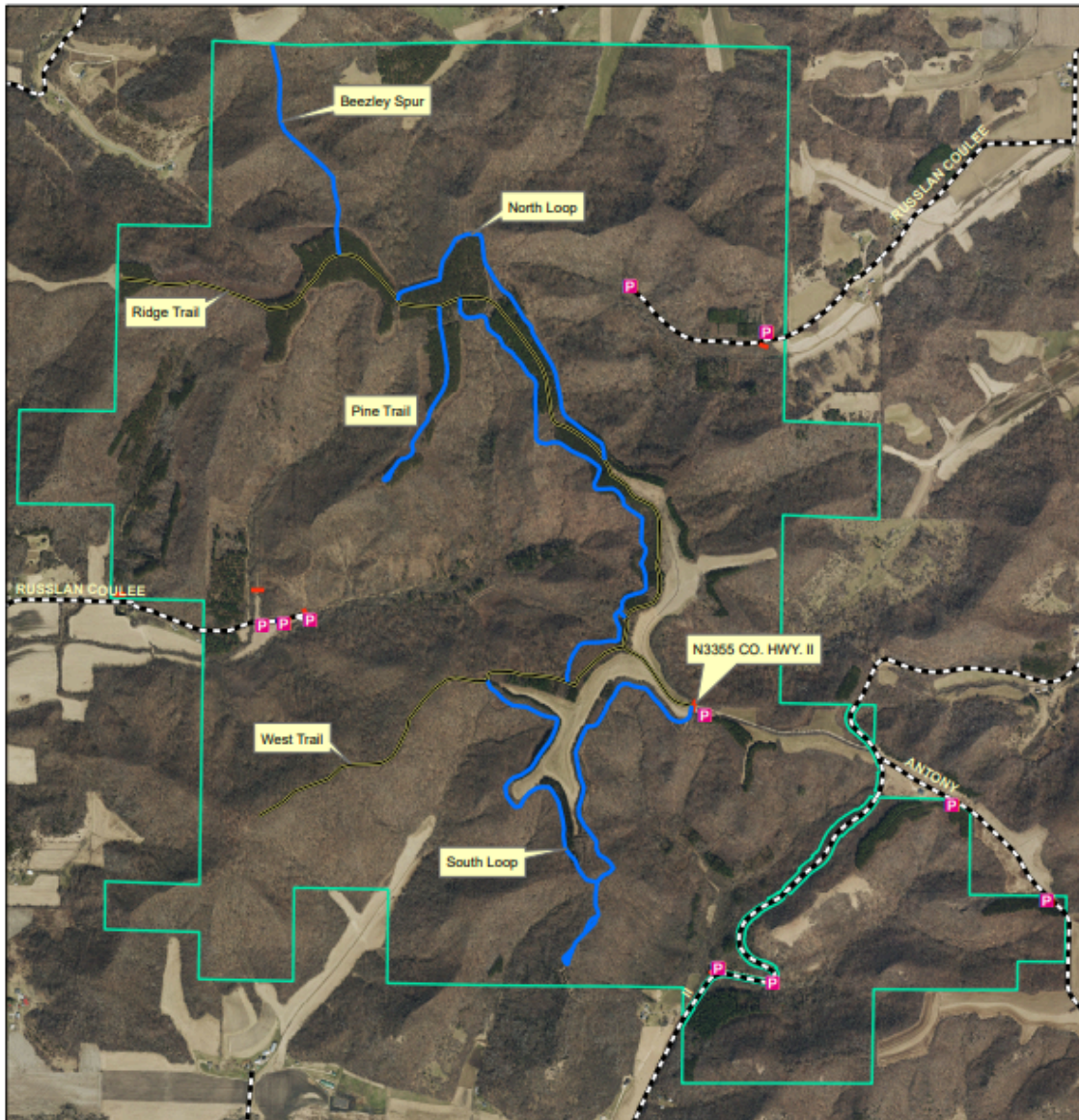
- Worked with the DNR for 10 years
- Coulee is an experimental research forest that studies the forest watershed and land management
- Coulee State Forest is a State Forest that falls in the State Forest Boundaries
- Coulee State Forest already has cross country ski trails
- Snowmobile exhaust can get into the snowpack

Other ideas to research to help make cross-examination questions:

Team: Friends of Coulee Forest

COULEE EXPERIMENTAL STATE FOREST CROSS-COUNTRY SKI TRAILS

A sustainably managed Wisconsin State Forest certified by the Forest Stewardship Council and the Sustainable Forestry Initiative









Vehicles are not allowed inside the gates or barriers except for agricultural and service vehicles.

XC-ski trails are groomed and signed, but not regularly patrolled.

"It is unlawful to allow your dog, cat or other pet animal on the ski trail during the skiing season" NR 45.06(3)

Ski trails may be used for hiking, horseback riding and hunting when not snow covered.

Legend

-  parking
-  classic_only
-  skate_&_classic
-  Gate-Barrier
-  CountyRoads
-  property_boundary_CESF

One way trails apply to XC-skiing only.

There are no water or toilet facilities available.

Camping and Fires are Not Allowed

No Target Shooting

Please do not litter...and enjoy Wisconsin's outdoors!

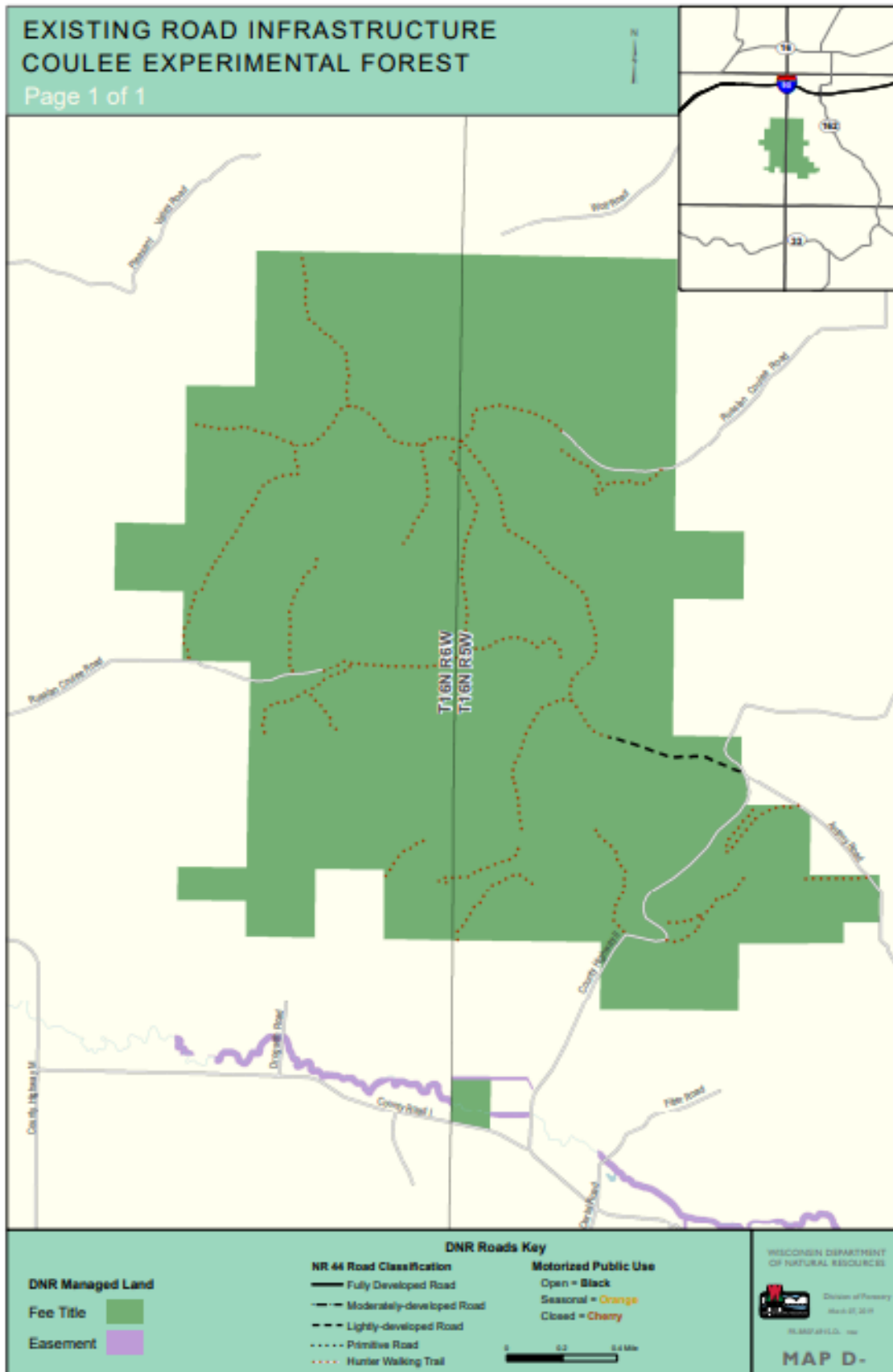


0 0.1 0.2 0.4 Miles



dnr.wi.gov

Team: Friends of Coulee Forest



Team: Friends of Coulee Forest

Make Your Case

Read through the case file to learn about both sides of the case. You should also read some of the basic statements from the witnesses. You will be applying this information to the Forestry law you learned about earlier. You will come up with your reasons why you think your side is right and find the expert information to support those reasons.

Reasons the Friends of Coulee Forest case is right

Reason	Details

Expert Information

What information can your Expert Witness for Friends of Coulee Forest give on the stand? Match the information to the Reasons why the State should win

Reason	Details

Team: Friends of Coulee Forest

Create Your Script and Questions

Next, you will take the information you learned and turn it into an opening statement, questions for your witness, questions against their witness, and a closing statement.

Opening Argument

Your Honor, my name is _____ and my co-council and I are representing the Friends of Coulee Forest in this case. We intend to prove that _____. In our case you

will hear about:

(1) _____

(2) _____

(3) _____

Please find that _____. Thank you.

Friends of Coulee Witness Direct -Examination Questions (used to help prove your point)

(?) _____

(?) _____

(?) _____

(?) _____

(?) _____

Thank you, Your Honor, no further questions.

Team: Friends of Coulee Forest

State Witness Cross-Examination Questions (used to help disprove their point)

(?) _____

(?) _____

(?) _____

(?) _____

(?) _____

Thank you, Your Honor, no further questions.

Closing Argument

Thank you, your Honor. Today you have heard testimony about _____.
_____. I would like to remind you of some important information that you should consider in your decision. These facts include:

(1) _____

(2) _____

(3) _____

Please find that _____

_____. Thank you.

Forestry Case Planning Document

You are going to help plan for the argument that the attorney for the State of Wisconsin will make against the case that “Friends of Coulee Forest” has made. Look at all of the information included in the case file and the information that your key witness knows. In most court cases, there would be more than one witness, but we will simplify the process to just one key witness.

Use this information to come up with 1-3 reasons why you believe the State of Wisconsin is right in this case. You can also use other information that you find through your own research if you would like.

How the Judge Decides the case:

The judge will decide for or against you based on:

Standing: does the “Friends of Coulee Forest” have the right to bring a case against the State of Wisconsin (not just a hypothetical case or idea, but something actually happened)

1. does what the State is doing cause injury or harm to them

OR

2. do the people bringing the case represent the public interest and what is best for the greater good like the environment

Legality: Is there evidence that a law was a law broken

Team: State of Wisconsin

Friends of Coulee Forest Vs. The State of Wisconsin

The Friends of Coulee are suing the State of Wisconsin to stop the State from selling part of the forest. The business trying to purchase the State Forest area wants to make snowmobile trails.

Facts

- The Coulee State Forest is roughly 3000 acres
- SnowTrails R Us Inc intends to purchase 500 acres to create snowmobile trails for their winter tourism business.
- The State Forest Lands law applies to the sale of State Forest land.

Experts

- Owner of SnowTrails R Us Inc
- Wisconsin Department of Natural Resources (DNR) Forester

Mock Trial Case Disclaimer: This is a fictitious legal case used for educational purposes and not representative of actual events or people.

Team: State of Wisconsin

Experts

This file has some information about the experts in the case, but the expert can also add more information based on their own research.

