

BADGERLAND GUIDE TO GIRL ADVOCACY





Badgerland Girl Scouts are finding their voice and we're here to help with our exclusive Guide to Girl Advocacy. In this guide, leaders and girls will dive deep into the process of becoming an advocate. You'll learn how to build a movement and follow in the footsteps of incredible leaders like Juliette Gordon Low, Ruth Bader Ginsberg and Marley Dias. You'll also learn how to incorporate your advocacy into your Girl Scout Leadership Experience, complete journeys, earn badges, and work on your highest awards.

Like anything done well, advocacy takes time. This guide cannot be completed in a single troop meeting and may not even be completed in a single Girl Scout year, depending on the scope of the project. Movements can involve a lot of work and may not always turn out as they were originally envisioned. However, the lessons learned by discovering her personal identity and values, recognizing a big problem that she can overcome, and introducing a new law or policy at any level of government is a life-changing experience worth investing in.

This guide is dedicated to our sister Girl Scouts in Georgia, who began a movement in 2017 to rename the Talmadge Memorial Bridge in Savannah. The bridge, which memorializes former Georgia governor Eugene Talmadge, a white supremacist and segregationist in the 1930s, is one of the tallest structures in the city. Though city and state lawmakers have been struggling for decades to rename the structure, it was not until 2017 that Girl Scouts in Georgia identified the issue as one that needed their help.

Despite a petition with 12,000 signatures, 400 Girl Scouts visiting the Georgia General Assembly, and the hiring of a (Girl Scout Alum) lobbyist, Georgia lawmakers refused to pass bills HR 1054 and SR 715 to change the name of the bridge to the Juliette Gordon Low Memorial Bridge. Among the Girl Scouts standing in the assembly, Sawyer Stewart, a Cadette, wasn't deterred by lawmakers denying her support. "No' is not a boundary...it just makes me want to try harder."

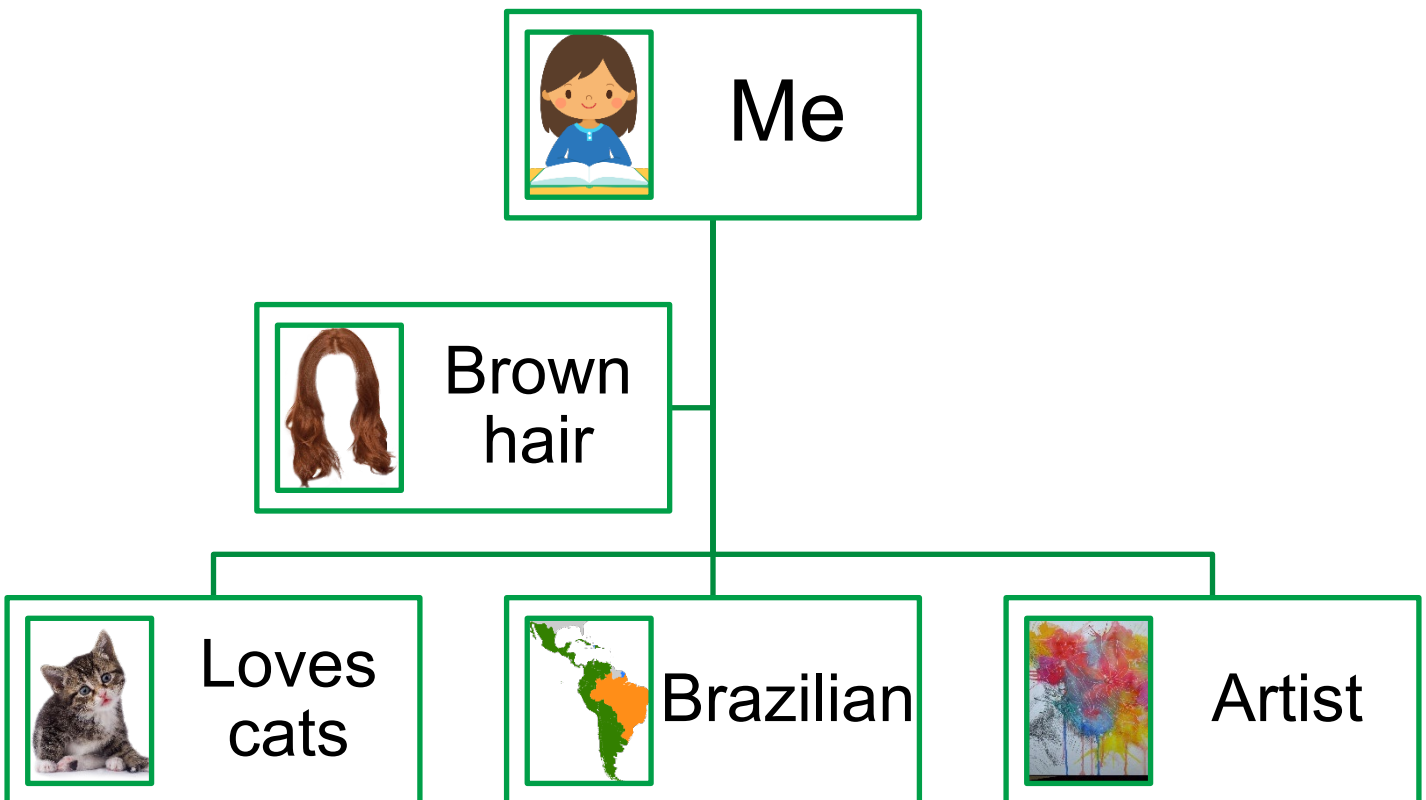
HOW TO USE THIS GUIDE

Think Globally, Connect Locally Check out the radio buttons in each activity to see where best to host your meeting.	Field Trip 	Meet an Expert 	Troop Meeting 
Level-Appropriate Content Identify the best content for your Girl Scouts using the color bars at the top of each activity page.	Most of the activities in this guide are appropriate for all levels of Girl Scouts. For activities that may not be appropriate for all levels, Suggested Levels are included.		
Curriculum Connections Looking for a way to incorporate badges and journeys? Look for the trefoil!			

Part 1: EXPLORING IDENTITY

Think about the first time something you saw happening in your community that made you feel strongly. Perhaps you were delighted the first time you participated in a cookie sale fundraiser and wanted to make sure everyone had just as much fun. Perhaps you were angry the first time you saw someone being excluded because of their race, religion, or gender. Perhaps you were sad the first time you saw someone separated from a loved one. These feelings are closely associated with your personal values and individual identity. Identity maps help us label the things that are most important to who we are.

For this section of the Advocacy Guide, do all three activities in order to begin exploring your Girl Scout's identity – who she is and how her identity is connected to her personal values. She'll use her identity and personal values to identify a personal issue for which to advocate.





Activity 1: Identifying a Character

Objective: Identify at least 5 characteristics/traits/labels that describe the main character in a story.

Leader Prep: Select one or more of the suggested texts*. Read it on your own or with your co-leader and create an identity map for the author, using the Identity Map Example. Be prepared to share your map with your Girl Scouts.

Supplies:

- Chalkboard, whiteboard or easel paper + writing utensil
- Scrap paper and pencils
- Leader Identity Maps (from prep)
- Hard copies of your chosen text for girls to read or look at together in a group*

1. Begin the activity by explaining to the girls that you'll be learning about identity. Ask the group – “What is an identity?” You can also ask “What are some ways we talk about ourselves and each other to identify ourselves and other people?”
2. Next, pass out scrap paper and pencils to each Girl Scout. Instruct the girls to write down words or draw pictures of parts of the text that they think represent the identity of the person in the story. They can do this as you read aloud.
3. For younger girls – gather together in a circle to read the text. For older girls – split up into small groups for girls to read on their own or together, as they prefer.
4. Now, you'll collect all of the identity clues that were gathered in a map format. On your chalkboard (or equivalent), write the name of the main character and draw a circle around it.
5. Write or draw the identity clues that the girls gathered. Girls can share aloud or add to the map by drawing/writing their own notes.
6. Share the map created by leaders prior to the meeting. How are the maps similar? How are they different? What sorts of things did troop leaders think were important parts of the subject's identity? What about the girls?

