

Take Action
Webinar on demand booklet
www.gswcf.org



Thanks for completing the adult workshop for Take Action. This presentation will prepare you to assist girls as they complete the highest awards in Girl Scouting – Bronze, Silver and Gold Awards. You only need to take this presentation once. Please download this booklet or save it on your electronic device before you start viewing the webinar on demand.

If all Girl Scouts were meeting these five outcomes, what will be the benefits to...?



TAKE ACTION

- Girls can identify community needs
- Girls are resourceful problem solvers
- Girls advocate for themselves and others, locally and globally
- Girls educate and inspire others to act
- Girls feel empowered to make a difference in the world

<p>GILRS:</p> <ul style="list-style-type: none"> • Empower them • Open their eyes to a bigger world • Own their projects; raise the quality of projects • Inspire others • Know they can make a difference • Increase their self-esteem • Gain exposure to others and their viewpoints • Improve leadership skills • Develop life skills • Develop collaboration skills • Develop problem-solving skills; troubleshoot 	<p>VOLUNTEERS:</p> <ul style="list-style-type: none"> • Improve facilitation skills • Increase self-confidence • Create richer experiences when interacting with girls • Increase retention • Empower them • See value of their time investment • Find their niche • Strengthen bonds between themselves and girls • Deepen knowledge of community • Create sense of accomplishment
<p>COUNCILS:</p> <ul style="list-style-type: none"> • Increase funding opportunities • Increase and improve quality of media attention • Create success stories • Interest community sponsors • Create lasting footprint in the community • Develop promising practices • Track girl awards and future alumnae 	<p>GSUSA:</p> <ul style="list-style-type: none"> • Increase national funding opportunities • Build the brand • Lobby for issues • Establish national messaging • Develop national tracking systems • Create national recognition systems and processes

Girl Scout Bronze, Silver and Gold Awards at a Glance

Awards	Girl Scout BRONZE Award®	Girl Scout SILVER Award®	Girl Scout GOLD Award®
Grade	Girls must be in 4th or 5th grades and registered Girl Scout Juniors.	Girls must be in 6th, 7th, or 8th grades and registered Girl Scout Cadettes.	Girls must be in 9th, 10th, 11th, or 12th grades and registered Girl Scout Seniors or Ambassadors.
Pre- Req's Overview	<ul style="list-style-type: none"> ✓ Complete one Junior journey ✓ Work as an individual or in a troop/group where girls take the lead ✓ Take Action on a community issue the girls cares about ✓ Help and guidance provided by trained volunteer ✓ Bronze Award Workshop recommended <p>*Council approval needed for any money earning and advertising</p>	<ul style="list-style-type: none"> ✓ Complete one Cadette journey ✓ Work as an individual or in a small group 3-4 girls max, where girls take the lead ✓ Take Action on a community issue that the girls care about ✓ Help and guidance provided by trained volunteer ✓ Silver Award Workshop required <p>*Council approval needed for any money earning and advertising</p>	<ul style="list-style-type: none"> ✓ Complete two journeys (Senior or Ambassador) or earn the Silver Award and complete one journey (Senior or Ambassador) ✓ Individually girl-led; girl selects and recruits project advisor ✓ Take Action on a community issue the girl cares about ✓ Help and guidance provided by project advisor and coach ✓ Gold Award Workshop required <p>*Council approval needed for any money earning and advertising</p>
Take Action Project	<ul style="list-style-type: none"> ✓ Group Take Action project focuses on something the girls care about that they would like to improve within their local community. ✓ Puts the Promise and Law into action ✓ Suggested minimum hours: 20 	<ul style="list-style-type: none"> ✓ Individual or small group Take Action project that makes the local neighborhood or community better. ✓ Puts the Promise and Law into action ✓ Suggested minimum hours: 50 	<ul style="list-style-type: none"> ✓ Individual Take Action project that makes a lasting difference in the local community, region, or beyond. ✓ Puts the Promise and Law into action ✓ Suggested minimum hours: 80
Sustainable	Girls develop an understanding of sustainability by taking the beginning steps towards sustainability of their projects	Girls demonstrate an understanding of sustainability in project plans and implementation.	Girl includes provisions to guarantee sustainability of their projects
Awards	Girl Scout BRONZE Award®	Girl Scout SILVER Award®	Girl Scout GOLD Award®