Your Expert: Owner of Snow Trails R Us Inc

- New business just getting started in Wisconsin
- Trying to purchase 500 acres of land from the State of Wisconsin
- Land already has cross country ski trails on it that can easily be shared or turned into snow mobile trails
- Lands are connected to and include the current West Trail and the entry by county Highway II so there is already a road to get to the trail
- The extra tourists coming to the area would help the economy

Other ideas you can add to the testimony:

The Friends of Coulee Expert: Wisconsin Department of Natural Resources (DNR) Forester

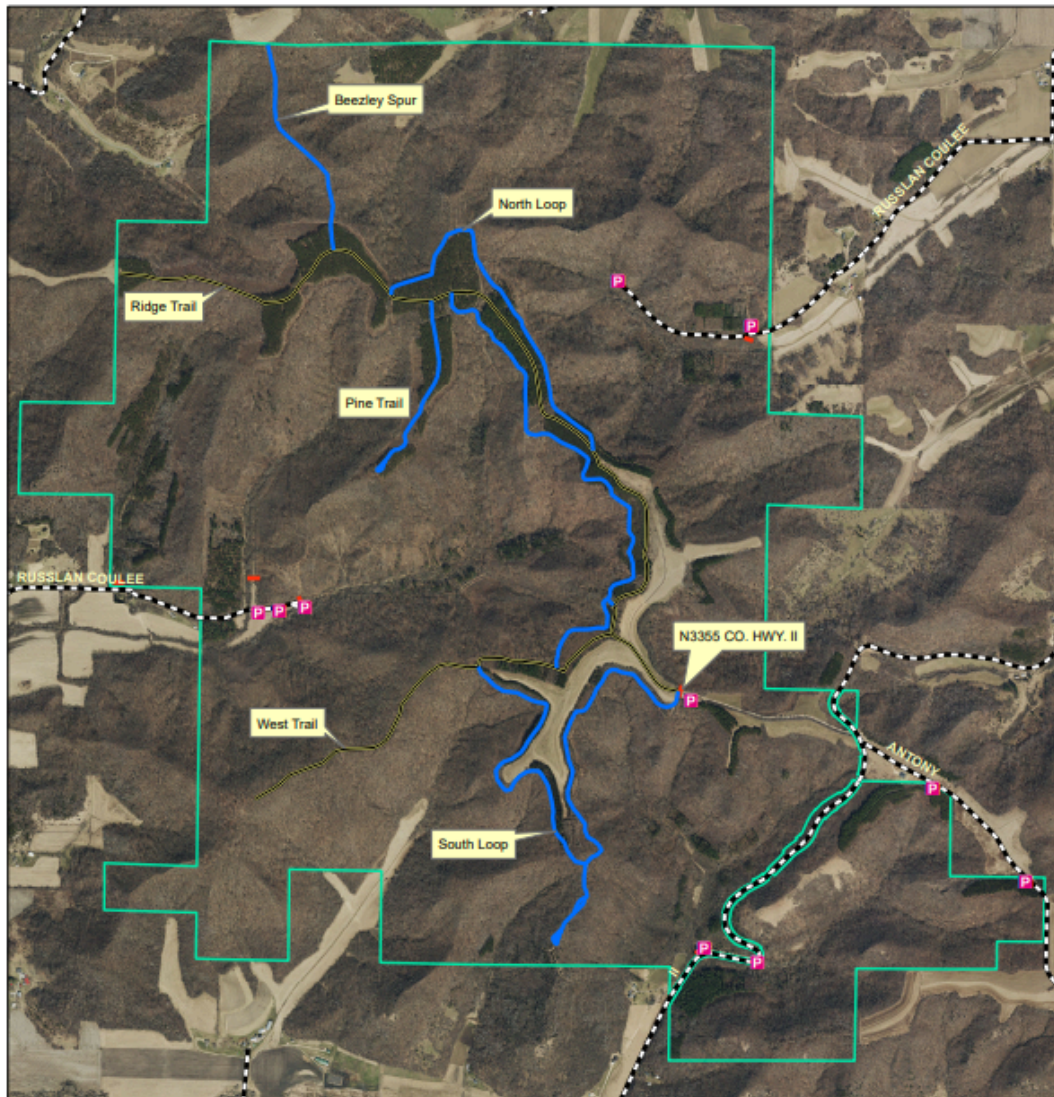
- Worked with the DNR for 10 years
- Coulee is an experimental research forest that studies the forest watershed and land management
- Coulee State Forest is a State Forest that falls in the State Forest Boundaries
- Coulee State Forest already has cross country ski trails
- Snowmobile exhaust can get into the snowpack

Other ideas to research to help make cross-examination questions:

Team: State of Wisconsin

COULEE EXPERIMENTAL STATE FOREST CROSS-COUNTRY SKI TRAILS

A sustainably managed Wisconsin State Forest certified by the Forest Stewardship Council and the Sustainable Forestry Initiative



Vehicles are not allowed inside the gates or barriers except for agricultural and service vehicles.

XC-ski trails are groomed and signed, but not regularly patrolled.

"It is unlawful to allow your dog, cat or other pet animal on the ski trail during the skiing season" NR 45.06(3)

Ski trails may be used for hiking, horseback riding and hunting when not snow covered.

One way trails apply to XC-skiing only.

There are no water or toilet facilities available.

Camping and Fires are Not Allowed

No Target Shooting

Please do not litter...and enjoy Wisconsin's outdoors!

Legend

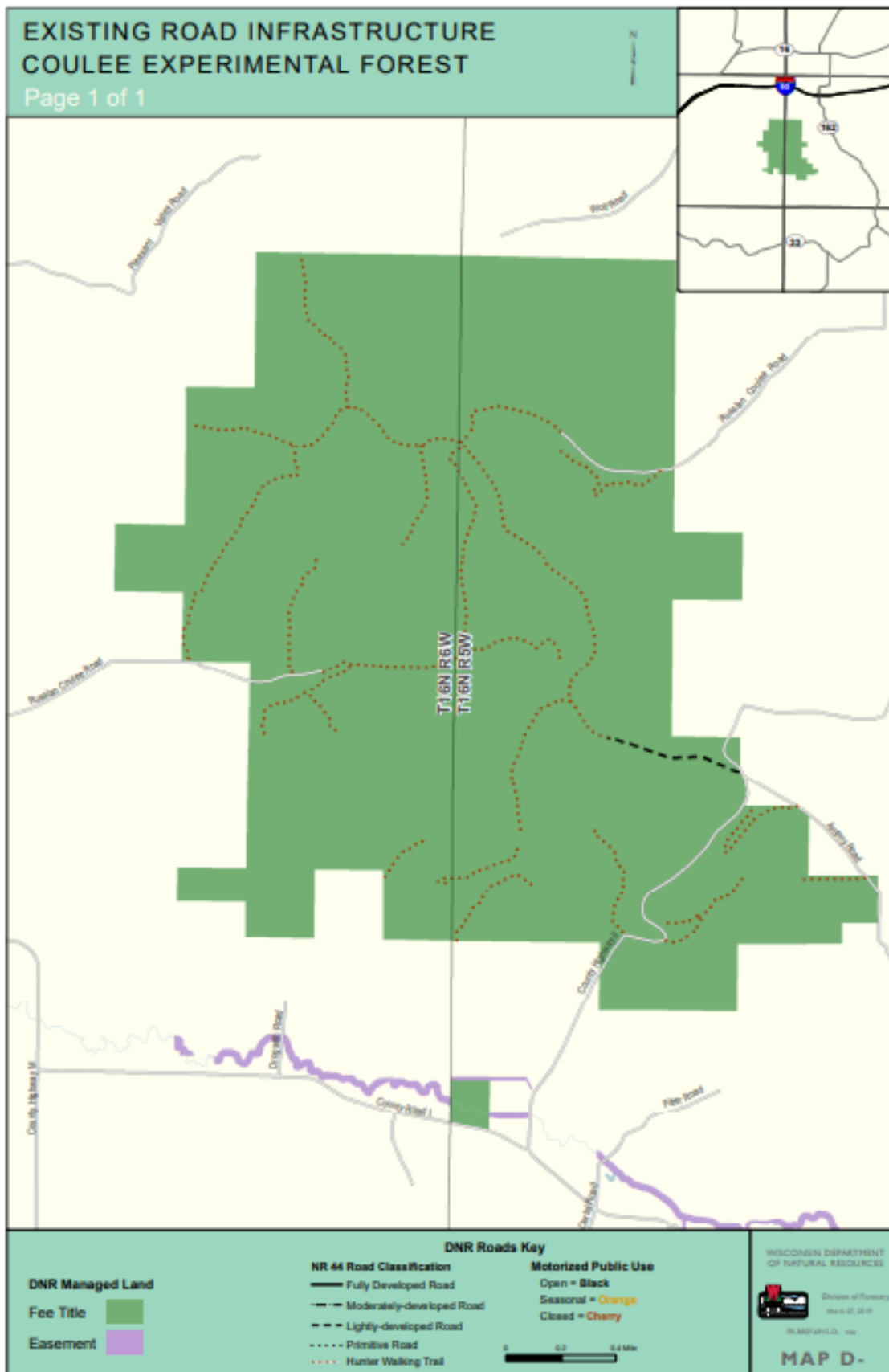
- parking
- classic_only
- skate & classic
- Gate-Barrier
- County Roads
- property_boundary_CESF



0 0.1 0.2 0.4 Miles



Team: State of Wisconsin



Team: State of Wisconsin

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Reasons the State's case is right

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Expert Information

What information can your Expert Witness for the State give on the stand?

Match the information to the Reasons why the State should win

Reason	Details

Team: State of Wisconsin

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In our case you will hear about:

(1) _____

(2) _____

(3) _____

Please find that _____.

Thank you.

Friends of Coulee Witness Cross-Examination Questions (used to help disprove their point)

(?) _____

(?) _____

(?) _____

(?) _____

(?) _____

Thank you, Your Honor, no further questions.

Team: State of Wisconsin

State Witness Direct Examination Questions (used to help prove your point)

(?) _____

(?) _____

(?) _____

(?) _____

(?) _____

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Closing Argument

Thank you, your Honor. Today you have heard testimony about _____.
_____. I would like to remind you of some important information that you should consider in your decision. These facts include:

(1) _____

(2) _____

(3) _____

Please find that _____

_____. Thank you.

Wisconsin State Forestry Law

28.015 Forestry demonstration and education center. The department shall develop a plan to establish a forestry demonstration and education center.

History: 2001 a. 16.

28.02 State forests lands.

(1) Defined. State forests lands include all lands granted to the state by an act of congress entitled, "An act granting lands to the state of Wisconsin for forestry purposes," approved June 27, 1906; all lands donated to the state by the Nebagamon Lumber Company for forestry purposes; all lands acquired pursuant to chapter 450, laws of 1903, chapter 264, laws of 1905, chapter 638, laws of 1911, and chapter 639, laws of 1911, or under ss. 1494-41 to 1494-62, 1915 stats., and all lands subsequently acquired for forestry purposes. Unless an island is designated as state forest land by the department, state forest lands do not include lands granted to the state by an act of congress entitled, "An act granting unsurveyed and unattached islands to the state of Wisconsin for forestry purposes," approved August 22, 1912. The department may designate as state forest lands any lands within state forest boundaries which were purchased with other conservation funds and where forestry would not conflict with a more intensive use.

(2) Acquisition. The department may acquire lands or interest in lands by grant, devise, gift, condemnation or purchase within the boundaries of established state forests or purchase areas; and outside of such boundaries for forest nurseries, tracts for forestry research or demonstration and for forest protection structures, or for access to such properties. In the case of condemnation the department shall first obtain approval from the appropriate standing committees of each house of the legislature as determined by the presiding officer thereof.

(3) Disposition of improvements. Buildings not required for administrative or other public use may be razed for salvage material. Otherwise they shall be sold.

(4) Sale of state forest lands.

(a) Lands outside state forest boundaries may be sold pursuant to s. 23.15.

28.02(4)(b)(b) Lands within state forest boundaries may be sold pursuant to s. 23.15, after public hearing in the county courthouse of the county in which the lands to be sold are located, following class 2 notices published, under ch. 985, in the county, and in the official state paper, for the following purposes only:

1. To a local unit of government when required for a public use.
2. To others for the purpose of making land adjustments due to occupancy resulting from errors of survey.
3. To convey good quality, arable land.
4. To settle land title disputes.
5. To public utilities, cooperatives organized under ch. 185 to furnish gas, light, heat, power, or water to their members, and to telecommunications cooperatives formed under ch. 185 or 193 when needed for power and telecommunications substations, transformers, booster stations and similar installations.
6. When no longer needed for conservation purposes.

State Forestry Law Summary

What is a state forest: The state forest includes the lands:

- they buy for our state forest
- the United States Congress gives us
- the Nebagamon Lumber Company gave us
- the state got by following specific laws
- An island that we got from congress and the forestry department says it is a state forest
- Any other land inside of a state forest boundary that was bought for protecting animals, plants and the land, but the department says it is a state forest, and it isn't needed for protecting things anymore

How to get more land: There are state forest boundaries and areas where the state is allowed to get and buy land. They can get a gift of land from a living person, a gift from someone's will after they die, or a gift from another part of the government. They can get and buy land outside of the boundaries for forestry nurseries to grow new trees, forestry research, buildings that are used to help protect the forest, and for and that gives us access, kind of like a trail or driveway to get into the forest area. They can also take land from people, but they have to get approval from the state legislature's House and Senate first.

Getting rid of state forestry buildings: If a building isn't needed for workers or the public to visit, it can be torn down and the building materials will be used to make something else. Otherwise, the building should be sold.

Selling state forest lands: State forest lands outside of the state forest boundaries can be sold as long as they follow the rules in the law: s. 23.15.

If the land is inside the boundary, it can only be sold:

- To the local government for public use
- To people already living there because they did the land measurements wrong the first time
- For farming
- To settle an argument about the paper that says who owns the land
- To public utilities (gas, light, heat, power, water, power, phone and internet) to make a station that helps pump and move those things through the pipes and wires to their customers
- If the land isn't needed for conservation (protecting land, plants, or animals) anymore

To sell it, they have to hold a meeting for the public to come and talk about it in the courthouse where the land belongs to. They also have to tell everyone about the meeting in the county and state newspaper at least twice before the meeting.



RECREATION

COULEE EXPERIMENTAL STATE FOREST

The Coulee Experimental State Forest is a unique property in Wisconsin. It was purchased by the state to provide land for long-term research studies to investigate forest watershed problems and develop forest and land management practices designed to reduce water problems and improve forest yields. The forest is also managed for forest production, wildlife habitat and recreation.

The forest is characteristic of southwestern Wisconsin's Driftless Area, the unglaciated portions. The name Coulee comes from an old French word meaning ravine. The name accurately describes the area, as the forest has many of these deep gulches or ravines formed by water erosion.

HIKING AND WILDLIFE VIEWING

The 12-mile ski trail can be used for hiking when not snow-covered. The primitive forest roads are also open to several day-use activities such as hiking, snowshoeing, wildlife viewing and nature study.