Identity Maps: Suggested Reading	
DAISY	<ul style="list-style-type: none"> • <i>Ada Twist: Scientist</i> by Andrea Beaty • <i>Jacob's New Dress</i> by Sarah & Ian Hoffman
BROWNIE	<ul style="list-style-type: none"> • <i>My Name is Not Isabella</i> by Jennifer Fosberry • <i>Meet Yasmin!</i> By Saadia Faruqi
JUNIOR	<ul style="list-style-type: none"> • <i>Anne of Green Gables: A Graphic Novel</i> by Mariah Marsden • <i>Invisible Emmie</i> by Terri Libenson
CADETTE	<ul style="list-style-type: none"> • <i>Pashmina</i> by Nidhi Chanani • <i>Tomboy: A Graphic Memoir</i> by Liz Prince
SENIOR	<ul style="list-style-type: none"> • <i>Persepolis: The Story of a Childhood</i> by Marjane Satrapi • <i>Ms. Marvel Vol. 1: No Normal</i> by G. Willow Wilson
AMBASSADOR	<ul style="list-style-type: none"> • <i>Ghost World</i> by Daniel Clowes • <i>Persepolis 2: The Story of a Return</i> by Marjane Satrapi

*Looking for books? If you're not interested in purchasing the books individually or for the troop, try visiting your local library. Use your librarian as a resource to find books where they're available, including utilizing the interlibrary loan system or your library's access to online book-lending through apps like OverDrive, Lobby and Hoopla.



Identity Characteristics

Having trouble coming up with characteristics/traits/labels? Here are a few to get you started...

- Personality types (shy, loud, flamboyant, kind)
- Physical features (short, tall, long hair, tiny nose, freckles)
- Name
- Family traditions
- Religion
- Likes & Dislikes

Activity 2: Brainstorming Identity Clues

Objective: Create a list or chart of identity characteristics.

Supplies:

- Chalkboard, whiteboard or easel paper + writing utensil

1. After reviewing the traits and characteristics that the girls identified for the story's character, come up with a list of characteristics that the girls think are part of their identity.
2. Let the girls raise their hands or shout out the characteristics and record them on your whiteboard (or equivalent).



It's Your Story – Tell It Journey Series

Activity 3: Identity Maps

Objective: Make individual identity maps

Supplies:

- Identity Map samples
- Markers, colored pencils, or crayons

1. Now that you've learned how to identify a character and what sorts of things make up your identity, let each girl create her own identity map. A few samples of what an identity map might look like are featured in Appendix 1 of the Advocacy Guide and can be printed and shared with girls. But don't let these pictures dictate what a map can look like! An identity map can be as unique as the Girl Scout making it!
2. If girls would like to share their maps, take time to give girls the option to share. If girls are shy, try pairing up girls to share on their own. Encourage girls to find someone in the troop who shares a common identity characteristic.



It's Your Story – Tell It Journey Series

Adapted from *Being the Change: Lessons and Strategies to Teach Social Comprehension* by Sara K. Ahmed (2018)

Part 2: PERSONAL VALUES

Now that girls have identified themselves and the things most important to them, they can focus on the issues happening in their communities that make them feel strongly. These activities can be done as a group, in small groups, or individually. Discovering something you care strongly about can be a very personal experience, so it may be best to take a “pulse check” of your group and assess how best to proceed as they identify a cause of interest.

Identifying an issue can sometimes bring up sensitive issues like race, gender, emotional intelligence, violence, bullying, and more. Girl Scouts produces an excellent resource for leaders, parents, and volunteers to help facilitate these conversations in an age-appropriate, girl-led space. Read Raising Awesome Girls here: <https://www.girlscouts.org/en/raising-girls.html>.

For this section of the Advocacy Guide, do all three activities in order to assist your Girl Scout(s) as she makes personal connections to issues in her life and the lives of others.



Activity 1: Thinking Locally and Globally

Objective: Connect with your local, state, national and global news sources to identify issues happening locally and globally.

Leader Prep: Select three to five of the suggested news sources. Make copies or have multiple copies of each source available. If using video sources, download and have available for offline use (if necessary) or distribute links for girls to view on phones/tablets/computers. For younger girls, be mindful of reading ability and be prepared to have volunteers (older girls, adults) read in small groups aloud.

Supplies:

- Enough copies of each of the suggested news sources for girls to read/view individually or in small groups.
 - Scrap paper (enough for everyone) and pencils
 - Chalkboard, whiteboard or easel paper + writing utensil
1. Break girls up into pairs or small groups, each with a news source or two of their choosing. If girls will be listening to or watching news, they may also wish to use headphones to be respectful of all groups.
 2. Pass out scrap paper and pencils. Instruct the girls that, as they consume their news source, they can use scrap paper to write down the issues detailed by their news source. Do not limit the issues to only ones that spark a girl's interests. Write down everything.
 3. Give girls time to consume (read, watch, listen to) at least five stories (not five issues). If some girls finish early, give them more news to consume.

Suggested News Sources

National & Global

- National Public Radio
- Time for Kids
- Al Jazeera
- Washington Post: KidsPost
- Smithsonian TweenTribune
- Teen Vogue*

Wisconsin

- Wisconsin State Journal
- Wisconsin Public Radio

Local

- Local newspapers
- Local news channels

In 2015, on the brink of collapse, Teen Vogue changed their content from a teen fashion magazine to “a mainstream media outlet in print that reflected people like me back to ourselves. Teen Vogue did an incredible job of amplifying communities of color and queer people as well.” That representation has come in the form of articles that criticize racial insensitivity, trumpet black feminism and explain how to be a transgender ally..” (The New York Times “Who Will Mourn Teen Vogue?” 11/4/17)

4. When everyone is done, ask girls to share the issues they discovered and collect them on your whiteboard (or equivalent). Issues might be “homeless people banned from sitting on sidewalks” or “school board passes new law” or “election of new representative” or something else.





Activity 2: Emoji Issues

Objective: Use a simple quiz to identify issues about which girls are individually passionate. This will help them to single out an issue they want to advocate for.

Leader Prep: In Appendix 1 of the Advocacy Guide, locate and make copies of the Emoji Issues Quiz. These “fill-in-the-blank” quiz sheets will be used by the girls to assign thoughts and feelings to the issues that the group identified in Activity #1. Now, locate and make copies of the Emoji Issues Quiz EXAMPLE. Use the EXAMPLE sheet to help girls understand how they will fill in their quiz.

Supplies:

- Three quiz sheets per girl
 - Pencils
1. Review the issues on the board, either as a large group or in small groups. As the troop leader, choose one issue that you, personally, feel strongly about. Share with your Girl Scouts – does the issue make you feel happy? Angry? Sad? Surprised/Shocked? Do you want other people to care about your issue? How does that make you feel? Can you picture yourself doing something about the issue? How does that make you feel?
 2. Pass around copies of the EXAMPLE QUIZ and talk through the issue that the test taker, Juliette, identified as something she cares about.
 3. Pass out three blank quiz sheets to each girl and ask girls to work on their own to identify a few issues she read about or learned about in her news source that give her strong feelings.
 4. Give girls about 3 minutes to complete all three quizzes.
 5. If girls would like to share, give them a moment to do so. Girls can share all together, in small groups, or in pairs.

Activity 3: Selecting a Focus

Objective: Girls will choose one issue they're passionate about to focus on and advocate toward for the remainder of this experience.



Supplies:

- Completed quizzes
 - Identity Maps
1. Instruct girls to self-evaluate their completed quizzes and identity maps. What similarities do they notice? Is there an issue that makes them happy that is also related to their identity? Is there an issue that makes them mad that is missing from their identity?
 2. Sometimes it can be difficult to choose only one issue to advocate for. For the purposes of this Advocacy Experience, girls will need to focus on just one issue. However, remind girls that the issues that they are passionate about will be waiting for them in the future. Help girls to make a choice by working on the thing that is closest to them – either geographically (something happening in their neighborhood, town, or county) or something happening that also is a big part of their identity (such as race, religion, gender, or civil rights).
 3. Review each girl's issue as a group. This will help reaffirm that someone else in your troop is (hopefully) covering every issue, even one that another girl believes in but can't work on right now. All the issues are getting attention. And that's great!