Global	After the project is complete, girls develop an understanding of the wider world by talking together about how others may experience the same problem that their project helped resolve.	Girls connect with new friends outside their immediate communities; learn how others have solved similar problems; and determine if the ideas of others can help with their plans.	Girls identify national and/or global links to their selected issue. They learn from others and develop a plan to share the results of their projects beyond their local communities.
Project Approval	Take Action trained volunteer	The girl will submit a project overview to council for review and to receive feedback, however project is approved by Take Action trained volunteer.	Council's Gold Award Committee
Resources	<ul style="list-style-type: none"> • Junior journey • Adult guide on GSWCF website • Council learning opportunities • Volunteer Essentials • Safety Activity Checkpoints 	<ul style="list-style-type: none"> • Cadette journey • Adult guide on GSWCF website • Girl Guide on GSWCF website • Council learning opportunities • Volunteer Essentials • Safety Activity Checkpoints 	<ul style="list-style-type: none"> • Senior and/or Ambassador journeys • Adult guide on GSWCF website • Girl Guide on GSWCF website • Council learning opportunities • Volunteer Essentials • Safety Activity Checkpoints

- Adult volunteers must take the Take Action workshop before girl(s) begin Bronze, Silver, or Gold awards.
- Girls working on their Bronze Awards are recommended to take a girl workshop prior to starting project.
- Girls working on their Silver or Gold awards must take girl workshop prior to submitting projects for review (SILVER) or project proposals (GOLD).

Community Service VS Take Action

Some community service projects address an immediate need in the community:

- girls collect books or clothing for a drive
- paint walls
- participate in a one-time march or fair to highlight a community problem

Although these projects address a need in the community, they do so for only a short period of time.

Take Action Projects: identify the root cause; have long-term impact and sustainability (level of sustainability dependent upon grade level).

A Take Action project picks up from where a short-term service project leaves off. Take Action projects are found within the journey books and these projects will prepare girls to complete the Bronze, Silver and Gold awards, respectively. Girls can publicize and get people in the community to come out and support their projects. They get friends, family, clubs, organizations and community leaders involved.

When girls pursue Take Action projects, they take time to identify and understand the root causes of the issues they are addressing. Girls also must make sure that each project is sustainable and that the impact is measurable.

- **Measurable:** The success of the project can be determined based upon the number of people the project helped; the number of people who were involved; any reduction in the community's need; or the before and after and other concrete numbers.
- **Sustainable:** The advocacy that the project is highlighting must be sustainable, not the objects included. Depending on grade level, girls will determine what the sustainability in the project entails.

At minimum, Juniors will learn what advocacy means. Cadettes will understand how their projects could be sustainable and **try** and make arrangements such as collaborating with community leaders and/or organizations; building alliances with mentors to ensure that the project creates lasting change and is not a one-time event. Seniors and Ambassadors will ensure that their advocacy and project will continue on once they are gone by getting a set plan in place.

Examples of Take Action Projects

Take Action projects from the Journey Series, *It's Your Planet – Love It!*

As Cadettes in *Breathe*:

Issue: People know very little about local bird species

Root Cause: Lack of educational materials available

Take Action: Create an illustrated guide of birds from pictures of birds you took in your area and give to a local park for people to use while birding

As Seniors in *Sow What?*

Issue: Less than 1% of prairies remain in the U.S.

Root Cause: Invasive species of plants taking over

Take Action: Restore a patch of prairie by replanting native plants; mentor others how to maintain prairies

As Ambassadors in *Justice*:

Issue: People dying from unsafe drinking water

Root Cause: Nothing for people to determine what water is safe to drink

Take Action: Hold a workshop, create a brochure and/or write a paper on how people can create WAPIs (inexpensive devices that measure water temperature at 150 degrees, the temperature that kills microbes that commonly cause illness and disease) to determine if safe enough to drink.

Description of Roles

Girl's role:	Volunteer's role:
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<ul style="list-style-type: none"> • Hear the Take Action message; take responsibility for the quality of her project. • Take advantage of grade-level-appropriate learning opportunities. • Ask for help when needed. • Be willing to make mistakes. • Support her peers. • Take healthy risks and think outside the box. • Learn and educate others on current issues. • Use modern tools. • Practice public speaking. • Approach people for help or information. • Define what leadership means to her. • Use her adult resources to help strengthen projects. • Define the Promise and Law for herself. 	<ul style="list-style-type: none"> • Be open to change and present the changes positively. • Expect quality Take Action projects. • Let the girl lead. • Learn with the girls; accept help. • Value girls; encourage them, celebrate success and learn from mistakes. • Share the girls' stories; teach girls to be proud of their successes. • Stay up-to-date with resources. • Know whom to go to for help in the community and within Girl Scouts. • Complete the Take Action Volunteer Learning Module. • Recruit more volunteers. • Know your own style of leadership. • Work as a team. • Remember the Promise and Law. • Be an advocate for girls; help girls be advocates for themselves. • Communicate with girls and adults. • Help girls evaluate and measure progress.
<p>Council's role:</p> <ul style="list-style-type: none"> • Share girls' success stories with the community. • Increase positive media attention. • Make learning opportunities and resources available in various forms. • Offer the Take Action Volunteer Learning Module. • Educate all staff regarding Take Action. • Be consistent in messaging. • Share messaging with volunteers. • Create volunteer mentors. • Be accessible to volunteers. • Be open to change. • Be positive; encourage volunteers and girls. • Make resources available in various forms. • Build partnerships in the community. • Create recognition opportunities for girls and volunteers. • Create checks and balances. • Set consistent standards. • Monitor local projects and measure success. 	