HORSEBACK RIDING

The forest provides some horseback riding opportunities. While no trails are designated for riding, all primitive roads are open to horses unless posted closed. Horseback riding is prohibited in Native Community Management Areas, on the ski trails when snow-covered, and on any trail in the spring when the ground is soft.

HUNTING

The Coulee Experimental State Forest provides one of the few large, public upland forests in La Crosse County suitable for hunting a variety of species. All [hunting regulations](#) apply.

Primary game species include deer, ruffed grouse, squirrels, turkeys and rabbits. The forest is within Deer Management Unit 59D and Wild Turkey Zone 1. The habitat consists primarily of upland timber and open fields.

CROSS-COUNTRY SKIING

Cross-country skiing has been a popular recreational use on the property for many years. Local volunteers groom 12 miles of trail on the property.

Wisconsin State Forests

[Find a Park](#)

[Vehicle Admission Passes](#)

[State Trail Passes](#)

[Reservations](#)

[Events](#)

Coulee Experimental State Forest

[Info](#)

[Recreation](#)

[Maps](#)

ENVIRONMENTAL IMPACTS FROM SNOWMOBILE USE

Scientific evidence indicates that over-snow vehicles (OSVs) produce significant impacts on animals, plants, soils, air and water quality, and the ecology of entire winter ecosystems. OSV impacts to wildlife and wildlands represent a negative cycle where one impact leads to and compounds the next, and where the synergistic impacts cascade into major, long-term, and potentially cumulative adverse impacts. While the severity of OSV impacts will differ depending on the site-specific characteristics of an area, OSV use clearly impacts any winter ecosystem on which it occurs.

WHAT'S INSIDE

• IMPACTS TO WILDLIFE

Snowmobile noise and activity disturbs wintering wildlife - causing stress, elevated energy expenditures, and changes in habitat use. In turn, these impacts can displace wildlife from their preferred habitat or even reduce an animal's chances of surviving the winter.

• IMPACTS TO AQUATIC AND TERRESTRIAL ECOSYSTEMS

Pollution from snowmobile exhaust accumulates in the snowpack and is released during spring snowmelt, elevating the acidity of nearby surface waters.

• SOIL AND VEGETATION DAMAGE

Snowmobiles cause significant damage to land cover through direct physical injury to plants and increased erosion in areas with inadequate snow cover. Snowmobiles compact the snow, affecting vegetation growth and development later in the year.

• IMPACTS TO AIR AND WATER QUALITY

Snowmobile exhaust contains dangerous levels of airborne toxins including nitrogen oxides, carbon monoxide, ozone, aldehydes, butadiene, benzenes, and extremely persistent polycyclic aromatic hydrocarbons. These pollutants degrade air quality and alter snow chemistry.

• NOISE POLLUTION

Snowmobiles are loud and can be heard across vast distances, severely affecting the winter soundscape. This noise disturbs wildlife and is a primary factor in non-motorized/motorized user conflict.

IMPACTS TO WILDLIFE

Over Snow Vehicles can cause mortality, habitat loss, and harassment of wildlife (Boyle and Samson 1985, Oliff et al. 1999). While most animals are well adapted to survival in winter conditions, the season creates added stress to wildlife due to harsher climate and limited foraging opportunities (Reinhart 1999). Deep snow can increase the metabolic cost of winter movements in ungulates up to five times normal levels (Parker et al. 1984) at a time when ungulates are particularly stressed by forage scarcity and high metabolic demands. Disturbance and stress to wildlife from snowmobile activities during this highly vulnerable time is dire. Studies of observable wildlife responses to snowmobiles have



documented elevated heart rates, elevated glucocorticoid stress levels, increased flight distance, habitat fragmentation as well as community and population disturbance (Baker and Bithmann, 2005).

In addition to the direct physiological stress of snowmobiles, evidence suggests that popular winter trails can fragment habitat and wildlife populations. Winter trails through surrounding wilderness areas or other core areas create more “edge effect” (the negative influence of the periphery of a habitat on the interior conditions of a habitat) and thereby marginalize the vitality of some species (Baker and Bithmann 2005).

In Yellowstone, Aune (1981) reported that heavy snowmobile traffic inhibits free movement of animals across roads to preferred grazing areas and temporarily displaces wildlife from areas immediately adjacent to the roads. Cole and Knight (1991) have also noted the displacement of elk along the roads during periods of fairly continuous travel by snowmobiles in the Madison and Firehole River Valleys of Yellowstone.

In many instances, snowmobiles induce animal flight, causing increased energy expenditures. In Yellowstone National Park, for example, evasive maneuvers in response to snowmobiles have been documented in a number of species, including elk and mule deer. These maneuvers result in increased energy expenditures for the affected wildlife. For example, Aune (1981) reported flight distances of 33.8 meters for elk and 28.6 meters for mule deer in response to snowmobiles in Yellowstone. The energy cost estimates calculated for these impacts were 4.9 to 36.0 kcal in elk and 2.0 to 14.7 kcal in mule deer per disturbance (Parker et. al., 1984). These energy expenditures are roughly equivalent to the necessary additional consumption of 4.3 - 31.7 grams of dry forage matter by elk and 1.8 - 12.9 grams by mule deer each time a disturbance occurs. Severinghaus and Tullar (1978) theorize that for white-tailed deer, during a 20-week winter with snowmobile harassment each weekend, “food enough for 40 days of normal living would be wasted just escaping from snowmobiles.”

UNGULATES

It has been widely documented that snowmobile activity disturbs wintering ungulates through physiological stress (Canfield et. al., 1999) resulting in increased movements (Dorrance et. al., 1975; Eckstein et. al., 1979; Aune 1981, Freddy et. al., 1986; Colescott and Gillingham 1998) and higher energy expenditures (Canfield et. al., 1999).

The flight response of ungulates to snowmobiles has been documented in a number of species (Aune, 1981; Hardy, 2001; Sevinhouse and Tullar, 1978; and Freddy et. al., 1986). In one study bison and elk responded to over-snow vehicles in Yellowstone National Park by increasing vigilance (looking around) and running away from approaching machines (Borkowski et al. 2006). Elk were more likely than bison to respond to OSVs and the intensity of both species' response increased the closer they were to roads, the smaller the size of the group they were in, when actively approached by humans, or when herded by vehicles (Borkowski et al. 2006).

Snowmobile activity has been shown to displace mule deer as well (Dorrance et al. 1975). A study conducted in Minnesota found that deer responded to even low intensities of snowmobile activity and as the amount of time that snowmobiles were in an area increased deer were more likely to change their behavior or flee. This disturbance resulted in displacement of deer from areas near snowmobile trails and increased home range sizes. However, there is evidence that wildlife may become habituated to snowmobiles *if* the activity is controlled, predictable, and does not cause physical harm (Dorrance et al. 1975, Borkowski et al. 2006).

Some species are more sensitive to disturbance than others. For example, mountain caribou have been almost completely displaced from high quality habitat in areas with intensive snowmobile activity. While other studies have shown smaller, localized, and short-duration displacement of wildlife due to snowmobiles (Dorrance et al. 1975, Borkowski et al. 2006), Seip et al. (2007) documented seemingly permanent displacement from an entire mountain block. Seip et al. (2007) postulated that this may be because the zone of influence of snowmobiles is larger than their actual footprint on the landscape

and thus intensive use would effectively eliminate the habitat potential of an entire area. For example, other studies have shown that ATVs have an outsized impact on wildlife and can cause disturbance behavior in elk from over 1,000 meters away (Preisler, Ager, & Wisdom, 2006).

Of course, skiers and hikers also displace wildlife to some degree. In one study researchers found mule deer to be more disturbed by people walking down a trail than they were by a snowmobile on the same trail (Freddy et al. 1986). This paper is heavily cited by pro-snowmobile advocates, however, they usually fail to note the caveats: the researchers did not evaluate the effects of snowmobiles traveling at higher speeds and the study was confined to snowmobiles traveling in a predictable manner down an established trail. In addition, the researchers noted that deer likely had a longer response to people walking than a snowmobile because when walking it takes longer to pass the deer. In another study (Neumann et al. 2009) documented the disturbance effect of backcountry skiers on moose and found a distinct, but short-term, response in which adult female moose moved faster and used considerably more energy after being disturbed by backcountry skiers. Neumann et al. found no evidence of habituation to disturbance in moose and warned that repetitive disturbance by skiers could have significant impacts on an animal's energy budget, particularly for calves. They did not examine the effect of snowmobiles.

Norwegian scientists have documented the effect of both skiers and snowmobiles on wild reindeer behavior. Reindeer were displaced in both situations but fled further when approached by a skier (Reimers et al. 2003). Like in the mule deer study, however, the snowmobiles in this study moved slowly and predictably down an established trail. In addition, the study took place in an area where reindeer are hunted by humans on foot and where hunting from a vehicle is prohibited. Thus, the scientists postulated that reindeer associate people on foot with hunting and respond accordingly. Regardless of the source of the disturbance, Reimers et al. (2003) warned that increased human activity in reindeer habitat would lead in increased disturbance events and result in significant energy loss.

In addition to showing physical signs of disturbance, physiological indicators of snowmobile-induced stress have been documented in wildlife. Researchers have found that stress hormones in elk living in Yellowstone National Park fluctuated weekly, rising and falling in direct correlation with snowmobile activity (Creel, 2002). While snowmobile-caused stress has not yet been documented to be a chronic issue in wildlife, chronically elevated stress hormone levels can have a deleterious effect on wildlife and result in health and fitness costs (Creel et al. 2002).

Compaction of snow by snowmobiles may cause significant increases in energy costs by ungulates digging to access vegetation (Fancy and White 1985). Fancy and White (1985) reported that the amount of energy expended by caribou digging in snow to access forages was, on average, 118 J, 219 J, and 481 J per hoof stroke in uncrusted, hard crusted, and snowmobile compacted snow, respectively.

GRAY WOLF

Snowmobiling has been shown to cause stress in wolves. In Minnesota fecal analysis was used to compare the hormone levels of wolves in Isle Royale, where there are no snowmobiles, to those of wolves in Voyageurs, where snowmobiling is pervasive. The Voyageurs wolves consistently exhibited higher levels of stress hormones (Creel, 2002). In addition, the scientists noted another direct relationship between snowmobiles and stress. When snowmobile use declined 37 percent in Voyageurs between the winters of 1999 and 2000, fecal stress hormone levels also dropped in the park's wolf population by 37 percent (Creel, 2002).

GRIZZLY BEAR

Though only a few National Forests are occupied by grizzly bears, it is important to consider how snowmobiles can impact this iconic species. Grizzly bears are most vulnerable to disturbance during hibernation and there is some evidence that both snowmobilers and backcountry skiers can disturb denning bears. However, scientists have been unable

to fully quantify the extent of this problem (Podrutzny et al. 2002, Goldstein et al. 2010). When bears are disturbed during hibernation they expend more energy than in their normal resting state. This is a concern as bears must live off of their energy reserves until they emerge from their dens in the spring. In addition, disturbances may cause bears to abandon their dens. In cases of females with cubs, den abandonment can lead to cub mortality if the cubs are left in the abandoned den or the new den is insufficient to protect the cubs from the elements. Finally, repeated or frequent disturbances can lead to total displacement from denning areas (Goldstein et al. 2010). It is suspected that snowmobile activity would have a detrimental effect on bears if use increases in denning areas. Therefore it is advisable to restrict snowmobile activity in areas that provide suitable denning habitat.



WOLVERINE

There is scientific uncertainty about the exact effects of snowmobiles on wolverines. However, compelling anecdotal evidence suggests snowmobile use displaces wolverines and may reduce reproductive success, especially when it occurs within potential wolverine denning habitat. Wolverine parturition primarily occurs mid-winter during the month of February (WCS, 2007). Six of the seven natal dens located in the Greater Yellowstone Ecosystem by the Wildlife Conservation Society (2007) were in areas without motorized use, i.e., designated wilderness, areas inaccessible by vehicle, or national park.

Other wolverine biologists have suggested refuge from human activity is important for wolverine reproduction (Banci, 1994; Magoun and Copland, 1996). Female wolverines appear to be quite sensitive to human disturbance in the vicinity of natal and maternal dens, and may abandon dens and move their kits a considerable distance if they detect human presence in the area (Copeland 1996, Magoun and Copeland 1998). In general it appears that wolverines are sensitive to human disturbance and are less likely to occur in areas with anthropogenic activity (Fisher et al. 2013).

CANADA LYNX

OSV trails that are created by winter recreation and forest management activities may enable coyotes to access lynx habitat not normally accessible to them (Koehler and Aubry 1994, Buskirk, 2000, Brunnel, *et.al.*, 2006). Coyotes aggressively compete with, or prey upon, a number of different vertebrate species, including Canada lynx, that are adapted and limited to deep snow (Buskirk *et. al.*, 2000). Koehler and Aubry (1994) determined that inter-specific competition during late winter, a time when lynx are already nutritionally stressed, may be especially detrimental to lynx.

Snowmobile trails facilitate coyote movement into lynx habitat and may increase competition with, or predation of, lynx. However, snowmobile trails do not necessarily guarantee that interspecific competition between coyotes and lynx will increase. Coyotes travel on snowmobile trails, like many wildlife species, but the presence of trails does not necessarily affect coyote movements, presence, or foraging success (Kolbe et al. 2007). However, other researchers found that snow compaction from snowmobiles did influence coyote movements. They documented that coyotes intentionally traveled on snowmobile trails, particularly as snow depth and penetrability increased (Gese et al. 2013). Overall, snow characteristics appear to be the primary factor influencing whether coyotes use snowmobile trails (Gese et al. 2013).