Adapted from *Do Something! A Handbook for Young Activists* by Nancy Lublin with Vanessa Martir and Julia Steers (2010).

Part 3: LEARN MORE

At this point, your Girl Scouts have learned a lot about who they are and what they're ready and willing to achieve. They have discovered their passion for change and that's the first step to making something happen. In this next section, she'll learn and use fact-finding techniques and research to compile as much information as possible about her chosen issue. Advocates need to be well-informed so that they can answer questions, persuade fence-sitters, and attract supporters.

Imagine she's a journalist, writing a news story for the local paper she just read! She wants to learn all of the facts to make sure her message is accurate and easily understood. Let's get started.

For this section of the Advocacy Guide, do all three activities in order to assist your Girl Scout(s) as she makes personal connections to issues in her life and the lives of others.



Activity 1: Issue Investigation

Objective: Use principles of investigative journalism to learn more about an identified issue of interest.

Leader Prep: These activities may be easier to complete on a girl's own time or in a library with access to the internet, newspapers, books, and magazines. In the back of the Advocacy Guide, locate and make copies of the Issue Investigation worksheet for each girl.

Supplies:

- Research materials (internet, newspapers, books, magazines, videos, etc)
 - Notepads or scratch paper and pencils for each girl
 - Issue Investigation worksheets for each girl
1. Begin this activity by meeting with your troop at a space that will allow for research to be completed. This could be in a library, community building, or computer lab. Or, girls may be doing this activity individually at home or in a community space on their own.
 2. Review the Issue Investigation worksheet. This worksheet can be used as a guide by older girls to help inform their research or as a fill-in-the-blank activity for younger girls.
 3. Next, review the concept of “fake news” with your Girl Scouts, before they start researching. Use the four steps to identify a reliable news source, found in Girl Scouts’ Raising Awesome Girls: <https://www.girlscouts.org/en/raising-girls/leadership/life-skills/kids-and-fake-news-critical-thinking-skills.html#parenting>
 4. *Optionally, if you have not already done so, incorporate the new Cybersecurity badges for Daisy, Brownie and Junior Girl Scouts into your Issue Investigation activity by reviewing Cybersecurity 1: Basics and Cybersecurity 2: Safeguards with your Girl Scouts.*
 5. Give Girl Scouts as much time as you’re able to make sure they can gain a thorough understanding of their issue for the next activity. Assign volunteers or older girls to help guide research. If working in a library, chat with the librarian to get extra help or a lesson about researching. They’re there to help!



Daisy Cybersecurity Basics
 Brownie Cybersecurity Safeguards
 Junior Cybersecurity Safeguards
 Junior Cybersecurity Investigator
 Senior Truth Seeker Badge



Activity 2: Problem-Mapping

Objective: Compile the research into a simple-to-read problem-map.

Leader Prep: Create your own problem-map of an issue important to you or use the example of Juliette Gordon Low provided in the previous section of the Advocacy Guide. In the back of the Advocacy Guide, locate and make a copy of the Problem-Map worksheet for each girl.

Supplies:

- Each girl's collected research and/or completed Issue Investigation worksheets
- Pencils
- Problem-map worksheets

1. Distribute problem-map worksheets and writing utensils. Explain to the girls that they'll be using their collected research to understand the scope of their issue and how they can create an action plan to resolving it and/or advocating for it.
2. Next, demonstrate the problem-map you created during prep time. Talk about the problem you selected, as well as each step of the map.
3. Give girls time to fill in their own map.
4. As girls fill in their map, pay special attention to the section where she grows her movement. You'll reflect on this in the next activity.
5. Share problem-maps in small groups or as a large group.

Activity 3: Action-Planning & Movement-Building



Objective: Review the difference between taking action and creating a movement.

Leader Prep: Take some time to reflect on why you joined Girl Scouts and began volunteering as a troop leader. What was your action? What was your goal? Did you join because you wanted to help your own child? Perhaps you grew to help other volunteers or started doing recruitment events or began attending leadership development classes? Develop your story and be prepared to share it with your girls.

Supplies:

- Scrap paper and pencils (optional)

1. Tell the girls that before you continue with training to become advocates, it's time to do a bit of reflection on how far they've come. First, let's review some basic vocabulary.
 - a. **Advocacy:** Advocacy is an activity that an individual or group participates in, which is meant to bring awareness and attention to an issue and influence or persuade decision-makers to agree with and/or support the issue you've identified.
 - b. **Taking Action:** In Girl Scouting, a Take Action Project is sometimes very similar to being an advocate. It involves figuring out an issue that is important to you, planning an action or activity or change that solves the problem, and then keeping it sustainable by helping to inspire others.
2. By becoming an advocate for the issue you've identified, you are doing more than a single activity. Your role as an advocate is to take what you've learned and what makes you passionate and use those feelings to influence others and change their minds. You'll use lots of different techniques to change the minds of others: public speaking, one-on-one conversations, letters and emails, photographs and videos, posters, drives for supplies, and more. Each time you do an action, you'll ask more people to join you and help you achieve your vision, thereby creating a movement.

"I've got something for the girls of Savannah, and all America, and all the world..."
Juliette Gordon Low

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3. Leaders – this is a great time to share the story of why you became a leader and continue to be one. Have you brought along friends or family or children or neighbors to join you in the organization? How does that make you feel?
4. You may also choose to share the story of Girl Scouting and Juliette Gordon Low. Juliette started with a big idea and one small action – her first troop of 18 girls. Now there are millions of Girl Scouts around the nation and overseas. How is Juliette Gordon Low’s movement of Girl Scouting different from a Take Action Project? How does Girl Scouting influence and persuade policymakers? (Read more about Girl Scouting and Advocacy here: <https://www.girlscouts.org/en/about-girl-scouts/advocacy/advocacy-news.html>)
5. Finally, reflect on the Problem-Maps created in Activity 2 of this section. If you could persuade others to join your cause, donate money or goods or services, and influence lawmakers to support you, what would that do for your issue? Think big. How could you change the world?

Adapted from *Do Something! A Handbook for Young Activists* by Nancy Lublin with Vanessa Martir and Julia Steers (2010).

Part 4: BUILD MOMENTUM

You've come a long way, baby! Now that you've identified yourself, your values, and one issue that you're passionate about, it's time to start building momentum and attracting supporters to your cause. How do you do that? That's up to you! For this section of the guide, let girls choose their own adventure. Let girls select activities that will help her gather supporters, trend on social media, raise awareness, influence decision-makers, and raise funds in support of her Big Goal. What's the Big Goal? Pop back to the Problem-Map she completed in Part 3. The last part of her Problem-Map asks: "How can I make a difference if I have 10 friends, \$10,000 and lawmakers to help me?" This section of the Advocacy Guide will likely take the most time to complete. Don't rush it. Decide on a goal, even a Big Goal, and work toward it. Change takes time but is completely worth it. Support your girls in their advocacy dreams and watch them shine!

For this section of the Advocacy Guide, you'll choose the activities that will help your movement gain support. Due to the nature of some of these activities, which may include contributing to social media or discussing sensitive issues, all activities include suggested Girl Scout levels.



Activity: Elevator Pitch

Suggested Levels: D B J C S A

Note: An elevator pitch is highly recommended, especially for older girls. Though all of these activities are optional, an elevator pitch is a quick and easy way to share your issue and gain support.

Leader Prep: Try making your own elevator pitch about being a Girl Scout leader. If you had 30 seconds to convince someone to lead a brand new Daisy troop, what would you say to make it happen? Follow the directions below, just like the girls will, to craft your persuasive pitch.