Activity:

Take some time to review the short-term project examples in the left-hand column. Then, see if you can use what's there to create a Take Action project. Ready, set, go!

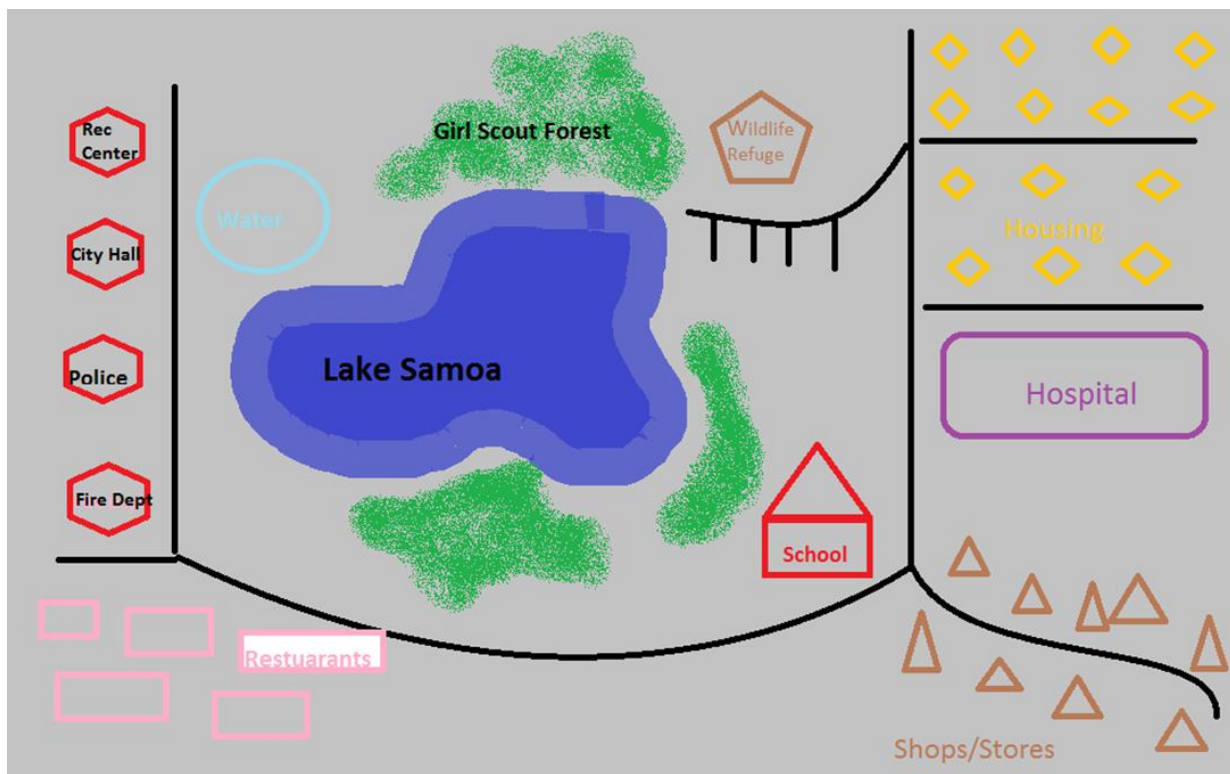
Service Project (a one-time effort; has short-term impact)	Take Action Project (identifies the root cause; has long-term benefits and sustainable support)
<p>Issue: A family's home is destroyed by a fire.</p> <p>Solution: Collect clothes, household goods and food for the family.</p>	<p>Root Cause:</p> <p>Project:</p> <p>Leadership:</p> <p>Volunteers:</p> <p>Community/Global Link:</p> <p>Interaction:</p>
<p>Issue: Families are going hungry.</p> <p>Solution: Hold a food drive for families in need.</p>	<p>Root Cause:</p> <p>Project:</p> <p>Leadership:</p> <p>Volunteers:</p> <p>Community/Global Link:</p> <p>Interaction:</p>
<p>Issue:</p> <p>Solution:</p>	

Identifying and Mapping Community Resources

You will be able to guide girls through a community-mapping process, as detailed in the Girl Scout leadership journeys, so they can assess resources in their community.

Community mapping helps girls identify the sweet spot of intersection between community needs, their own interest and realistic possibilities for improvement. Community mapping also gives girls a way to find resources and networking possibilities in the community.