SUBNIVEAN MAMMALS

Wildlife such as coyotes, bison, and elk utilize snowmobile trails because snow density is significantly higher, making travel easier. While this can benefit wildlife who travel on top of the snow, compacted snow fundamentally alters habitat quality in the subnivean zone (Keddy et al. 1979, Sanecki et al. 2006). Small mammals that remain active during the winter depend on the insulated space between the snowpack and ground for winter survival.

Winter temperatures, even with snow cover, are stressful to small mammals (Mezhzherin 1964, Schwartz *et. al.*, 1964, Fuller 1969, Fuller et al. 1969, Brown 1970). Many small mammal species depend on the space between the frozen ground and the snow to live. When snow compaction from snowmobiles occurs, the subnivean (below snow) space temperatures decrease, which can lead to increased metabolic rates in these small mammal species. If the subnivean air space is cooled by as little as 3 degrees Celsius, the metabolic demands of small mammals living in the space would increase by about 25 calories per hour (Neumann and Merriam, 1972).

Jarvinen and Schmid (1971) determined through controlled experiments that compaction due to snowmobile use reduced rodent and shrew use of subnivean habitats to near zero, and attributed this decline to direct mortality, not outmigration. In a study in Minnesota, Rongstad (1980) found that intensive snowmobiling on an old field eliminated the small mammal population in the layer between the ground and snow. Likewise, Sanecki et al. (2006) documented a decline in small mammals following destruction of the subnivean zone following snowmobile activity. Killing of subnivean species could well reduce the population of species preying upon them -- hawks, owls, foxes (Brander 1974). Population declines of small mammals undoubtedly impacts the species that prey upon them, creating ecosystem level disturbance.

IMPACTS TO AQUATIC AND TERRESTRIAL ECOSYSTEMS

Pollutants from snowmobile emission, including the highly persistent polycyclic aromatic hydrocarbons (PAH), are stored within the snowpack (Ingersoll, 1998). During spring snowmelt, these accumulated pollutants are released causing elevated acidity levels in surrounding waterways and resulting in higher death rates for aquatic insects and amphibians (Charette et. al., 1990). The impact of the spring release of pollutants may have far-reaching consequences for surrounding watersheds. Acidity fluctuations can disable a watershed's ability to regulate its own pH level, which could trigger system-wide problems and result in a long-term alteration of an entire ecosystem (Shaver et. al., 1998).

When two-stroke engines were used in Yellowstone toxic raw fuel and air emissions accumulated in the Park's snowpack along rivers, streams and lakes and roads where snowmobile use occurred. Ingersoll et. al., (1997) found increased levels of sulfates and ammonium in Yellowstone's snowpack compared to baseline conditions. Pollutants "locked" in the snowpack are released very rapidly during the first few days of snow melt. Researchers found that 80 percent of acid concentrates are released in the first 20 percent of snowmelt, and that this acid pulse is a major cause of death for aquatic insects and amphibians (Hagen and Langeland, 1973). This acid pulse may also reduce the acid neutralizing capacity of aquatic systems, particularly those found at high elevations which typically are less capable of neutralizing acid deposition. In one study, Charette et al. (1990) determined that "during the spring melting, the massive liberation of atmospheric pollutants accumulated in the snow cover is connected to a very important increase of acidity, which may be more than 100 times higher than the usual acidity level in surface water."

Pollution from OSV exhaust contains a number of elements which are damaging to vegetation. While the amount of pollutants emitted by two-stroke engines are greater than those emitted by four-stroke engines, the elements in the emissions, except for the unburned fuel emitted by two-stroke engines, are similar and include: 1) carbon dioxide which may act as a fertilizer and cause changes in plant species composition (Bazzaz & Garbutt 1988, Ferris and Taylor 1995); 2) sulfur dioxide which is taken up by vegetation and can cause changes in photosynthesis (Iqbal 1988); 3) oxides of nitrogen which may be harmful to vegetation or may act as a fertilizer, causing changes in plant species composition (Rogers and Campbell 1979, Falkengren-Grerup 1986); 4) organic gases such as ethylene, to which plants may be extremely sensitive (Gunderson and Taylor 1988, Taylor et. al., 1988); and 5) heavy metals which may cause phytotoxic damage (Atkins et. al., 1982).

Shaver et. al., (1988) reported that the effects of pollutants can be both biological and ecological, and both acute and chronic. Such effects on plants include foliar injury, reduced productivity, tree mortality, decreased growth, altered plant competition, modifications in species diversity, and increased susceptibility to diseases and pests. Alterations to the vegetative community are also likely to result in implications to herbivores and other ecosystem components. In addition, ingestion by herbivores of trace elements deposited on leaf surfaces may lead to other impacts to the individual organism and throughout the food chain.

SOIL AND VEGETATION DAMAGE

Snowmobiles cause significant damage to land cover through direct physical injury as well as indirectly through snow compaction. Impacts on soil and vegetation include retarded growth, erosion, and physical damage (Baker and Bithmann, 2005). These impacts are exacerbated on steep slopes (Stangl, 1999) or in areas with inadequate snow cover (Stangl, 1999; Baker and Bithmann, 2005). This erosion can lead to increased soil runoff resulting in sedimentation and turbidity in the immediate area and throughout the watershed (Stangl, 1999). Rongstad (1980) reported delayed flowering in some plants in spring, lower soil bacteria, and elimination of some plants due to snow compaction.

Snow compaction from snowmobiles can lower soil temperatures and reduce the survival of plants and soil microbes (Wanek, 1973). A natural, un-compacted snowpack greater than 45 cm deep will prevent frost from penetrating the soil (Baker and Bithmann, 2005). However, the thermal conductivity of snow, when compacted by snowmobiles, is greatly increased, resulting in both greater temperature fluctuations and overall lower soil temperatures (Baker, and Bithmann, 2005). This in turn inhibits soil bacteria that play a critical role in the plant food cycle (Stangl, 1999). Thus the growth and reproductive success of early spring flowers is retarded and reduced (Wanek, 1973).

Vegetation in riparian areas is highly susceptible to damage from snowmobiles (Stangl, 1999). In their study of snowmobile impacts on old field and marsh vegetation in Nova Scotia, Canada, Keddy et.al. (1979) concluded that compaction may affect the soil surface microstructure, early spring germination and growth, seed dispersal from capsules still attached to dead stalks, and may modify seed predation patterns by subnivean rodents.

When snowmobiles are riding over the snow, abrasion and breakage of seedlings, shrubs, and other exposed vegetation is common (Stangl, 1999). Neumann and Merriam (1972) showed that direct mechanical effects by snowmobiles on vegetation at and above snow surface can be severe. After only a single pass by a snowmobile, more than 78 percent of the saplings on the trail were damaged, and nearly 27 percent of them were damaged seriously enough to cause a high probability of death. Young conifers were found to be extremely susceptible to damage from snowmobiles. Wanek (1971a), in a study in Minnesota, reported that 47 percent of pines and over 55 percent of white spruce sustained damage by snowmobiles traversing his study site. In 1973, with reduced snowfall, Wanek (1973; undated) documented that 92.6 percent of white spruce were damaged, with 45.4 percent receiving heavy damage and 8 percent perishing altogether within his snowmobile study site.



IMPACTS TO AIR AND WATER QUALITY

Impacts of OSV use include the degradation of both air and water quality. Two-stroke engines, which represent the vast majority of OSV use on NFS land, are particularly onerous. A two-stroke snowmobile can emit as many hydrocarbons and nitrogen oxides as 100 cars and create up to 1,000 times more carbon monoxide (EPA, 2002). In addition, snowmobiles, like other combustion engines, emit significant amounts of carbon dioxide (USDI 2000), which is classified as an air pollutant under section 302(g) of the Clean Air Act and is well-documented to contribute to climate change.

Two-stroke engines emit many carcinogens and pose a danger to human health (Eriksson et al. 2003, Reimann et al. 2009). Two-stroke engines emit dangerous levels of airborne toxins including nitrogen oxides, carbon monoxide, ozone, aldehydes, butadiene, benzenes, and extremely persistent polycyclic aromatic hydrocarbons (PAH). Several of these compounds are listed as "known" or "probable" human carcinogens by the EPA. Benzene, for instance, is a "known" human carcinogen and several aldehydes including butadiene are classified as "probable human carcinogens." All are believed to cause deleterious health effects in humans and animals well short of fatal doses (EPA 1993).

In addition, two-stroke engines also discharge 25-30 percent of their fuel mixture unburned directly into the environment (Blue Water Network 2002). Unburned fuel contains many toxic compounds including benzene, toluene, xylene and the extremely persistent suspected human carcinogen Methyl Tertiary Butyl Ether (MTBE). Winter recreationists are especially at risk because the concentration of these emissions increases with elevation and cold (Janssen and Schettler, 2003).

In a study on the Medicine-Bow National Forest Musselman and Korfmancher (2007) documented a decline in air quality with increased snowmobile

activity. They measured higher ambient concentrations of CO_2 , NO_x , NO , and NO_2 at a snowmobile staging site and found significantly higher concentrations of these air pollutants on days with significantly more snowmobile activity. The researchers concluded that snowmobile exhaust was degrading air quality.



Not only do snowmobiles increase air pollution – quite significantly in areas where many machines are concentrated – this pollution settles into the snowpack and affects snow chemistry. Musselman and Kormacher (2007) found that many changes to snow chemistry on snowmobile trails when compared to untracked powder. These changes included elevated numbers of cations and some anions and a significant drop in pH. Other studies have shown that snowpack concentrations of ammonium and sulfate positively correlate with snowmobile activity (Ingersoll 1998). Concentrations of toluene and xylene in the snow are also positively correlated with snowmobile traffic (Ingersoll 1998). Likewise, snowpack concentrations of benzene are higher in areas with heavy snowmobile use (Ingersoll 1998). When the snow melts, these pollutants, which are stored in the snowpack throughout the winter, are released in a concentrated pulse and can seep into groundwater or enter surface water.

NOISE POLLUTION

Silence is a valuable and fragile resource that can easily be shattered by snowmobiles (Vittersø et al. 2004). Natural soundscapes are intrinsic elements of the environment and are necessary for natural ecological functioning (Burson, 2008). Noise from snowmobiles severely affects the winter soundscape and impacts both wildlife and other visitors. Animals exposed to high-intensity sounds suffer both anatomical and physiological damage, including both auditory and non-auditory damage (Brattstrom and Bondello 1983). In addition, in a strictly controlled study in Norway researchers documented that noise was the single most significant variable to negatively affect a cross country skier's recreational experience (Vittersø et al. 2004).

Sounds can occur in both a continuous and intermittent manner. At high intensities, sounds can have a deleterious impact on human hearing if sustained for certain lengths of time (Brattstrom and Bondello 1983). Intermittent sounds or startle noises have been shown to have many effects on humans including annoyance, disruption of activity, increase in heart rate, vasoconstriction, increase in blood pressure, stomach spasms, headaches, stress, fetal convulsions, ulcers, and coronary disease (Baldwin and Stoddard 1973, Brattstrom and Bondello 1983). However, the larger, more sophisticated, better protected human ear is capable of withstanding high intensity sounds which easily damage smaller, more simplistic ears of many species of wildlife (Brattstrom and Bondello 1983) and thus animals may be more affected by noise compared to humans. Thus, a vehicle noise limit acceptable in urban areas may be capable of severely damaging the hearing of exposed wildlife populations (Brattstrom and Bondello 1983).

Indirectly, the noise generated by OSVs can adversely impact animals impairing feeding, breeding, courting, social behaviors, territory establishment and maintenance, increasing stress, and/or by making animals or their young more susceptible to predation (Luckenbach 1975, Wilshire *et. al.*, 1977, EPA 1971, Bury 1980, Vos *et. al.*, 1985, Baldwin 1970). According to the Environmental Protection Agency, noise acts as a physiological stressor producing changes similar to those brought about by exposure to extreme heat, cold, pain, etc. (EPA 1971).

A noise study from Yellowstone involving four-stroke machines, which are much quieter than two-stroke snowmobiles, found that under a "best case scenario" (upwind, no temperature inversion, soft snow) snowmobiles were audible at distances of up to a half mile (NPS, 2000). When there was a temperature inversion or firm snow, or for those downwind of a snowmobile, the machines could be heard more than two miles away (NPS, 2000). At Yellowstone's Shoshone Geyser Basin, four-stroke snowmobiles were audible from 8 miles away (Burson, 2008).



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Snowmobiling Fact Book

GoSnowmobiling.org



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www.ccsso-ccom.ca



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SNOW FACTS

There are four major manufacturers that build snowmobiles. They are: Arctic Cat – Headquartered in Thief River Falls, MN; BRP – Headquartered in Valcourt, Quebec; Polaris Industries – Headquartered in Medina, MN; and Yamaha Motor Corporation – Headquartered in Ontario, Canada.

In 2024 there were 112,650 snowmobiles sold worldwide; 51,987 were sold in the U.S. and 38,599 were sold in Canada.

There are 1.27 million registered snowmobiles in the US and over 555,000 registered snowmobiles in Canada.

State	# registered	State /Province	# registered
AK	72,400	SD	10,569
CA	15,100	UT	23,993
CO	29,600	VT	18,206
ID	43,300	WA	18,271
IL	17,777	WI	224,665
IN	8,967	WY	34,933
IA	21,800	AB	34,000
ME	78,600	BC	37,550
MA	12,200	MB	37,901
MI	167,140	NB	18,650
MN	200,595	NF	35,087
MT	29,000	NS	7,949
NE	880	NT	9,410
NH	31,095	NU	11,550
NY	94,700	ON	130,431
ND	11,400	PE	2,400
OH	4,022	QC	219,550
OR	10,790	SA	10,189
PA	34,250	YT	850

THE ECONOMIC IMPACT OF SNOWMOBILING

United States:	\$26 Billion annually
Canada:	\$9.3 Billion annually
Europe :	\$ 4 Billion annually

Over 100,000 full time jobs are generated by the snowmobile industry in North America. Those jobs are involved in manufacturing, dealerships and tourism related businesses.