Supplies:

- Scratch paper and pencils

Ways to Include Supporters:

- Ask someone to help you practice your pitch
- Ask someone to help you edit your pitch

1. An elevator pitch is a quick speech, only 30 seconds long, which tells a potential supporter everything they need to know about your issue and why they need to know more.
2. As you craft your pitch, think about what you're trying to gain from delivering your pitch. You may need to craft more than one pitch or you may wish to slightly change your wording to get to the heart of your ask.
3. Start off by writing down three things you want someone to know about your issue. You might say something like:
 - a. My name is Juliette. I think girls need a space of their own to learn citizenship and independence. I am starting my own girls-only leadership organization called Girl Scouts. One in five girls feels left out of place in her community because she cannot vote or take part in the democratic process. I am asking for monetary donations of \$10 or more to bring active citizenship and leadership development to girls through Girl Scouts. Will you help me?
4. Now, read your pitch aloud to a friend or supporter. Are there things you said that you can eliminate or don't quite fit? How long does it take to give your pitch?
5. Keep practicing and editing your pitch until it feels right and is just 30 seconds long! Practice your speech in a mirror, in front of supporters, and until you can remember the whole thing without looking at your notes.



Cadette Finding Common Ground Badge
Cadette Public Speaker Badge



Activity: Movies that Matter

Suggested Levels: J C S A

Objective: Create a video that brings attention to your cause.

Leader Prep: Review short films from the Media That Matters Film Festival to get an idea of the breadth and potential of influential short films. <https://www.youtube.com/user/mediathatmatters>

Supplies:

- Smart phone or camera
- Tripod or Selfie Stick
- Video editing software (OpenShot, VideoPad, VSDC Free Video Editor for Windows, iMovie for Mac, Splice for iPhone, Quik for iPhone, FilmoraGo for Android, Adobe Premiere Clip for Android/iPhone)

Ways to Include Supporters:

- Ask a videographer to help out with filming or framing shots
 - Ask a media editor to help with editing or teaching editing techniques
 - Ask people directly involved in your issue to take part in your film
1. Put together a plan for a short film, approximately 1-5 minutes in length. You can use any number of techniques, including animation, a day in the life, motion capture, still photography, recording a webinar, or something else.
 2. As part of your plan, decide:
 - a. Who will do the filming? What kind of equipment will you need?
 - b. Will you need an actor? A subject? An animator? How will you ask someone to participate?
 - c. Would you like to film in a specific location? How will you ask for permission?
 - d. When do you plan to do the project? Set a date or multiple dates and stick to them.
 - e. How will you edit your film? Will you need special equipment or software? Will you ask someone to help? How will you ask them?
 3. Once you've created your plan, get to work on making it happen. Don't forget to ask for help from people who support you: maybe it's a friend in your troop, your leader, your parent or guardian, a teacher, or someone else.
 4. When your film is complete, make sure to share it!
 5. Leaders – if you have Cadette Girl Scouts, build the Cadette Digital Movie Maker badge into this activity.



Junior Entertainment Technology Badge
Cadette Digital Movie Maker Badge

Activity: Reach Out Through Writing



Suggested Levels: B J C S A

Objective: Draft and submit a letter to the editor of your local, regional or national news source.

Leader Prep: Review the guidelines for submitting a letter to the editor for the most appropriate news source for your issue. Local issues would be best for local papers, state issues to larger papers like the Wisconsin State Journal, and national or global issues to large circulation papers like the New York Times or the Washington Post.

Supplies:

- Elevator pitch
- Relevant facts and statistics
- Personal stories or quotes
- Guidelines or template for an impactful letter (recommended)
- Paper and pencils
- Computer or tablet (optional)

Ways to Include Supporters:

- Ask supporters to share personal stories, quotes or reflection for inclusion in your letter
1. Before you begin your letter, reflect on the best place to submit your letter and what type of audience might be reading that news. Are you writing to local citizens, to your peers, to voters, or to a marginalized group? How can you frame the personal stories and statistics to make the most impact on your audience and encourage them to support you?
 2. Next, read the editorial, op-ed or letters to the editor section of your selected newspaper. What are readers already receiving? Can you reference one of those stories or letters in your own letter? If not, try reading more of the newspaper to find news stories that are related to your issue. You can also reference a recent event or experience or another activity you did that is related back to your issue.
 3. Remember these key points when drafting your letter to the editor:
 - a. Keep it short – about 250 words or fewer. Make sure you focus only on the issue you're targeting.
 - b. Start with an engaging first sentence. Continue with a short introduction that talks about clear facts. Keep your focus on points that can be backed up by evidence.
 - c. Relate your letter back to the audience you're targeting, so they can see why it is relevant and belongs in the newspaper you've selected.
 - d. End with a call to action or something reads can do to follow-up, perhaps by joining you at a meeting or an action event, or by writing to their policymakers about your issue.
 - e. Sign the letter personally and include your contact information so that the editor can verify your letter and its writer.



Junior Scribe Badge

Activity: Calling all Communicators



Suggested Levels: D B J C S A

Objective: Create flyers, brochures or postcards to attract supporters.

Leader Prep: Scope out a few places in your community where message boards are available. You can try churches, community centers, coffee shops, and grocery stores. Make a plan to visit these places with your girls.

Supplies:

- Paper or posterboard or cardstock
- Photo editing software (Canva, Paint for Windows, Gimp, Photoshop Express)
- Printer
- Markers, colored pencils, or pens

Ways to Include Supporters:

- Ask a graphic designer to help you execute your vision
 - Ask a local printer to donate copies, ink, or stamps
 - Ask people or businesses to distribute your literature
1. What are the most important pieces of research you gathered about your issue? Statistics or facts that are “mind-blowing” can help to attract interest and supporters. These facts and stats should be featured prominently on your flyer.
 2. Next, think about a call to action and direct your supporters to where they can bring their new interest in your cause. Should they visit a website you’ve created, contribute to a fundraiser, or post a unique hashtag on social media? Combine this activity with another (below) to make sure you’re putting your momentum where it matters!
 3. Visit a place in town where people you’d like to attract might gather. Looking for help from senior citizens? Try the local VFW or the Senior Activity Center. What about young adults or parents? Try the coffee shop or the grocery store. Looking for your own peers? Where do you hang out? Wherever you end up, check out the local signboard for flyers and postcards. What do you notice about the most exciting or interesting looking flyers? How can you use these features in your own design?
 4. Now that you’ve done the pre-work, it’s time to design your flyer, postcard, or brochure. Create a sketch of your plan before getting on the computer. Once you’ve figured out the look, see how you can recreate it in a photo editing software program or with the help of a graphic designer or media specialist.
 5. Print lots of copies! You’ll need lots of resources to gather support.



Brownie Painting Badge
Junior Drawing Badge
Junior Digital Photographer Badge
Senior Collage Artist Badge
Ambassador Photographer Badge

Activity: Canvassing the Community



Suggested Levels: D B J C S A

Objective: Use flyers and other media to connect directly with potential supporters.

Leader Prep: Before starting this activity, create flyers and an elevator pitch to focus the identified issue into a few important points.

Supplies:

- Flyers and/or postcards
- Elevator pitch
- Map of community
- Pencils
- Clipboards
- Water, snacks
- Volunteer adults
- Permission slips

Ways to Include Supporters:

- Ask background checked adult volunteers to accompany girls as they canvass
- Ask a local printer to donate copies of your flyer or postcards
- Ask supporters to join you so you can cover more ground

1. Canvassing is the act of connecting directly with people by visiting them at their home and distributing information about your cause while sharing key information in order to gain support. Canvassing is often done by supporters of political candidates or grassroots activists just like you.
2. Before you get started, research other advocate or political groups in your community. What are some of their suggestions for successful canvassing? What do they recommend you not do in order to gain positive support?
3. Canvassing can take a long time because you'll be on foot for the majority of the experience and neighborhoods can be quite large. Be thoughtful in which communities you'd like to connect with – are you looking for families, the elderly, teens? Look to your city website or other areas online that can help you determine where your supporters might be. For instance, if your issue concerns students getting adequate school supplies, you may want to connect with families with kids in school. If your issue is about pets, you may want to reach out to pet owners only, so try canvassing near a dog park or veterinary clinic.
4. Once you've determined where your potential supporters may live, you'll need to split your region into smaller pieces so that canvassers don't feel overwhelmed or overworked by the number of houses that must be reached. Consider how long it takes you to walk about one mile. Use that time to think about how far you could go in about two hours. This is a good model for the amount of ground that can be covered in a canvassing shift. Break up your map so that each section can be covered by one canvassing group in about two hours.
5. Gather all of your volunteer canvassers together to train each other on delivering your elevator pitch, talking about important details for your cause, speaking to strangers, shaking hands confidently, and being thankful and thoughtful. These may be skills you've picked up by selling cookies or participating in other activities in Girl Scouting.
6. Provide each canvassing group with an appropriate number of adult chaperones, lots of flyers, postcards, and any other giveaway items to help people remember your cause, and some snacks and water. Make sure one or two people stay at "home base" and can be contacted in case of an emergency. Everyone canvassing and everyone at home-base should have access to a cell phone and know the phone numbers of other canvassers and people in charge. Be safe!
7. When canvassing, be respectful of the time you're asking a stranger to give your cause just by listening to what you have to say. Be safe at all times! Never walk into someone's home or leave your canvassing group.
8. At the end of the canvassing time, regroup with the entire volunteer team at your home base. Be thankful to your volunteers – they gave a lot of time and energy today!