Have participants brainstorm what might be included on a community map. The key to making a community map is observation. Because a community is made up of people, girls are looking for the things people need to improve their lives. Therefore, the purpose of a community map—regardless of whether a community is rural, urban, or suburban—is for girls to identify the needs in their community and find resources that they can use for Take Action projects. The aim of community mapping is for girls to find a project they are passionate about and that solves a problem in the community.



Mind Map – Issue/Root cause



For every issue there is something that caused it. To take action you must identify an issue then look for the root cause or causes and allow that process to lead you to action.

Planning a Take Action Project

While planning their projects, girl(s) will need to gather all the information that they will need:

- Contact information for people in the community to support as volunteers
- Find an advisor- a specialist in the field they are working in to oversee their project
- A list of community resources and assets they identified in the community.
- A list of their project, team and individual goals
- A list of which tasks need to be completed and who will be doing each task
- Review the Supplemental Earning form information document prior to planning any money earning projects
- If plans involve additional funding, the girl(s) must submit a supplemental money earning form (located [here](#), and can be found in the Forms library at www.gswcf.org in the Awards, Scholarships and Grants category option) to the chief development officer at GSWCF for approval prior to the event. Projects that conflict with existing council policies and procedures on money-earning will not be approved.
- For project plans that involve advertising materials (flyers, etc.), girls must have materials approved by council. Use a pre-approved template (located in the Forms Library at www.gswcf.org, in the Awards, Scholarships and Grants category option)

- It is very important:

- 1) To identify and address the root cause of the girl(s) chosen issue
- 2) That girls have made provisions in the planning process to ensure measurability and sustainability for the appropriate grade level.

Your duties in regard to project planning:

- Allow girls to lead and plan their projects
- Help girls lay out their plans
- Encourage girls to make lists of goals
- Provide guidance on project sustainability
- Suggest creative ways to support the project
- Make suggestions on ways girls can make adjustments to their plan
- Review the plan to make sure that all the necessary elements are present
- **Obtain council approval for any money earning/advertising**

Raising Awareness

Raising awareness is often the first step to alerting leaders and members of the community about girls' advocacy efforts.

Share with the girls the various ways to share their stories. There are various websites where girls can go to share their stories. These sites also provide stories from others who have gone on to make a difference in their communities. For example: Girls can create blogs to share their stories, host a workshop for people in the community, make a presentation about their project, write an essay, or create a scrapbook/photo collage/short film to document their accomplishments.

When girls demonstrate what they have learned to an audience, it sets the stage for even broader impact. By sharing their stories, girls are able to educate others and inspire them to take on the challenge to help make the world a better place.

Girl Scouts and Advocacy

In Girl Scouting, *advocacy* is defined as a clear and comprehensive action plan that establishes the movement as a premier expert on—and voice for—girls. Advocacy includes all forms of active support for (or against) a cause, an idea, or a policy that impacts girls and Girl Scouting.

The Girl Scout Leadership Experience promotes advocacy by encouraging girls to use the courage and confidence they gain through self-awareness and collaboration to Take Action as advocates in the world.

It is very important that girls recruit people in their communities. Remind girls that adults in their communities can serve as girls' allies and provide guidance, leadership and support to help girls make informed decisions, but stand aside while girls lead the decision-making process and create their own methods of work to reach their goals.

The Importance of Reflection

Once girls are done planning, creating and implementing their projects, volunteers are asked to encourage them to reflect on their accomplishments.

Reflection promotes critical thinking and helps broaden girls' perspectives about the world and how they can help. Through reflection, girls understand the impact of their projects on their community and how the approach and results might relate to others in other communities.

How are you going to help girls reflect on their experience?

Questions a volunteer might want to ask a girl to help her reflect:

- What did you discover about yourself?
- What new skills did you acquire?
- How did you build your team?
- What conflicts did you encounter and how did you resolve them?
- In what way did this project change how you think about yourself?
- What were your challenges and successes when working with others?
- What was the hardest thing for you to overcome and how did you address it?
- Identify one relationship you created during this project. How do you plan to maintain it?
- What did you do to educate and inspire others?
- Given that hindsight is 20/20 and knowing what you know now, what would you do differently?
- What was your proudest moment?
- Did you discover that you could do something that you didn't think was possible? If yes, what?
- How was someone else inspired by your project? What change did you see in others due to your efforts?
- How do you feel now that you have completed your project?
- What surprised you and what change(s) did that surprise lead you to make?

Reflection questions for you...

We would like to ask you to reflect on the full experience and think about one or two take away ideas:

What are you going to do differently, based on this learning experience? _____

What will you tell other volunteers interested in supporting girls in their take action projects? _____

*Girl Scouting builds girls of
courage, confidence, and character,
who make the world a better place.*



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