The average age of a snowmobiler is 54 years old *.

The average snowmobiler spends \$2,500 each year on snowmobile-related recreation.

50% of snowmobilers trailer their snowmobiles to ride. 50% snowmobile from their primary residence or have a vacation home where they keep and use their snowmobiles.

Snowmobilers are caring neighbors, they raised over \$3 million for charity annually.

There are 3000+ snowmobile clubs worldwide, involved in trail grooming, charity fund raising, & family activities.

There are over 42 registered non-profit associations representing snowmobilers in the US, Canada, Europe and Russia.

Snowmobiling is great exercise bringing people outdoors interacting with nature and each other. It is an invigorating sport, great for stress release and good mental health.

Snowmobiling is a great family lifestyle. It is an activity keeping parents and kids together. Historically individuals who snowmobile at a young age continue to snowmobile with their parents throughout their lives, sharing great experiences as a family. In many winter regions, snowmobiling is simply the main form of winter outdoor recreation and in some cases the main method of transportation available.

*2023 Survey

The use of snowmobiles in National Parks is regulated by federal Law Enforcement. Snowmobiling occurs on roads groomed and marked for snowmobiling, the same roadways used by recreational vehicles, cars, trucks and busses. Snowmobiles are NOT used as off-road vehicles in National Parks such as Yellowstone, Rocky Mountain and Grand Teton.

On US National Forest Land, most of the trails used by snowmobiles are on groomed roads used by summer recreationists. There are also secondary and seasonal roads within the forests used by snowmobilers. These roads are groomed and marked by volunteers who work closely with the local U.S. Forest Service staff in maintaining and managing those areas.

The manufacturers have always been actively involved in promoting safe riding behavior while snowmobiling. Over one million safety related brochures and decals, and hundreds of thousands of posters and safety DVDs have been distributed free of charge to snowmobile enthusiasts throughout the world. Safety trainers, enforcement officers, Chambers of Commerce, etc. use safety materials provided by the manufacturers through the **Safe Riders! You make snowmobiling safe™** safety campaign.

Visit the International Snowmobile Manufacturers Association web sites at www.snowmobile.org and www.GoSnowmobiling.org for more information.

SNOWMOBILE HISTORY

The first attempts at building a vehicle that would move over snow on runners happened over 70 years ago. Many dreamed of building a power-driven sled, especially where heavy snowfalls often meant the difference between life and death when attempting to transport an ill person to emergency care.

In 1935, a snowmobile was built with skis in front and a sprocket wheel and tracked system in back. It carried 12

people, and family doctors, veterinarians, ambulance and taxi drivers were first in line to purchase one. A modified version found a market in the logging industry.

It was late 1950s, with the development of smaller gasoline engines, before the one or two passenger lightweight chassis snowmobile was marketed ~ and with it, a new recreational activity was born.

Ten years later, there were dozens of manufacturers producing snowmobiles that sold for a few hundred dollars a piece.

Today, with more than 4 million riders, snowmobiling is a major winter recreational activity and a significant factor in increased winter tourism in much of Canada, the snow belt of the United States, in Northern Europe, and in Russia.

The history of the “snow machine” is yet to be completed. Today’s snowmobile bears little resemblance to earlier models. By today’s standards, many of the machines of the 60’s and 70’s are considered antiques.

DEFINING THE SNOWMOBILE LIFESTYLE

The main reason people snowmobile, according to a Montana State University study and research conducted by Consumer Insights includes:

- * To view the scenery.
- * To be with friends.
- * To get away from usual demands of life.
- * To do something with their family.
- * To be close with nature.

95 % of snowmobilers consider snowmobiling a family activity. The majority of snowmobile owners are married and have children.

Snowmobiling appeals to people of all ages – from youngsters to senior citizens. On day trips, snowmobiler typically travel 30 to 75 miles to favorite riding areas or on favorite trails. There is a growing interest in touring –

spending several nights traveling, shopping, dining and sleeping along the way. However, for overnight trips, distances traveled normally range between 100 and 150 miles per day.

Although primarily a recreational activity, snowmobiling also provides many other useful functions. In remote portion of Canada and the U.S., snowmobiles are some citizens’ primary source of transportation. Snowmobiles are relied upon by law enforcement units throughout the snowbelt for search and rescue work and emergency missions. They are use also by surveyors, ranchers, public utility employees, environmental and wildlife scientists and countless others. Ski-touring centers across North America utilize snowmobiles for trail grooming and track setting. Snowmobiles are also widely used by cross-country ski race officials, dog sled races, and by ski patrols for rescue purposes.

ECONOMIC IMPACT

Snowmobilers in Canada and the United States spend over **\$35 billion** on snowmobiling each year. This includes expenditures on equipment, clothing, accessories, snowmobiling vacations, etc.

Snowmobiling is responsible for “spin-off economic benefits such as:

- Jobs for 100,000 people, jobs which enable those people to further stimulate the economy through additional expenditures on goods and services; jobs which provide significant income tax revenues to provincial, state and federal treasuries and dramatically reduce unemployment and welfare payments.
- Millions of dollars in tax revenues derived from snowmobile-related businesses (including but not limited to: manufacturers, suppliers, distributors, dealers, resort and hotel facilities, restaurants, service stations, insurance agencies, hardware stores, banks, credit unions, etc.).
- Millions of dollars in winter tourism spending which support local snow-belt economies.

- Millions of dollars in local and provincial/state sales and gas tax revenues.

Snowmobiling has rejuvenated the economies of many communities and is an important segment of the active outdoor recreation economic engine.

Provincial and state travel bureaus actively promote snowmobile tourism through snowmobile information guides, trail maps, and the establishment of toll free numbers with information on snowmobiling opportunities and conditions.

Iowa State University Department of Economics conducted an Economic Impact Study of snowmobiling in the state of Iowa in 2010. The study shows that total economic impact of \$123.2 million dollars is realized in Iowa being generated by the snowmobile community. This economic activity generates a total of 1,101 jobs.

Econometric Research conducted an economic impact study of snowmobiling in Alberta published in 2010. The report shows that the economic impact of snowmobiling in Alberta is \$336.5 million dollars annually. According to the study, snowmobiling is responsible for many economic benefits including jobs for thousands of Albertans and millions of dollars in tax revenue paid by snowmobilers to the Alberta government. All three levels of government in Alberta realize \$142 million dollars in taxation revenues annually from snowmobiling. Wages and salary in Alberta are augmented by a total of \$213.9 million dollars annually by snowmobiling expenditures.

The New York State Snowmobile Association, in cooperation with SUNY Potsdam, performed an economic impact analysis in 1998 showing the economic impact of snowmobiling in New York state at an estimated \$476.2 million dollars annually. In 2012 the state of New York surveyed snowmobilers and calculated the economic impact of snowmobiling in New York had increased to \$875 million annually – an increase of 84%!

The economic significance the sport of snowmobiling

has on the state of Vermont exceeded \$600 million annually, according to a study by Johnson State College compiled in 2003.

Annual expenditures on snowmobiling exceeds \$22 million in Nova Scotia, according to a 2005 Economic Assessment report presented to the Nova Scotia Department of Tourism.

The Ontario Federation of Snowmobile Clubs 2019 economic impact study showed that direct expenditures generated by snowmobiling was around \$3.3 billion annually.

Hardwood Resource Economies, in cooperation with the Pennsylvania State Snowmobile Association conducted an updated economic impact study in 2013 showing the annual economic impact of snowmobiling of the Commonwealth of Pennsylvania to be approximately \$232 million – a 44% increase since the 2000 study.

The Plymouth State University and the New Hampshire Snowmobile Association conducted a study in 2004 showing the economic impact of snowmobiling in the state of New Hampshire to be \$1.2 billion annually.

In Alaska, the economic impact of snowmobiling in Anchorage and Mat-Su Borough was found to be over \$35 million annually, according to a study conducted by the Anchorage Economic Development Corp., and release in May 2000.

The University of Minnesota Tourism Center completed an analysis of the snowmobile industry in Minnesota in 2005. They reported that the snowmobile industry generates substantial tax revenues at the state and local level. Over \$51 million in taxes were paid at the local and state level directly related to snowmobile activity. Federal tax receipts were not included in the report.

The University of Massachusetts found the economic impact of snowmobiling to be \$54.7 million annually in a study conducted and release in 2003.

Today the state of Maine realizes an economic impact of

snowmobiling is \$350 million dollars annually.

The Quebec Federation of Snowmobile Clubs recently completed an economic impact study that showed over \$2 billion is generated by the snowmobile industry in Quebec.

Michigan State University completed an assessment of snowmobiling impact in the state of Michigan in February 1998. Over \$1 billion in economic impact in Michigan is generated by snowmobiling. Over 6,455 full time jobs are created by snowmobiling in Michigan.

In 2001 Washington State University and the Washington State Snowmobile Association conducted a snowmobile usage study and concluded that the annual economic impact of snowmobiling in Washington was \$92.7 million dollars annually.

A 2001 Economic and Social Assessment of snowmobiling in Utah conducted by Utah State University determined the following data to be correct:

- Total annual expenditures resulting from snowmobiling in Utah are about \$52.6 million.
- 31% of Utah riders have college or technical training; an additional 31% have a B.A. or Graduate degree.

In 2011, the South Dakota Snowmobile Association contracted to have an Economic Impact Study of snowmobiling performed by the University of South Dakota. The study found that \$131.6 million in annual economic impact was generated by snowmobiling in South Dakota.

In 2012 the University of Wyoming completed a comprehensive snowmobile recreation report. One of the key findings highlights that over \$175 million in snowmobiling related spending activity occurred in the state of Wyoming. Snowmobiling generated approximately 1300 annual fulltime jobs. The average Wyoming snowmobiler spent \$3,367 dollars per person for snowmobile related equipment.

In 2016, the Canadian province of Prince Edward Island, in partnership with the Provincial Snowmobile Association, published their 2016 Economic Impact Study. The study reported the following:

- Total Economic Impact of snowmobiling in PEI was \$29,809,420.00.
- Total Taxes paid and generated by snowmobiling was \$5,542,454.00.

In 2019 the British Columbia Snowmobile Federation released an economic impact study realizing a \$299.2 million economic output generated by snowmobiling.

THE SNOWMOBILE COMMUNITY

ORGANIZED SNOWMOBILERS

There are over 3000 snowmobile clubs worldwide. Snowmobile clubs are non-profit and volunteer driven; they are grassroots groups based in local communities. In addition, there are 25 state associations in the U.S. and 13 provincial and territorial snowmobile organizations in Canada.

Snowmobile clubs work with state and provincial associations/organizations to carry out numerous recreational and community service programs by:

- ❖ Constructing, maintaining and mapping trails and working with government officials and landowners on surveying and designing trails;
- ❖ Sponsoring snowmobile outings and year-round social activities;
- ❖ Monitoring and initiating legislation
- ❖ Participating in public hearings and commenting on government proposals;
- ❖ Conducting safety and maintenance clinics and volunteering their services as certified safety training instructors;
- ❖ Publishing newsletters and newspapers; and
- ❖ Providing vital services to sheriff's departments, police and civil defense units by organizing specially trained search and rescue units.

- ❖ These patrols and rescue units engage in a variety of activities:
 - Are on 24-hour call for emergencies;
 - Patrol vacation home sites;
 - Assist police in traffic control;
 - Patrol trails; search for hikers, skiers, hunters, children and others who are lost;
 - Assist conservation officers in emergency animal feeding activities.

SNOWMOBILE CHARITIES

Snowmobilers are caring neighbors. They are active, loving, outdoor enthusiasts. They show their caring attitude through action in fund raising for charities throughout the world. Snowmobilers across Canada and the U.S. consistently raise around \$3 million dollars annually for organizations such as: Easter Seals, Special Olympics, Multiple Sclerosis Foundation, Pine Tree Camp and Make-A-Wish Foundation.

SNOWMOBILING IN EUROPE

Snowmobiling in Northern Europe is very popular and growing. There were 22,964 new snowmobiles sold in the countries of Finland, Sweden, Norway, and others in 2022-2023. There are a growing number of snowmobile clubs in the Scandinavian countries and they, like their North American brothers and sisters, participate in fundraising, trail development, shows and more. In the Scandinavian countries, snowmobiling is a big part of their winter economic engine and provides thousands of full-time jobs.

SAFETY

SNOWMOBILE CERTIFICATION

A comprehensive snowmobile machine safety standards program is sponsored by the Snowmobile Safety and Certification Committee (SSCC), a non-profit organization interested in safe snowmobiling. In 1981, the SSCC received the U.S. National Safety Council's "Distinguishing Service to Safety" award for its effective work in improving the safety of snowmobiling.

Under the SSCC machine safety standards program, snowmobiles are certified by an independent testing company as being in compliance with all SSCC safety standards.

The SSCC independent certification program covers every vital component of the snowmobile: electrical; lighting and brake systems; alternate starting system; emergency control' brake and throttle controls; fuel system; reflectors; handgrips; seat; shields and guards. The SSCC standard sets maximum permissible sound levels of no more than 78 dB(A) \pm 2 dB(A) at 50 feet when the snowmobile is traveling at full throttle and no more than 73 dB(A) \pm 2 dB(A) at 50 feet when the snowmobile is traveling at 15 mph.

The SSCC standard exceeds state government standards in all snow-belt states. Under Transport Canada regulations, all new snowmobiles sold in Canada since 1987 are required to meet the current SSCC standards.