Activity: Petition Change

Suggested Levels: D B J C S A

Objective: Generate a petition and gain support through signatures.

Leader Prep: Use the library or the internet to research examples of petitions and petition templates. Find out where in your community it is legal to ask citizens to sign a petition.

Supplies:

- Internet connectivity
- Computer, tablet or smart phone
- Paper
- Pens
- Clipboards
- Canvassing volunteers

Ways to Include Supporters:

- Include a petition as part of your canvassing efforts
 - Ask supporters to host a table or informational booth at events where people gather and can sign your petition
1. A petition is a formal request to a lawmaker or policymaker to solve the problem for which you are advocating. Petitions demonstrate to lawmakers that the change you would like to enact is supported by other people. Petitions are more valuable if all the people signing the petition are directly affected by the problem (i.e. all the students who need school supplies or all of the citizens in a city council district) or if you have even more signatures than you had expected to receive.
 2. With your leader, research examples of how petitions are written. You can use an online template from a website like change.org or dosomething.org or you can create a paper petition to be shared at a farmer's market or a school dance. You can also do both of these things!
 3. Petitions should have the following essential information:
 - a. Title stating what you want or the solution you're seeking (for instance: We want all students to have school supplies)
 - b. Your elevator pitch.
 - c. Two or three key facts that explain why your cause is important.
 - d. How many signatures you need (each space to write a signature should have space to sign, space to print the person's name, their zip code or school grade or another identifying factor about them, and a space for the date)
 - e. To whom you're addressing the petition (your school board, the President of the United States, your mayor, or someone else)
 - f. Why the petition is needed – what will it help the addressee do?
 4. Once you have created your petition, you'll need to get it in front of the people that will be most invested in supporting you – anyone who is affected by the issue or wants it to change. You can do this by canvassing communities or neighborhoods, hosting a table at an event where those supporters might be gathering, put it on your website or a link on your flyer, or anywhere else where people will see it.



Daisy Good Neighbor Badge
Brownie Meet My Customers Badge
Junior Inside Government Badge
Cadette Public Speaker Badge
Senior Behind the Ballot Badge

Activity: Hashtag Help Out!



Suggested Levels: C S A

Objective: Use social media to gather support and inspire action.

Leader Prep: Look into the types of social media that girls can utilize to project their hashtag. This is another great place to practice cybersecurity and digital safety.

Supplies:

- Internet connectivity
- Computer, tablet or smart phone
- Accounts on social media platforms

Ways to Include Supporters:

- Put your hashtag on any media you create, including movies, flyers, and wearables
 - Ask supporters who have lots of social media followers to use your hashtag
1. If you use social media already, you may notice that creating a hashtag is a great way to build a lot of support very quickly. Hashtags are commonly used on Facebook, Instagram and Twitter to increase visibility. There are upsides and downsides to hashtag activism.
 2. Create a list of hashtags recently featured in social media and on the news. You might look at hashtags like #womensmarch, #metoo, or #icebucketchallenge. For each hashtag, research if and how the movement supported by the hashtag gained support, raised money or inspired the changing or creation of a new policy or law at the government level.
 3. Based on your research, do you think that a hashtag is a good way to gain support for your movement? If you do, continue with this activity. If you don't, that's a great sign that hashtag activism isn't right for your cause. That's okay! Pick another activity.
 4. Planning to move on? Start by creating a hashtag that will be easy to understand and identify. Successful hashtags are sometimes connected to a personal story, a video clip or a photograph. They also connect back to a web-based platform (a website, facebook group, or something else) that can generate further support.
 5. Write out a couple of choices for your hashtag and do some more research! Does your hashtag already exist? If it does, you'll need to choose something unique.
 6. Combine other activities like your film, flyer, elevator pitch, or website with your hashtag to maximize the impression you'll leave on other hashtag activists. Remember, hashtag activism can gain momentum in social media very quickly and sometimes create positive or negative press.



Cadette Media Journey
Senior GIRLtopia Journey
Ambassador Your Voice, Your World Journey

Activity: Advocates Online

Suggested Levels: B J C S A

Objective: Create your own website.

Leader Prep: Investigate website hosting and design platforms like Wix, Squarespace, Wordpress, and others to present to girls.

Supplies:

- Internet connectivity
- Computer, tablet or smart phone

Ways to Include Supporters:

- Ask a web design expert to help you design a website
 - Ask supporters to contribute to the cost of a domain name or email account
 - Ask a media specialist to create content for your website
1. Being online is a great way to build support for your movement, share all the content you've created (videos, flyers, statistics, hashtags), host a kickstarter or fundraiser, and generally help supporters and policymakers feel included in your process.
 2. Get online and check out girlscouts.org. This is the national Girl Scouts website. If a young girl buys a box of Girl Scout cookies, for instance, and wonders if she can join our organization, she can find GirlScouts.org and it will help her connect with her local Girl Scout Council. Try clicking the "About Girl Scouts" link at the top of the page. On this page, you'll find information about who Girl Scouts are, what the organization's purpose is, and how you can get involved. These are all features you may like to have on your website too.
 3. If you support other nonprofit or advocacy organizations, visit their websites too. What do you notice when you first open the website? Are there large photos or colorful words? Do you see statistics or positive messages? Click through the pages on the website to see how you can learn more about the cause, help out, and contribute to the organization.
 4. Now that you've done some research into what a website might look like, you'll want to find out how and where you can host your own website. Investigate companies that sell domain names (the name of your website), help you design your website with templates, and are easy to maintain through an app or a web browser.
 5. Lastly, create a plan of what you'd like to feature on your website. If you're planning an event, you'll want a place to include that on your website. If you created a movie or a flyer, put that on your website too. Need specialized help from supporters? Put those "job descriptions" online too.
 6. Leaders – if you have Senior Girl Scouts, build the Senior Website Designer badge into this activity.



Brownie Computer Expert Badge
Junior Entertainment Technology Badge
Cadette Netiquette Badge
Senior Website Designer Badge

Activity: Host an Action Day



Suggested Levels: D B J C S A

Objective: Gather supporters to host a contribution to the cause experience.

Leader Prep: If your issue is one that can be impacted by contributing time, materials or both (for instance, playground improvements or a food drive), choose this activity. If your issue is more abstract or would be better supported by peaceful protest, see the next activity.

Supplies:

- Action day supplies (what will you need to do the work?)
- Flyers
- Social media access
- Signs
- Food & beverages (optional)

Ways to Include Supporters:

- Ask a local business to sponsor your event by contributing snacks or supplies or signage
 - Ask local news to announce your event and show up to cover the event
 - Ask a media specialist to hashtag your event and post about it on your website
 - Ask supporters to join you for the action day and/or contribute money to the cause
1. If the issue you're trying to solve would benefit from an action day (a food drive, a mulching and woodchipping day, painting, snow shoveling), this is a great way to ask people to help out and feel included.
 2. First, plan the activity. What will you be doing? Where will you do it? Will you partner with a group that you're trying to help, like a school or shelter? Will you donate your gathered materials after they've been collected? What time of year will you do this?
 3. Once you've created an action plan, decide what supplies you'll need to accomplish the activity successfully. Will you want to provide food or beverages? This is a great idea if your task will last all day or if it will be very hot (water is great) or very cold (tea, coffee, and hot cocoa!). How will you get these materials? These are great ways to include supporters like businesses and individuals.
 4. Next, plan on how you'll attract attention and get people to your event. Can you put an ad in the newspaper or talk to your radio or television station about promotion? Can you put your event on your website and on social media? Would a flyer help?
 5. Now it's time to do the event! Consider calling newspapers or television stations to come to your event and generate more support by featuring you in the news. Media is a great way to raise awareness. Make sure to take lots of pictures and even video to put in other areas and create more buzz.



