



## 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.

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*"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).