The compliance of a snowmobile with the SSCC standard is indicated by the SSCC's black and white certification label, which is generally placed on the right rear tunnel of the machine. These labels are distributed to the manufacturers only after an independent testing laboratory determines that the model is in compliance with the SSCC standard.

OPERATOR EDUCATION

Most provinces and states offer snowmobile operator safety-training programs. Many state and provinces have mandatory training courses for youths and underage drivers. Programs throughout North America can be obtained by contacting your state or provincial organization. Through these programs, millions of individuals have received formal safety training.

The International Snowmobile Manufacturers Association, supported by the industry, promotes safe snowmobiling through the **Safe riders! You make Snowmobiling Safe™** campaign. The international effort outlines safety guidelines that must be observed while snowmobiling. FREE information is available for use and distribution in promoting safety and assisting in safety education classes including:

- Safety Video Chapters titled “Safe Riders, You Make Snowmobiling Safe.” – features key safety issues and areas of rider responsibility explained and presented in short, easy to understand segments that are downloadable from the website: www.snowmobile.org.
- Safe Riders! Posters – these include a variety of posters depicting key issues of the safety campaign (i.e.: alcohol and riding don't mix, always check local ice conditions, when night riding slow down, etc.)
- Additional information can be ordered through the ISMA web site at www.snowmobile.org.

For the past 27 years, the snowmobile community has sponsored the *International Snowmobile Safety Week*. A *Safety Week Campaign Action Manual* can be used to assist clubs and other organizations sponsor safety related activities, classes, and awareness activities. Most states and provinces have safety week recognized by their chief public policy leaders, recognizing the importance of snowmobiling and snowmobile safety in conjunction with *International Snowmobile Safety Week*. *Safety Week* is held in January and the downloadable Campaign Action Manuals are available on the ISMA website at www.snowmobile.org.

Provincial and state safety education programs include classroom instruction and sometimes field instruction. Snowmobile instruction courses are taught by specially trained volunteer teachers. The courses cover the topics of maintenance and machine operation, proper riding positions, proper clothing, terrain, weather and wind conditions, environmental awareness, skill, courtesy, judgment and common sense.

Provincial and state operator training programs are often funded with snowmobile registration fees or user fees.

Snowmobile Clubs and their local school systems are also engaged in safety education campaigns.

AVALANCHE SAFETY

Mountain riding is a fast-growing activity for North American snowmobilers. With spectacular mountain terrains comes the added safety concern of avalanches. You can minimize your risk by taking an avalanche awareness course and carrying the proper equipment. If you don't live in the mountains, but plan to ride there occasionally, you should prepare yourself before leaving. Here is some general advice and mountain riding pointers:

- Temperature inversions, rain and sun exposure can rapidly change conditions and trigger avalanches – snow loses strength as it warms.
- Avalanche bulletins cover large regions and describe the general conditions. Local variation is common, and snowmobilers must remain vigilant in their analysis of the immediate conditions while riding.
- Always check the avalanche bulletin for your region before you go riding.
- Most avalanches occur in steep slopes of 30-60 degrees. Don't park at the bottom of these slopes.
- If high-marking, go one at a time, with everyone else watching from a safe spot away from the potential avalanche run-out area.
- If someone gets stuck on a steep slope, give them time to free their sled. Adding another snowmobile to the slope could start an

avalanche.

- Always wear an avalanche transceiver – and practice using it. Carry a shovel and probe in a small backpack. Your best chance of a successful rescue is if it's done within your own party. There's no time to seek outside help.
- "Fixation" on specific routes can lead to trouble – be open minded, well researched with options, and willing to retreat to try again another day.
- Please respect other park users in popular locations.
- Have fun and enjoy the beautiful mountain scenery!
- Take an avalanche class. These are available online and through various books and videos. But, it's best to take a multi-day course on the snow. For information on avalanche classes, bulletins, and other resources, check these websites:

US: www.americanavalancheassociation.org

Canada: www.avalancheassociation.ca;
www.bcsf.org; and www.altasnowmobile.ab.ca

- Below are 5 key safety guidelines when riding in avalanche country:
- ✓ **GET THE GEAR:** Ensure everyone has an avalanche transceiver, shovel, and probe on their person and knows how to use them.
- ✓ **GET THE TRAINING:** Take an avalanche course.
- ✓ **GET THE FORECAST:** Make a riding plan based on the current avalanche and weather forecast.
- ✓ **GET THE PICTURE:** If you see recent avalanche activity unstable snow exists. Riding on or underneath slopes is dangerous.
- ✓ **GET OUT OF HARM'S WAY:** One at a time on all avalanche slopes. Don't go to help your stuck friend. Don't group up in runout zones.

SNOWMOBILE TRAILS

Well designed, signed and maintained trails and riding areas not only provide enjoyable recreational snowmobiling opportunities but have been proven to significantly reduce the likelihood of a snowmobiler being injured. Safe trails and use areas remain a top priority and concern of the snowmobile community.

Statistics indicate that only approximately 10-15% of snowmobile incidents occur on well maintained and designed trails where as much as 80-90% of all snowmobile riding takes place.

There are approximately 141,000 miles / 124,000 kilometers of signed and maintained snowmobile trails in North America that have been developed by snowmobile clubs and associations, usually in cooperation with provincial, state and local governments.

State	Miles	State	Miles
AK	350 MI	NE	400 MI
AZ	500 MI	NH	7400 MI
CA/NV	2500 MI	NY	10500 MI
CO	3000 MI	ND	2852 MI
ID	6200 MI	OH	200 MI
IL	2000 MI	OR	6563 MI
IN	300 MI	PA	6000 MI
IA	8800 MI	SD	1304 MI
ME	13200 MI	UT	1200 MI
MA	1000 MI	VT	6000 MI
MI	6300 MI	WA	3500 MI
MN	22000 MI	WI	23000 MI
MT	4000 MI	WY	2100 MI
Province	Kilometers	Province	Kilometers
AB	6300 KM	NT/NU	na
BC	13000 KM	ON	34224 KM
MB	12000 KM	PE	1225 KM
NB	7100 KM	QC	32446 KM
NF/LB	3600 KM	SA	10000 KM
NS	4200 KM	YT	500

TRAIL DESIGN

The ideal snowmobile trail system is designed to meet multiple criteria:

- * Safety – It is designed, signed and maintained to specifications which will eliminate or identify hazards.
- * Environment – It is designed to avoid environmentally sensitive areas and built to strict environmental standards.
- * Destination – It is designed to go somewhere (to a point of scenic interest or recreation site, to connect nearby towns, etc.)
- * Integrated Network – It is designed to be part of a formal, long-distance, integrated network which links towns, counties, states and provinces. A number of jurisdictions are now working to develop international, interstate and inter-provincial systems. It is now possible to ride 70% of North America's snowmobile trails through the continuous interconnections that exist.

TRAIL FUNDING

Snowmobilers have historically “paid their own way” for the development and maintenance of snowmobile trail systems. Funding for public snowmobile trail systems, **paid for by the snowmobile user**, include:

- Snowmobile registration fees;
- Snowmobile gas tax;
- Trail Permits;
- Volunteer trail construction and maintenance;
- Snowmobile user permits.

OTHER FUNDING PROGRAMS

Many snowmobile trail systems have been developed through programs, known in some jurisdictions as “grant-in-aid” programs. They allow a province or state to use snowmobile funds to develop and maintain trails not only on provincial or state-owned lands but also on private

lands and lands owned by local governments ~ thus making possible the development of a comprehensive, inter-connecting system.

Under these grant-in-aid programs, snowmobile funds can be distributed to local governments or recognized snowmobile clubs.

Funds may be provided on a cost-sharing basis or they may allow for 100% funding up to a maximum limit.

In many jurisdictions, donated labor and materials are applied toward the “costs” incurred by local governments or clubs.

Local governments and recognized clubs must meet certain criteria and comply with trail requirements to receive these funds.

Many areas have been very effective in developing a shared financial responsibility for trails with other user groups, benefiting business partners and tourism organizations.

MULTIPLE USE TRAILS

Trails developed with snowmobile funds directly benefit other outdoor recreationists. During the non-winter months, many of these trails are used for hiking, horseback riding, bicycling, and other trail-based activities.

Because development of snowmobile trails is compatible with many other trail-based activities, and because snowmobile registration fees, snowmobile gas taxes, and user fees provide a ready source of trail funds, other recreational organizations often support snowmobile trail development.

SOUND AND ENVIRONMENT

SOUND

Sound levels for snowmobiles have been reduced 94% since inception. Pre-1969 snowmobiles *were* noisy. At full throttle, these machines emitted sound levels as high as 102 dB(A) from a distance of 50 feet.

Snowmobiles produced since February 1, 1975 and certified by the Snowmobile Safety and Certification Committee's independent testing company emit no more than 78 dB(A) from a distance of 50 feet while traveling at *full throttle* when tested under the Society of Automotive Engineers (SAE) J-192 test procedure. Additionally, those produced after June 30, 1976 and certified by the Snowmobile Safety and Certification Committee's independent testing company emit no more than 73 dB(A) at 50 feet while traveling at 15 mph when tested under the SAE J-1161 test procedure.

For comparison purposes, normal conversation at three feet produces approximately 70 dB(A).

It would take 256 -78 dB(A) snowmobiles operating together at *wide open throttle* to equal the noise level of just *one* of the pre-1969 snowmobiles.

Problems with excessive noise levels do occur when irresponsible snowmobilers modify the snowmobile exhaust system or substitute the factory system with an after-market racing exhaust. In most states and provinces, this practice is illegal and grossly misrepresents the sport.

THE BASICS OF SOUND AND NOISE

Every kind of sound is produced by vibration. The sound source may be a violin, an automobile horn, or a barking dog. Whatever it is, some part of it is vibration while it is producing sound. The vibrations from the source disturb the air in such a way that sound waves are produced.

These waves travel out in all directions, expanding in

balloon-like fashion from the source of the sound. If the waves happen to reach someone's ear, they set up vibrations that are perceived as sound.

Sound then depends on three things: there must be (1) a vibrating source to set up sound waves; (2) a medium such as air to carry the waves; and (3) a receiver to detect them.

Noise is defined as unwanted sound, a definition that includes both the psychological and physical nature of the sound. The term "sound" and "noise" are often interchangeable.

HOW SOUND IS PRODUCED AND CARRIED

It is easy to detect the vibrations of many sources of sound. A radio loudspeaker, for example, vibrates strongly, especially when the volume is turned up. If you lightly touch the speaker cone, you can feel its vibrations as a kind of tickling sensation in your fingertips.

Sound waves are often compared with water waves but are actually a very different sort of wave. What they are can be seen by considering what happens when an object vibrates in the air. Suppose someone strikes a gong, as the gong vibrates, it bends outward and inward very rapidly. This movement pushes and pulls at the air next to the surface of the metal. Air is made up of tiny molecules, and when the metal gong bends inward and outward, it creates a wave. The wave travels outward from the gong, becoming weaker and weaker until it dies away.

THE SPEED OF SOUND

Sound waves travel at a constant speed, regardless of the loudness or softness of a sound. Temperature, however, does affect their speed. At room temperature, sound travels in air at a speed of 1,130 feet per second. Sound waves travel one mile in about five seconds. At freezing (0°C), sound waves travel at 1,087 feet per second or one mile in about 5 seconds.

Some sounds are high and others are low; some are

loud and others barely audible; some are pleasant and others harsh. The three basic properties of any pure sound are its pitch, its intensity, and its quality.

THE PITCH OF SOUNDS

Pitch is simply the rate at which vibrations are produced. Another way to define the pitch of a tone is to find its wavelength. The wavelength of a particular tone is equal to the velocity of sound divided by the frequency of the tone.

INTENSITY AND TONE QUALITY

The intensity of a sound has nothing to do with its pitch. Intensity depends upon the strength of the vibrations producing the sound. The loudness of sounds is measured in decibels (dB).

REFLECTING AND FORCING SOUND WAVES

Like light waves, sound waves can be reflected and focused. An echo is simply a reflection of sound. A flat surface, like that of a cliff or wall, reflects sound better than an irregular surface ~ like a tree (which tends to break up sound waves.)

Other examples of decibel levels are as follows:

<u>Sound</u>	<u>dB(A)</u>
75-Piece Orchestra -	130
Car Horn, Snowblower -	110
Blow-dryer, Diesel truck -	100
Electric Shaver, Lawn Mower -	85
Garbage Disposal, Vacuum -	80
Alarm Clock, City Traffic -	70
Dishwasher -	60
Leaves Rustling, Refrigerator -	40

COMPARING SOUND EMISSIONS BETWEEN OTHER ROAD VEHICLES AND SNOWMOBILES

In a paper written by Greg Davis and Neil Marietta of Michigan Technological University, tests were performed

comparing sound emissions of production trail-ridden snowmobiles to that of other everyday vehicles that travel by road such as passenger cars, motorcycles and semi tractor/trailers. The test show in many cases, snowmobiles are noticeably quieter. A snowmobile under full throttle emits the same sound level as a truck pulling a camper or an off-road Jeep traveling at constant highway speeds applying very little throttle. So if you refer to a worst case scenario, a snowmobile leaving a stop sign and applying full throttle, the noise produced is still about the same as a very common vehicle simply cruising down the road.

Now, if we look at the worst-case scenario in the opposite sense, some motorcycles accelerating and applying nearly full throttle produces nearly 6 times the noise to your ear that a snowmobile driving the same way produces. In a more common example, a logging truck pulling a loaded trailer down the highway traveling at 45 mph will produce twice the noise of a snowmobile applying full throttle. A 4X4 pickup truck pulling a boat on a trailer at a constant speed makes more noise than a snowmobile. Other vehicles have been tested and noted in the paper.