It's Your World – Change It! Journey Series

Activity: Understanding Peaceful Protest



Suggested Levels: D B J C S A

Objective: Learn about and discuss participation in a peaceful protest like a sit-in, march or walk-out.

Leader Prep: Use one or more of the suggested texts to learn about peaceful protests like marches and sit-ins. What have these experiences done to accomplish real change? What are the dangers associated with these experiences?

Supplies:

- Chalkboard, whiteboard or easel paper + writing utensil
- Scrap paper and pencils
- Hard copies of your chosen text

Ways to Include Supporters:

- Ask if any supporters have been involved in local protests. What did they accomplish? What were the consequences?
- Invite a protest participant to come and speak with you about their experience

1. Start this activity with a discussion about protests. What are some of the protests that have happened in the United States, as well as around the world? Consider remarkable demonstrations like: the March for Our Lives in 2018, the Women’s March in 2017, the March on Washington in 1963, the Woman Suffrage Procession of 1913, the Greensboro sit-ins of 1960, or the Women’s Day Off Strike in 1975 Iceland. Alternatively, you may use one of the suggested texts to answer the questions in Step 2.
2. Choose one demonstration to focus on and answer the following questions on scratch paper or discuss them: 1) Did the protest raise public awareness about the issue it addressed? 2) Did the protest gain attention in the media? 3) Did the protest lead to the introduction of a bill or policy in government? 4) Did the protest create or change a policy or law? 5) What is the status of the issue right now?
3. Based on the answers to your questions, do you think that the protest was successful or unsuccessful?
4. Next, discuss some of the consequences of a protest. Read about the right to peaceful assembly in the U.S. Constitution, and discuss the role of law enforcement during demonstrations. Use research on the internet or in books to understand the consequences that may be associated with protests, including temporary imprisonment, disassembly tactics, and other factors.
5. Lastly, decide as a group whether your issue is something that would benefit from a peaceful protest. If you decide that it is something you’d like to pursue, move on to the next activity. If not, decide on one of the many other ways in this guide that can be valuable to raise awareness about your cause.

Demonstrations: Suggested Reading	
DAISY	<ul style="list-style-type: none"> • <i>Let the Children March</i> by Monica Clark-Robinson • <i>The Youngest Marcher</i> by Cynthia Levinson
BROWNIE	<ul style="list-style-type: none"> • <i>If You Lived When Women Won Their Rights</i> by Anne Kamma • <i>Who Was Rosa Parks?</i> By Yona Zeldis McDonough
JUNIOR	<ul style="list-style-type: none"> • <i>You Wouldn’t Want to be a Suffragist</i> by Fiona MacDonald • <i>Kids on Strike!</i> By Susan Campbell Bartoletti
CADETTE	<ul style="list-style-type: none"> • <i>Sit-In and Stand Out with Elizabeth Johnson-Rice</i> by Habibah Quddus • <i>Glimmer of Hope</i> by the Founders of the March for Our Lives
SENIOR	<ul style="list-style-type: none"> • <i>In Praise of Difficult Women</i> by Karen Karbo • <i>Lunch Counter Sit-Ins</i> by Danielle Smith-Llera
AMBASSADOR	<ul style="list-style-type: none"> • <i>Seventeen Special Issue: March for Our Lives</i> Edited by Hearst Specials • <i>We Rise to Resist</i> by Paula vW. Dáil

Activity: Organize a Demonstration



Suggested Levels: C S A

Objective: Learn about the types of peaceful demonstrations, and choose one or more types to raise awareness for your issue.

Leader Prep: Check your local library for materials on issues of protest and political dissent. Make sure girls and their parents fully support this endeavor before proceeding. Permits can be acquired at your city or council office, and often can be supported by a nonpartisan elected official like a city alder or council person.

Supplies:

- Books or research materials about types of demonstrations
- Signs
- Flyers or postcards
- Permits
- Tee shirts, stickers or buttons (optional)
- Permission slips

Ways to Include Supporters:

- Ask a local business to sponsor your event by contributing snacks or supplies or signage
- Ask local news to announce your event and show up to cover the event
- Ask a media specialist to hashtag your event and post about it on your website
- Ask supporters to join you for the demonstration

1. Before you decide to organize a demonstration, you'll need to identify and understand the types of demonstrations you may wish to organize. These are:
 - a. Marches – where people walk along a set route. Marches require support from the city where they will take place, which often comes in the form of a permit and sometimes security, as provided by law enforcement.
 - b. Rallies – where people gather in a specific area to listen to speakers or musicians. Rallies require a permit from your city, and may also require security.
 - c. Picketing – typically used during a work-related strike, picketing involves the surrounding of an area.
 - d. Sit-ins – where people gather in a single place and occupy that space by sitting for a period of time, usually until they feel they have been heard or they are forced to leave.
2. In all of these instances, nonviolence (peace) tactics have been used successfully and unsuccessfully. Because protests may occasionally attract large groups of people or groups of emotionally-charged people, some protests have historically turned into riots. As you work on this activity, connect with your local government and law enforcement bodies to discuss ways of preventing violence from occurring during a peaceful gathering.
3. Choose one type of demonstration to focus on for this exercise. To successfully organize a nonviolent demonstration, you will need to complete the following tasks.
 - a. Security: Follow the laws in your community regarding free assembly, including permits, police presence or law enforcement-provided security teams, appropriate signage in areas where traffic may be present, and any other requirements. Also, make sure all Girl Scouts have parent permission slips and that all families approve of the activity.
 - b. Supporters: To organize a successful demonstration, you'll need to gather people who support you on the day of the event by showing up and participating with you. You can mobilize them in any of the other ways suggested in Part 4 of the Advocacy Guide. Social media, websites, flyers, postcards, action days, elevator pitches, canvassing, and videos are all great ways to affect others and gain their support.
 - c. Visibility: Consider printing tee shirts, stickers, buttons or another easy-to-identify wearable item that can distinguish your crowd and help people notice you. Reach out to local news media to cover your story and share your movement with others. Create signs to hold during the event that demonstrate your cause and inspire others.

BADGERLAND GUIDE TO GIRL ADVOCACY

- d. Momentum: Don't let the momentum you create during a large demonstration end after the experience has ended. Use this single event as a way to kickstart your movement toward Part 5 of the Advocacy Guide.



Cadette Finding Common Ground Badge
Senior Behind the Ballot Badge
Ambassador Public Policy Badge

Part 5: AFFECT CHANGE

Girl Scout, you are incredible. Look where the road to becoming an advocate has taken you. By now, you've seen your issue grow from a piece of your personal identity to a piece of the identity of so many supporters and followers. That's an amazing achievement and it's time to celebrate that. Reflect on what you've done to come to the last section of the Advocacy Guide and all that you've learned along the way. The biggest step is yet to come – making change happen.

For each of these activities, girls will need to identify the policymaker that can turn her advocacy into action. If the issue is at a school, that person may be the superintendent, the school board, or the principal. If the issue is in a city, it may be the city council or the mayor or the chief of police. If the issue is a national one, it may be her senator or U.S. representative. No matter where the issue falls, activists will receive the most help if they reach out to law makers, not law enforcers or law judges. Anyone who holds legislative office can help in these scenarios.

Before you venture into a new territory like a school board or city council meeting, you may wish to attend one without volunteering to speak. Check out the "Guide to Local Government" section in the back of the Advocacy Guide to gauge the best place for your girls to witness the democratic process.

For this section of the Advocacy guide, you will choose one or more of the activities to make real connections with policymakers. Remember the problem she was trying to solve back in Part 3? How can she make a difference if lawmakers help her? Now is the time to find out.

Activity: Propose a Law/Policy



Objective: Draft a proposed law or policy change that solves the problem you're advocating for.