EFFECTS ON WILDLIFE

Dr. Andres Soom participated in the University of Wisconsin's comprehensive three-year study on the effects of snowmobile sound levels on deer and cottontail rabbits. His report, titled Emission, Propagation and Environmental Impact of Noise from Snowmobile Operations, concluded that "only minor reactions were noted in the movements of cottontail rabbits and white-tailed deer to moderate and intensive snowmobiling activity." He stated that it had not been possible to determine sound levels at which there is a clear reaction on the part of the deer "because snowmobiles must be so close to deer to generate the higher levels that other factors such a visible presence...are likely to be more important."

The Wisconsin study also compared the reaction of deer

to the presence of cross-country skiers. When cross-country skiers replaced snowmobiles on the test trail systems, the deer moved away from the trail more frequently.

A three-year study, Response of White-Tailed Deer to Snowmobiles and Snowmobile Trails in Maine, conducted by wildlife scientists for the Maine Cooperative Wildlife Research Unit and the Maine Department of Inland Fisheries and Wildlife revealed that *“Deer consistently bedded near snowmobile trails and fed along them even when those trails were used for snowmobiling several times daily. In addition, fresh deer tracks were repeatedly observed on snowmobile trails shortly after machines had passed by, indicating that deer were not driven from the vicinity of these trails...The reaction of deer to a man walking differed markedly from their reaction to a man on a snowmobile...This decided tendency of deer to run with the approach of a human on foot, in contrast to their tendency to stay in sight when approached by a snowmobiler, suggests that the deer responded to the machine and not to the person riding it.”*

In a study entitled, Snow Machine Use and Deer in Rob Brook, conducted by the Forest Wildlife Biologists of White Mountain National Forest in New Hampshire, snowmobile operations and deer movement were monitored. A summary of the study indicated that deer travel patterns were not affected by periodically heavy snowmobile use. In addition, continued use of established snowmobile trails was recommended.

The University of Minnesota issues a study by Michael J. Dorrance entitled Effects of Snowmobiles on White Tailed Deer which found no meaningful difference in the deer's home range during periods of snowmobile use and non-use.

Addressing the subject of snowmobile operations in Yellowstone National Park, Jack Anderson, a former Superintendent of Yellowstone commented, *“We found that elk, bison, moose, even the fawns wouldn't move away unless a machine was stopped and a person started walking. As long as you stayed on the machine*

and the machine was running, they never paid any attention. If you stopped the machine, got off and started moving, that was a different story. The thing that seemed to be disturbing to them was a man walking on foot.”

Wolverines and Winter Recreation Use: In 2010 the Round River Conservation Studies group, along with the US Forest Service Rocky Mountain research station, concluded a thorough study of the wolverine activities and health in the western United States.

The study found that a threat of climate warming has not resulted in any detectable population level effects to the wolverine, and the Forest Service's evaluation found that the effects are not imminent. As a result the agency's limited resources will be devoted to work on listing determinations for species at risk – not the wolverine. The service will proceed with proposing other species for protection prior to addressing the wolverine. Any further activity on the wolverine will be subject to public review and comment through the rulemaking process.

Snowmobiles do not impact on Wolf Activity: On Thursday, November 29, 2001, Voyageurs National Park reopened 11 of the Bays located in the park to snowmobiling. Snowmobiling is now allowed on these Bays in the Park as the result of a study that was conducted by Michigan Tech researcher Rolf Peterson, who is renowned for his study of wolves. Peterson found that there was no significant correlation between wolf activity and human use on 11 Bays within the Park that were closed in 1992 to snowmobiling based on 'Junk Science'. Barbara West, the Voyageurs National Park Superintendent, states, “The Bays were now open in the year 2001 due to the best available information now being available to guide our decisions.” The in depth research supported positions supported by the snowmobiling community.

Wyoming Game, Fish & Wildlife Biologists support snowmobiling: In December 2001 the leading Wyoming Game, Fish & Wildlife Biologist, Mr. Stetler, announced studies recently conducted in Yellowstone National Park and Grand Teton National Park show that regulated snowmobiling in the park minimizes harmful effects to wildlife. Careful, active management of the Park allows snowmobiling to continue in the National Parks so that there will be virtually no adverse effects.

Mr. Stetler was joined in his position by John Keck, Director of Parks and Cultural Resources Dept. for Wyoming. Mr. Keck stated that their philosophy is different from some staff of the NPS and certain environmental groups that are using the "Museum Approach" to Yellowstone in an effort to lock up the park to assure that it meets their own value system needs. Keck agrees with snowmobilers in stating his position that the parks needed to be managed for all individuals so that we don't lost the important resource.

Finally, the Wyoming Tourism Director, Lori Green, joins Keck and Stetler in announcing that snowmobilers and wildlife can coexist very well and have done so for many years.

The Organic Act Duel Mandate: The NPS is subject to a duel mandate in managing the National Parks. The Park Service is required to conserve resources AND provide for visitor use and enjoyment. The Organic Act, passed in 1916, imposes this duel mandate and discretion to balance the duel mandate. Because the Organic Act does not address how to achieve this balance of conservation and visitor use, the Act grants a broad deference to the Park Service to strike the balance. This discretion is further expanded by the fact that the Organic Act does not place one of these mandates as above, or more important than the other. Therefore, the Organic Act does not make the conservation mandate more important than all other considerations and the Court's conclusion that it does is in error.

Montana State University supported a thesis in 2002 by Amanda Hardy that concluded "Winter Recreation in

Yellowstone National Park is coexisting with Bison and Elk, without causing declines in population levels and the continued use of traditional winter range remains unchanged, despite an increase in winter visitation."

The thesis concluded by Hardy helped the Park Service acknowledge that "Literature does NOT contain evidence that over snow motorized use adversely affects Ungulate populations in the National Parks."

Yellowstone National Park Studies

- (1) A National Park Service study in Yellowstone (White 2006) concluded that 'human disturbance did not appear to be a primary factor influencing the distribution and movements of the wildlife species studied; there was no evidence that snowmobile use during the past 35 years adversely affected the demography or population dynamics of bald eagles, bison, elk, or trumpeter swans.'
- (2) A previous Yellowstone study conducted by the Park Service (White 2005) concluded that 'responses by these wildlife species to over-snow vehicles were relatively infrequent, short in duration, and of minor to moderate intensity; ungulates habituated somewhat to motorized recreation; there was no evidence of population-level effects to ungulates from motorized winter use because estimates of abundance either increased or remained relatively stable during three decades of motorized recreation prior to wolf colonization in 1998. Thus, we suggest that the debate regarding the effects of motorized recreation on wildlife is largely a social issue as opposed to a wildlife management issue.'
- (3) A road survey which monitored wildlife/human interactions in Yellowstone (Jaffe 2003) observed that 87% of 21,936 animals observed during road surveys had no visible response to over-snow vehicles (OSVs). Of the 13% of total animals which exhibited an observable response, 68% looked directly at the people viewing them and then resumed their activity. 32% (of the 13% which had

a response) were more active, including walk/swim away, rise from bed, attention/alarm, flight, agitate (buck, kick, bison tail-raise), jump snow berm, and charge. Of the 17,209 animals counted within 100m of the road, 17% showed an observable response to the presence of OSVs that stopped, while only 3% of 7,924 animals counted further than 100m from the road showed any visible response.

- (4) Wildlife: “Winter use will have some effects on wildlife, just like every other form of visitor access to the park. Extensive studies of the behavioral responses of five species (bison, elk, bald eagle, trumpeter swans and coyotes) to over snow traffic showed that these animals rarely showed high-intensity responses (movement, defense postures, or flight) to approaching vehicles. For individual animals, 8 to 10 percent of elk and bison show a movement response to snowmobiles and snowcoaches. Approximately 90 percent of elk or bison either show no apparent response or a “look and resume” response. This level of reaction was consistent for a wide range of daily average oversnow vehicle use (ranging from 156 to 593 vehicles per day).

Thirty-five years of census data do not reveal any relationship between changing winter use patterns and elk or bison population dynamics. No wildlife populations are currently declining due to winter use (swan populations are declining, but this is being experienced regionally and due to factors unrelated to winter use in the park or region). Use will be well below levels previously studied by NPS wildlife biologists and well within the limits recommended by those studies. There is no reason to suspect that recent winter use levels pose a risk of unacceptable impacts or impairment to any wildlife population. All visitors utilizing motorized oversnow vehicles travel with commercial guides, learning about and enjoying the abundant wildlife sightings.”

In 2009 Winter Wildlife monitoring showed that 80% of Trumpeter Swans had no reaction to

snowmobiles. 11% responded with ‘a look and then resume’ reaction. No swans had a flight response. It was reported by behavioral response monitoring that 92% of the Bald Eagles in Yellowstone had no response to snowmobile events. 5% had a ‘look and resume’ response and there was 0% flights initiated by snowmobiling.

- (5) Snowmobiles vs. Snowcoaches in the Park: In the February 2013, Yellowstone National Park Supplemental Environmental Impact Statement, the Park Service found that their comparability analysis of snowmobiles and snowcoaches reveals that
- a) One mode of transportation is not conclusively cleaner, quieter or less harmful to wildlife than the other
 - b) One mode of transportation is not conclusively more harmful to the health and safety of visitors and employees than the other
 - c) At the recommended levels of the Park Service, neither form of oversnow transportation will result in a level of adverse impact on the park resources.

Other Wildlife Impact Studies

Deer, Elk and Moose: A Montana study of ungulates (Canfield 1999) concluded that ‘snowmobiles appear less distressing than cross-country skiers.’ The report also stated that ‘big game hunting has more immediate effects on ungulate population densities and structures than any other recreational activity.’

A Wyoming study (Ward 1980) fitted elk with heart rate monitors and determined that ‘elk responded most strongly to sonic booms, gunshots, and people on foot. Elk seldom react when approached by an OSV.’

Another Wyoming study (Cosescott 1998) found that ‘the frequency of snowmobile traffic did not seemingly affect the average percent of moose activity, or the numbers of moose present in the study areas.’

Caribou: According to Natural Resources Canada (cfs.nrcan.gc.ca, 2013), Woodland Caribou do not migrate long distances between seasons like those that inhabit the tundra, and instead stay in the forest, either alone or in small groups. Their main threat is habitat deterioration, either from fragmentation, degradation or loss. Habitat fragmentation can also contribute to an increase in predation.

Caribou range in Canada is heavily used for snowmobiling with no major conflicts. While they appear to co-exist quite well, snowmobile trail locations need to be sensitive to potential habitat fragmentation.

ENVIRONMENTAL SUPPORT FOR SNOWMOBILERS

The following comments were made by John Monarch, President of an ecological consulting firm in Colorado. His input reflects the reality of just how twisted the process of “protecting our environment” has become.

“I have been a wildlife biologist who has conducted wildlife studies for over 35 years in the intermountain west. During that time, I have used snowmobiles to access areas where I have conducted studies.

Having observed wildlife responses to snowmobiles over that time I would support Ed’s (Klim, President of the International Snowmobile Manufacturers Association) observation that there have been no studies to support the notion that there have been significant impacts to wildlife. As a matter of fact, I would doubt one could prove even through studies that elk, deer, bison and other wildlife are affected at not only the population level, but the individual level.

The potential risk to wintering wildlife by snowmobile activity is minimized by the fact that most snowmobiling occurs in non-winter use areas. An example is the White River National Forest where less than 3% of the forest is considered to be winter habitat for big game animals. And of this area portions of that are not accessible to snowmobilers.

The argument that snowmobiling affects humans is driven primarily by the cross-country skiers who feel the snowmobilers are impacting their wilderness experience. They are unwilling to accept that with the new exhaust systems sound levels are very low and one can’t hear them very far away. I enjoy cross-country skiing as much as snowmobiling and have never had a problem with noise or discourteous riders.

As for the environment there are no studies to prove snowmobiles affect the environment. There may be evidence that sleds have been in an area, but no evidence that the environment has been harmed. The special interest groups don’t want to accept the fact that snowmobiling occurs on the snow and, with few exceptions, do not affect vegetation or habitat.

The few exceptions I reference are those instances when snowmobilers ride during marginal snow conditions and tear up the vegetation. This is an education and self-policing issue that we must continue to work on and not a reason to close down national parks or portions of the forests or BLM lands.

Whenever I deal with environmental issues, I find that they have an opinion and are pushing an agenda and don’t care what the facts or lack thereof show. What people need to do is spend as much time in the field as I have over the past years then maybe they would have a better understanding of how wildlife reacts to not only winter, but year around recreation and other activities. Then, maybe they wouldn’t be so inclined to get on the bandwagon in opposition of motorized recreation.

I should further point out that over my many years of observations I have found that wildlife reacts more to a person walking or cross-country skiing than when they are in a vehicle, or on a snowmobile or ATV.”

MONTANA STATE UNIVERSITY STUDY SHOWS BISON DON’T FAVOR GROOMED ROADS IN YELLOWSTONE NATIONAL PARK

- January 2001 – According to a study by a former Montana State University graduate student who spent two winters documenting the shaggy beasts’ precise movements in

the park's western section, most of bison travel is not taking place on groomed roads. Dan Bjornlie, who finished his master's degree in ecology at MSU last spring and currently works for the Wyoming Game and Fish Department, is the first person to directly address the issue with field studies.

The study, funded by the Biological Resources Division of the U.S. Geological Survey and accepted for publication in the Journal of Wildlife Management, found only 8 percent of the time were bison traveling on roads. More often, the bison followed natural corridors, streambanks and packed (ungroomed) trails.

In 28,293 bison observations in the Madison, Firehole and Gibbon river drainages from November 1997 to May 1998 and from December 1998 to May 1999, Bjornlie found of all bison activities, a really small part is traveling, and most of that, a small part is travel on the roads. What's more, bison road use peaked in the months before and after the roads were groomed, especially after mid-April when spring thaws opened up new foraging areas.