Leader Prep: Do this activity before speaking to legislators in person, attending school board meetings or visiting the city council. This is an informal proposal and does not need to follow a specific template. However, if you'd like to use one, an online search for "write legislative proposal" can be done using your favorite search engine.

Supplies:

- Paper
- Writing utensils
- Problem Map
- Advocacy Materials you've created
- Computer or laptop (optional)
- Template (optional)

1. The goal of proposing your law or policy change is to demonstrate the problem you're advocating for, offer a solution, demonstrate how the solution solves the problem, and point out the consequences of not following the solution. If you can believe it, most legislation starts out with citizens just like you advocating for solutions to problems. This is what advocacy is all about. Remember: be brief and to the point. You can use your elevator pitch or other materials for support.
2. Start with the opening paragraph, also known as the preamble. Start by stating the problem. Follow up the problem with one or two examples of the problem occurring. These can be pieces of research or statistics you've found, or examples you've witnessed.
3. In the next paragraph, the body of your proposal, start by stating "I propose enactment of legislation that will..." This means, "I suggest you pass a law that will..." Finish the statement by saying what the law will do and then how it will do it. A good way to think about this portion of your proposal is as though you are selling something – like Girl Scout cookies. You're saying "I suggest you buy some cookies, because then your family will be happy that they get to eat delicious Girl Scout cookies! Girl Scout cookies support strong leaders like me and make your family happy at the same time." How would you sell Girl Scout cookies? Use that same method to sell your proposal to your legislator.
4. The last part of a proposal is called the Enactment. This can sometimes be a set of guidelines about how long it should take to get the bill passed and made into law. A great thing to put here is why it is important to pass the law now, instead of waiting for several years. Think about why your issue is important and why your legislator should make it important too. What might happen if they don't?
5. Use your proposal for all opportunities to speak with legislators of all types and parts of government.





Activity: Share your Story

Objective: Write a letter or postcard to the policymaker you're targeting.

Leader Prep: Go online or to your local library to learn more about the history of children's letters or drawings shared with congress.

Supplies:

- Paper or postcards
 - Writing utensils
 - Stamps
 - Envelopes
 - A letter template (optional)
 - Proposal for new law
1. Gather the materials you created in Part 4 of the Advocacy Guide. In those materials, you'll recall some of the important points, statistics and facts that helped your movement gain momentum. These points will be valuable to share with your policymaker.
 2. Using a template is a great way to get thoughts on to paper, but other ways of creating a moving and meaningful letter might be sharing a personal story or a memory about your experience, or why you identified the issue and what it has to do with you.
 3. Remember to include a call to action in your letter or as part of your postcard. What do you want the policymaker to do? Would you like this person to sponsor a bill or pass a law or create a committee? Be very clear on exactly what your policymaker should do next.
 4. Letters or postcards can be mailed individually or in one envelope, depending on your resources and availability. Address them to the place the policymaker spends most of their work time.



Brownie Painting Badge
Junior Drawing Badge
Junior Digital Photographer Badge

Activity: Connect with your Representative



Objective: Meet with your representative to gain support for a law.

Leader Prep: Determine if the goal of the issue is to advocate for a new law or committee at the state or national level. This will help to focus the level of connection your girls are planning to make. This activity will likely involve travel to the state capitol or to the lawmaker's state office. In-person meetings are highly effective, whether you are meeting with the lawmaker or a member of their staff. Be aware that they are most likely to occur during a school day.

Supplies:

- Created materials (video, brochures, letters, anything the girls have made)
- Petitions or other supportive documents
- Proposal for new law
- Important statistics
- Elevator pitch
- Safety ratios for travel
- Permission slips

1. In order to connect with your representative in person, you'll need to first determine the most appropriate person with whom to connect. If your goal is to pass a new law or set-up a government committee at the state level, you'll need to connect with your state representative or state senator. If your goal is to pass a new law or set-up a government committee at the national level, you'll need to connect with your federal representative or federal senator. To do this, go to <https://myvote.wi.gov> and select "My Voter Info" at the top of the homepage. At state senate and federal levels, districts are likely to be the same for everyone in your group. Select "My elected officials" and enter one person's address to look up all elected officials in your district. If your goal is to connect with your state representative, you may need to enter more addresses to generate a list of various representatives that may represent you in the State Assembly.
2. Once you have determined with whom you should connect, look up each representative or senator online to get an understanding of their issues and priorities. You may find that one representative or senator is more suited or interested in the law you're trying to pass.
3. Next, set-up a time to meet with your legislator*. This will likely be on a business day, and may or may not take place when the girls are in school. Girls may wish to engage their parents, teachers or administrators in having this time away from school counted as a unique learning opportunity.
4. To prepare for your meeting, practice important components of any type of business meeting. You may wish to practice shaking hands firmly with an adult member of your family or practice speaking clearly by asking a friend or family member to interview you and provide feedback on your tone and speaking voice. You will also want to prepare yourself for the day of the meeting by making sure you have access to a Girl Scout uniform, compiling materials you've created to advocate for your cause, and being prepared to provide further insight into the issue.
5. At your meeting, you'll pitch your bill to your representative. Remember to be clear, friendly, brief and respectful. Though this representative may not be the person to support your proposal, they will likely introduce you to other people in the legislature who can help move your bill forward. While it is best to have your local representative support your bill, anyone in the legislature can make it happen.

**Are you having trouble connecting with your legislator's office? Meeting with a member of your legislator's staff is an appropriate substitute to an in-person meeting with your legislator. If your legislator and their staff are unavailable, don't give up! Identify more contacts in the legislature, while also preparing an envelope full of materials for unavailable elected officials. Be persistent!*



Activity: Make a Public Comment (City or County Committee)

Objective: Raise awareness and gain support from active citizens and elected officials serving in a capacity directly related to your issue.

Leader Prep: Identify the list of city or county committees available in your area. If there are committees that directly address the issue girls are advocating for, print or prepare that committee's materials for girls to review.

Supplies:

- Committee agenda
- Proposal for new law
- Petitions or other supportive documents
- Elevator pitch
- Safety ratios for travel
- Permission slips



1. Before you attend the upcoming convening of the committee, you'll need to identify which committee you'll be targeting for action. Committees, councils, boards, task forces, and commissions are all different names for groups of engaged citizens and elected officials that advise legislative bodies on a wide range of policy issues. There can be only a few of these groups in your community or there be tons! These bodies are the best place to begin engaging policymakers because they may be somewhat knowledgeable about your issue and have a strong grasp of how it can be approached by policymakers.
2. To communicate with these groups, you'll first need to obtain a copy of the agenda as well as any documents produced by the group to get a better understanding of their work. Try to answer the following questions about the group based on what information they provide online or at the local municipal building:
 - a. Who are the members of the group?
 - b. What are their primary focus areas? For instance, do they do more advising on community engagement or on budgets or on city planning?
 - c. What did they do at their last meeting? What did they talk about? What did they report to the city council or county board?
3. Now that you have more information about this group, you are ready to draft your comment. Similar to a letter to the editor or your elevator pitch, a public comment is just a couple of key points about your issue. It should only take a couple of minutes to say. Practice several times with friends, your guardian or parent, your troop leader or someone else to help you stay calm and remember what you want to say.
4. Go to the City or County Clerk Office (depending on your committee type) to fill out a speaker card, if one is required. Depending on the formality of the committee and how many speakers they expect to receive, you may be waiting in line at the event or you may be seated and be asked to take a turn.
5. You will need to attend the meeting in person to share your comment. Sometimes, if you have an important conflict, a member of the committee may be able to share your comments if you cannot attend. However, it can be difficult for someone else to put passion and urgency into your prepared comment. Do your best to be there. Remember to wear your Girl Scout uniform and insignia.
6. When you get up to speak, share your name, where you live, and your troop information, if you like. Then, state the comments you've prepared. It's okay to be nervous! Remember to speak clearly and confidently.
7. At the end of your comment, say thank you to the committee for listening.
8. You may stay for the remainder of the meeting, or if you need to leave, you may do so. When you return home, you may share additional information like photos, graphs, media you've produced, your petition or action day, or anything else via email or by mail. Be prompt in these submissions so that if a decision is being made, they have all of the information needed.



Activity: Make a Public Comment (City/County Legislators)

Objective: Use persuasive arguments to impact lawmakers in local government.

Leader Prep: Identify the city or county legislative group in your area. These groups have many names, but could be called: city council, common council, town council, town board, board of alders, municipal council, or board of supervisors.

Supplies:

- Agenda
- Proposal for new law
- Petitions or other supportive documents
- Elevator Pitch
- Prepared comment
- Safety ratios for travel
- Permission slips



1. This process is very similar to the guidelines for making a public comment to a city or county advisory council.
2. Obtain a copy of the agenda for the convening of your legislative body. You may also wish to look at the “minutes” or previous meeting agendas to see what has been happening in your community. By knowing what was said and voted on, you’ll have more information about the comments you should make. Try to answer the following questions about the legislative body based on what information they provide online or at the local municipal building:
 - a. Who are the members of the group? What regions, wards, or districts do they supervise?
 - b. What are the current issues they’re discussing? Is it time to pass the annual budget or is there a focus on urban planning?
 - c. What did they do at their last meeting? What did they talk about? Who made comments?
3. Now that you have more information about the legislative agenda, you are ready to draft your comment. Similar to a letter to the editor or your elevator pitch, a public comment is just a couple of key points about your issue. It should only take a couple of minutes to say. Practice several times with friends, your guardian or parent, your troop leader or someone else to help you stay calm and remember what you want to say.
4. Go to the City or County Clerk Office to fill out a speaker card, if one is required. Depending on the formality of the legislative body and how many speakers they expect to receive, you may be waiting in line at the event or you may be seated and be asked to take a turn.
5. You will need to attend the meeting in person to share your comment. Sometimes, if you have an important conflict, a clerk may be able to share your comments if you cannot attend. However, it can be difficult for someone else to put passion and urgency into your prepared comment. Do your best to be there. Remember to wear your Girl Scout uniform and insignia.
6. When you get up to speak, share your name, where you live, and your troop information, if you like. Then, state the comments you’ve prepared. It’s okay to be nervous! Remember to speak clearly and confidently.
7. At the end of your comment, say thank you to the legislators for listening.
8. You may stay for the remainder of the meeting, or if you need to leave, you may do so. When you return home, you may share additional information like photos, graphs, media you’ve produced, your petition or action day, or anything else via email or by mail. Be prompt in these submissions so that if a decision is being made, they have all of the information needed.





Activity: Make a Public Comment (School Board/School Board Committee)

Objective: Use persuasive arguments to impact policymakers for your municipal school board.

Leader Prep: Identify the school board that oversees your school system. That board may also use a committee system to review policies and make suggestions to the full board. If your school board has a committee that is applicable to your issue, it may be valuable to follow the directions in the “Make a Public Comment (City/County Committee)” activity.

Supplies:

- Agenda
- Proposal for new policy
- Petitions or other supportive documents
- Elevator Pitch
- Prepared comment
- Safety ratios for travel
- Permission slips

1. This process is very similar to the guidelines for making a public comment to a city or county legislative meeting.
2. Obtain a copy of the agenda for the convening of your school board. You may also wish to look at the “minutes” or previous meeting agendas to see what has been happening within the school district. By knowing what was said and voted on, you’ll have more information about the comments you should make. Try to answer the following questions about the school board based on what information they provide online or at the local district building:
 - a. Who are the members of the group? Who do they represent? Do they sit on any committees?
 - b. What are the current issues they’re discussing?
 - c. What did they do at their last meeting? What did they talk about? Who made comments?
3. Now that you have more information about the legislative agenda, you are ready to draft your comment. Similar to a letter to the editor or your elevator pitch, a public comment is just a couple of key points about your issue. It should only take a couple of minutes to say. Practice several times with friends, your guardian or parent, your troop leader or someone else to help you stay calm and remember what you want to say.
4. Reach out to the school board or their district coordinator or assistant to be added to the agenda. You may or may not be asked to fill out a speaker card.
5. You will need to attend the meeting in person to share your comment. Remember to wear your Girl Scout uniform and insignia.
6. When you get up to speak, share your name, where you go to school within the district, and your troop information, if you like. Then, state the comments you’ve prepared. It’s okay to be nervous! Remember to speak clearly and confidently.
7. At the end of your comment, say thank you to the board for listening.
8. You may stay for the remainder of the meeting, or if you need to leave, you may do so. When you return home, you may share additional information like photos, graphs, media you’ve produced, your petition or action day, or anything else via email or by mail. Be prompt in these submissions so that if a decision is being made, they have all of the information needed.



Part 6: NEVERTHELESS, SHE PERSISTED

No matter what happens with your legislators, laws, and policies, you've made it to the final section of the Badgerland Girl's Guide to Advocacy. On behalf of the Girl Scouts of Wisconsin – Badgerland Council, we are all incredibly proud of the work you've accomplished and the leadership you've demonstrated. Making change happen isn't easy, as you've discovered. It takes more than hard work and passion. It also takes fortitude and time, support and money.

In this last section of the Guide, do both of the activities to reflect on all that you've accomplished and plan for what's next in your movement.



Activity: Creative Reflection

Objective: Remember and reflect on your movement, using creative outlets.

Leader Prep: Gauging the interest level of your girls in specific types of creative outlets, determine whether they'd most enjoy art, music, prose/poetry, film or another type of creative expression. Personalize the supplies below to use in this activity.

Supplies:

- Art supplies
- Journaling supplies
- Scrapbooking supplies
- Movie-making supplies
- Music-making supplies
- Books or articles about art as activism (see suggestions)

Ways to Include Supporters:

- Invite supporters to join you for this reflection time
 - Invite supporters to view your reflective artwork
1. Use art supplies and whatever art style(s) you like (journaling, poetry, scrapbooking, visual art, music, or something else) to represent your thoughts and feelings about the Advocacy experience. Use your work of art to think about and respond to the following questions:
 - a. What was the easiest part of the experience?
 - b. What was the most difficult part of the experience?
 - c. What is your strongest memory of the experience?
 - d. How has this experience changed how you feel about yourself?
 - e. How has this experience changed how you feel about your issue?
 - f. Do you feel that you were successful? Do you feel that you were not successful?
 - g. What would you change, if you could?
 2. Examine some of the suggested works of art, created by artists that specialize in social justice artwork. What can you learn about the artist or their identified issue by experiencing their art?
 3. If you were to share the art you created in this reflective experience, how do you think it would impact your issue? Your supporters? Your policy changes?

Suggested Artworks

Invisible Homelessness by Luke Jerram
and 1625 Independent People

The Za'atari Project by Joel Arista

Fearless Girl by Kristen Visbal

I Love My Undocumented People by
Yosimar Reyes

Women Against Hate United by Love by
Kelly Parks Snider, Rachael Griffin &
Leigh Garcia

Adapted from "How to Make Time for Reflection in the Arts Classroom" by Sarah Reece-Cusey (2014)

Activity: Critical Reflection



Objective: Review the experience and move toward critical thinking, problem-solving and actions for the future.

Leader Prep: Find a space where girls are comfortable and feel confident sharing deep and critical thoughts about their advocacy experience. This may be a place where parents or supporters are not permitted to take part.

1. Gather together in a place that feels safe and comfortable, where girls can share their thoughts and not feel judged by others. This may take place in small groups or in one group all together. Do what works best for you.
2. Critical reflection is a method of discussing experiences to gain a better understanding of them. It happens in three parts: the what, the so what, and the now what. Start your discussion with the following questions. Leave enough time for each answer to come to a thoughtful but topical conclusion. Try to moderate the discussion to keep girls on point.
3. **What?**
 - a. What happened?
 - b. What did you learn?
 - c. What did you do?
 - d. What did you expect?
 - e. What was different?
 - f. What was your reaction?
4. **So What?**
 - a. Why does it matter?
 - b. What are the consequences and meanings of your experiences?
 - c. How do your experiences link to your Girl Scout experience?
5. **Now What?**
 - a. What are you going to do as a result of your experiences?
 - b. What will you do differently?
 - c. How will you apply what you have learned?

Adapted from “The What? So What? And Now What? Of Critical Reflection” by Natasha Kenny (2014)