The study yielded no evidence that the animals used groomed roads for traveling long distances. Most – 68 percent – traveled less than 1 kilometer while on groomed terrain refuting the travel hypothesis repeated so frequently by the media. Citing the increasing population since control efforts were halted in 1967, researchers said the bison are moving because of range expansion, not because of the roads.

Snowmobile Use and Trails Assist Wildflower Survival- Professor William Mitchell of the Landscape Horticultural Program at the University of Maine has been involved for years in a study of Maine Wildflowers. Through his observations he has reached the conclusion that maintaining snowmobile trails plays an important role in the survival of a number of the state's most beautiful flora.

Professor Mitchell has created and maintained a photo album and documentation over the last few years showing with amazement the abundance of wildflowers located along Maine's snowmobile trail system. The

professor claims the trail systems are a critical component for the survivability of native wildflowers in Maine, especially those considered to be critical or imperiled. The grooming and the sledding of the trail system effects the survival of the wildflowers by encouraging and maintaining suitable habitats for the wildflowers.

Yes, snowmobiling and snowmobile trails do provide a truly beneficial relationship with our environment while providing a wonderful opportunity for recreational access in the winter.

EFFECTS ON SNOWMELT

The effect of snowmobile emissions on the chemistry of snowmelt water was extensively studied in Yellowstone National Park during several consecutive winters, beginning in 2003 (Arnold 2006). This study represents the most extensive body of information on this topic. Snowmelt runoff samples were analyzed for nine volatile organic compounds (VOCs), including benzene, ethylbenzene, ethyl tert-butyl ether, isopropyl ether, meta and para-xylene (m- and p-xylene), methyl tert-butyl ether, ortho-xylene (o-xylene), tert-pentyl methyl ether, and toluene. Of these nine compounds, only five were detected during any one sampling event. The detected compounds included benzene, ethylbenzene, m- and p-xylene, o-xylene, and toluene. However all water quality measurements were within acceptable limits and the concentrations of all VOCs detected each year were considerably below the U.S. Environmental Protection Agency's water quality criteria and guidelines for VOCs targeted in this study. During the course of the study, VOC concentrations of snowmelt runoff in Yellowstone National Park were well below levels that would adversely impact aquatic systems.

A USDA Forest Service Rocky Mountain Research Station study (Musselman 2007) in the Snowy Range of Wyoming also measured water chemistry and snow density from snow samples collected on and adjacent to a heavily used snowmobile trail. Snow on the trail was denser and more acidic with higher concentrations of

sodium, ammonium, calcium, magnesium, fluoride, and sulfate than in snow off the trail; however, all levels were within acceptable limits and well below levels that would adversely impact aquatic systems. The study also found that snowmobile activity had no effect on nitrate levels in snow.

A study of snowpack chemistry on heavily traveled snowmobile trails in Vermont (VHB Pioneer 2010) indicated no detectable levels of VOC or total petroleum hydrocarbons in surface waters located immediately down gradient (downstream) of snowmobile trails. Soil chemistry monitoring also indicated no detectable levels of VOC or total petroleum hydrocarbons.

**VERMONT ASSOCIATION OF SNOW TRAVELERS
SNOW PACK CHEMISTRY STUDY.** VAST and VHB Pioneer, an internationally recognized Environmental Laboratory, completed a snow pack chemistry study that evaluated the potential environmental impacts associated with the use of snowmobiles on public land in Vermont. Snow melt and run off chemistry monitoring indicated no detectable levels of volatile organic chemical compounds or petroleum hydrocarbons in surface waters that are located on snowmobile trails.

The data in the study suggests that snowmobile usage does not have any impact on the surface water quality in the vicinity of heavily used snowmobile trails that were evaluated.

EFFECTS ON PEOPLE

Operated in a normal, considerate manner, snowmobiles are barely audible from inside a home. From a distance of 50 feet, snowmobiles generate between 68 - 73 dB(A) at 15 mph. Since doors and windows are almost always closed in winter, snowmobiles operating outside at a distance of 50 feet only create an interior sound level between 41 and 47 dB(A). From a distance of 200 feet, snowmobiles produce an interior sound level between 29 and 35 dB(A). This is well below the average evening household sound level of 47 dB(A).

Dr. Andres Soom, (University of Wisconsin) concluded from his study that the newer, quieter machines can

travel within 45 feet of a residence without adverse effect.

Natural sound barriers, careful trail planning and reduced speed limits in residential areas further reduce snowmobile noise. Snowbanks or trees can cause a 20 dB drop in sound levels if they are between the machine and listener.

U.S. Forest Service researcher Robin Harrison reported that under usual wildland conditions, snowmobile operation is undetectable to the human ear at distances of more than 750 feet. He reported that snowmobiles were barely detectable above normal campground sound levels at a distance of 400 feet.

COMPACTION AND VEGETATION

Everything we do has some effect on the environment. When a hiker steps on a flower, he affects the environment. When land is paved over for a bicycle path, it affects the environment. Many of the foot paths man has used for centuries still exist and are clearly visible throughout the world.

However, it's a fact that a snowmobile and rider exert dramatically less pressure on the earth's surface than other recreational activities (i.e., just one-tenth the pressure of a hiker and one-sixteenth the pressure of a horseback rider). Average pounds of pressure per square inch exerted on earth's surface:

<u>Object</u>	<u>Lbs. of Pressure</u>
Four-Wheel Drive Vehicle	30
Horse	8
Man	5
All-Terrain Vehicle	1.5
Snowmobile	0.5

(All vehicle weights considered include 210 lbs. estimated weight of one person and gear.)

Moreover, the snowmobile's 1/2 pound of pressure is further reduced by an intervening blanket of snow.

In many jurisdictions, snowmobiles are not classified as off-road vehicles. By both definition and management policies, these jurisdictions have completely separated snowmobiles from off-road vehicles. As the U.S. Department of the Interior concluded in an environmental statement:

“A major distinction is warranted between snowmobiles and other types of off-road vehicles. Snowmobiles operated on an adequate snow cover have little effect on soils - and hence cause less severe indirect impacts on air and water quality, and on soil-dependent biotic communities, than other ORV’s do.”

Given adequate snowfall and responsible operation, all evidence of snowmobile operation disappears when the season changes and the snow melts.

In its environmental statement regarding off-road vehicle use of public lands, the U.S. Department of the Interior stated: *“Where snowmobiles are used exclusively over snow on roads and trails, the impact on vegetation is indeed virtually nil.”*

A University of Wisconsin study of J. W. Pendleton entitled Effect of Snowmobile Traffic on Non-Forest Vegetation discovered that snowmobile traffic had no effect on grain yield of winter wheat, alfalfa, red clover plots or grass legume. Species of turf grass showed slightly reduced yields at first harvest, but were not negatively affected in subsequent harvests.

Research undertaken by Dr. James C. Wittaker and Dennis S. Wentworth of the University of Maine concluded that “compaction by snowmobiling does not alter the grain weight yields of alfalfa in Maine.”

A Utah Water Resource Laboratory study found that snow compaction, caused by snowmobile tracks, does *not* damage heat crops. Instead, the compaction *increases* the yield and eliminates snow mold. Erosion is also reduced.

There is no evidence that snow compaction caused by snowmobiling, ski-touring or snowshoeing has a

significant impact on the population of small burrowing animals. Since these recreations take place over a minuscule portion of the total land area, the ecosystems of burrowing animals tend to be overwhelmingly affected by natural forces-such as wind-induced compaction, early and late snowfalls, temperature fluctuations resulting in thaws and freezes, etc.

ISMA WEBSITES

The International Snowmobile Manufacturers Association has two user-friendly websites available to all snowmobile enthusiasts or interested parties:

www.snowmobile.org : contains all pertinent information, facts, statistics and links to understand the snowmobile industry and related organizations.

www.gosnowmobiling.org : is specifically designed with information to attract new people to join the snowmobile lifestyle and find out what snowmobiling is all about.

www.snowmobilesafetycertification.org: is available to help individuals learn the certification process required to build and sell snowmobiles worldwide.

JOIN A CLUB!

There are thousands of snowmobile clubs scattered throughout snow country, with associations or federations in every state and province.

Clubs sponsor outings and events year around, monitor legislation and speak up in public hearings. They also hold safety and maintenance workshops, build and care for trails and publish newsletters.

Clubs can help law enforcement agencies and many raise funds for charity. For maximum snowmobiling fun – join a club! They are the backbone of the activity.

SNOWMOBILERS PROMOTE THE FOLLOWING SAFE RIDERS PLEDGE:

- ◇ I will never drink and drive a snowmobile.
- ◇ I will drive within the limits of my machine and my own abilities.
- ◇ I will obey the rules and laws of the state or province I am visiting.
- ◇ I will be careful when crossing roads, and always cross at a right angle to traffic.
- ◇ I will keep my machine in top shape and follow a pre-op check before each ride.
- ◇ I will wear appropriate clothing, including gloves, boots and a helmet with a visor.
- ◇ I will let family or friends know my planned route, my destination and my expected arrival time.
- ◇ I will treat the outdoors with respect. I will not litter or damage trees or other vegetation.
- ◇ I will respect other peoples' property and rights, and lend a hand when I see someone in need.
- ◇ I will not snowmobile where prohibited.

Snowmobile Contribution to the Economy

The snowmobile industry is an active member of the Outdoor Recreation Roundtable (ORR), a group of 20 organizations/associations created to promote and protect outdoor recreation in the United States. This past year the ORR worked closely with the US Department of Commerce Bureau of Economic Analysis – the government agency responsible for reporting the United States Gross Domestic Product (GDP). The Department issued a report which calculated the Outdoor Recreation Industry's annual contribution to be \$637 Billion Dollars – which surpasses other sectors in the Economy such as Agriculture, Petroleum and Coal, and Electronic Products. The report marks a critical step forward for the Outdoor Recreation Industry by formally recognizing its economic influence in the United States.

Snowmobiling is a major contributor to the Outdoor Recreation economy, which makes up 2.2% of the GDP in the United States. The Outdoor Recreation Industry's GDP this past year increased over 4.4% which is significantly greater than the average increase in the GDP.

The total economic impact in the US generated by the Outdoor Recreation Economy is over \$744 Billion US Dollars!

The snowmobiling community generates over \$26 Billion Dollars of economic activity and is an important part of the overall economic engine in the United States. The Outdoor Recreation Community, as a whole, represents over 144 Million Americans who participate in outdoor recreation throughout the United States. It is estimated that more than 3 million US Citizens snowmobile each year.

The ORR is forming a group in Canada and in the future, we will see the economic impact of outdoor recreation and snowmobiling's part in Canada.

**For additional snowmobile information, contact
International Snowmobile Manufacturers
Association (ISMA)**

Phone: (517) 339-7788

Fax: (517) 339-7798

Web site: www.snowmobile.org

Web site: www.gosnowmobiling.org

Arctic Cat Inc.

601 Brooks Avenue South

Thief River Falls, MN 56701

Phone: (218) 681-9799

Web site: <https://arcticcat.txtsv.com>

Bombardier Recreational Products-BRP

565 de la Montagne Street

Valcourt, QC J0E 2L0 CANADA

Phone: (450) 532-2211

Web site: www.ski-doo.com

Polaris Industries Inc.

2100 Hwy 55

Medina, MN 55340

Phone: (763) 542-0500

Web site: www.polarisindustries.com

Yamaha Motor Canada

480 Gordon Baker Road

North York, ON M2H 3B4 CANADA

Phone: (416) 498-1911

Web site: www.yamaha-motor.com

**For information on United States snowmobile
associations and snowmobile clubs, contact**

**American Council of Snowmobile Associations
(ACSA)**

Phone: (517) 351-4362

Web site: www.snowmobilers.org / www.snowmobileinfo.org

**For information on snowmobile organizations and clubs
in Canada, contact**

**Canadian Council of Snowmobile Organizations
(CCSO)**

Phone: (807) 345-5299

Web site: www.ccsso-ccom.ca

Attorney (Lawyer)

State of Wisconsin

The lawyers will talk about the case your team put together and will ask the expert witnesses questions to show that it's ok for Wisconsin to sell the forest land.

Attorney (Lawyer)

State of Wisconsin

The lawyers will talk about the case your team put together and will ask the expert witnesses questions to show that it's ok for Wisconsin to sell the forest land.

Expert Witness

State of Wisconsin

The expert witness will answer questions about their specific topic. You will work with the state team to come up with questions and answers. The other team will also get to ask you questions.

Attorney (Lawyer)

Friends of Coulee

The lawyers will talk about the case your team put together and will ask the expert witnesses questions to show that the state should not be allowed to sell the forest land.

Attorney (Lawyer)

Friends of Coulee

The lawyers will talk about the case your team put together and will ask the expert witnesses questions to show that the state should not be allowed to sell the forest land.

Expert Witness

Friends of Coulee

The expert witness will answer questions about their specific topic. You will work with the Friends of Coulee team to come up with questions and answers. The other team will also get to ask you questions.

Bailiff

Court Staff

The bailiff swears in the witnesses and tells everyone in the court when to stand up before the judge enters.

Judge

Court Staff

The judge listens to the case, makes sure everyone follows courtroom rules, and decides who wins the case.

Clerk

The clerk takes notes on the case and can read back notes to the whole court if something a witness says needs to be repeated.

Court Staff

Reporter

Reporters take notes on the case and might even draw a picture of what is happening to be able to write a story about it later.

Audience

Audience Member

As an audience member you might be helping one side or the other with their research and then listening to the trial to see if your team wins. You would not have a speaking part during the trial.

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