

# Take Action!

## Session One: Defining Take Action

**Learning objective:** Be able to name the key factors that define Take Action projects.

**Materials:**

- Newsprint and markers
- “Take Action Projects” handout

**Time:** 30 minutes

**In this session:**

- Explore the difference between short-term service projects and Take Action projects
- Learn the key elements of Take Action projects

### Tips for Volunteers

- A Take Action project empowers girls to accomplish one or more of the Take Action outcomes
  - **Girls can identify community needs.** To have an effective Take Action project, girls must first find out what the community needs.
  - **Girls are resourceful problem solvers.** Girls will learn how to identify the root cause of the issue they choose to address. In addition, girls will undoubtedly face roadblocks during their projects, which means they will need to come up with creative ways to solve the problems that arise.  
*Note:* A *root cause* is the origin of the problem. Take Action always attempts to identify the root of a problem, instead of simply addressing the symptoms.
  - **Girls advocate for themselves and others, locally and globally.** As they learn about the issues in their community and work to solve them, girls stand up for issues they believe in, influence policy, and identify ways to continue their project goals into the future.
  - **Girls educate and inspire others to act.** Girls educate others about issues that are important to the community and inspire others to act.
  - **Girls feel empowered to make a difference in the world.** Girls develop leadership skills and use the knowledge they gain through their experiences to improve their community . . . and the world!

- An easy way to remember the difference between short-term service projects and Take Action projects rests on whether the project is being done *for* the community or *with* the community. If a girl is doing something *for* the community, most likely she is working on a short-term service project. If she is doing something *with* the community, she is working on a Take Action project.
- Some community-service projects address an immediate need in the community: girls organize a book or clothing drive, paint walls to cover up graffiti, or hold 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.
- A Take Action project picks up from where a short-term project leaves off. For example, the girls organizing the book or clothing drive could start a Take Action project by creating a clothes closet for the community. The girls who painted the walls to cover up graffiti can create a club that travels around the city painting beautiful murals on buildings that have been defaced. And the girls who held the march or fair could expand the event to include community artisans and make it an annual gathering. For each project, girls can publicize and get people in the community to come out and support. They can even get community leaders involved.
- When girls pursue Take Action projects, they take time to identify and understand the root cause of the issue they are addressing. Girls also must make sure that each project is sustainable and that the impact is measurable. Because these two words are difficult to define in concrete terms, be prepared to take the time to define each with participants.
  - **Measurable:** The success of the project can be determined based on the number of people the project helped, the number of people who were involved, any reduction in the community's need, and other concrete numbers.
  - **Sustainable:** Girls must make arrangements (such as collaborating with community leaders and/or organizations or building alliances with mentors) to ensure that the project creates lasting change and is not a one-time event.

## Activities: Defining and the Elements of a Take Action Project

**Activity 1:** Create a T-Chart on newsprint with “Short-Term Service” on the left hand side and “Take Action” on the right. Ask girls to think of characteristics of each of these two types of projects and have the scribes record these ideas. For example, if someone suggests “quick fix” for short-term service, immediately ask the volunteers what they would put on the right-hand side for take action. (**Note:** This is not a typical brainstorming exercise, as you will be guiding, commenting, expanding, and clarifying the ideas as they are suggested.)

Debrief the activity by reinforcing the differences between community service and Take Action. Highlight sustainable and measurable impact, and the intended Girl Scout benefits for girls.

**Activity 2:** Break girls into small teams. Distribute the “Take Action Projects” handout, which lists some short-term projects and allows space for girls to transform those into Take Action projects. Ask girls to review the issues and solutions for these short-term projects. Next, ask each team to write down sustainable solutions under Take Action projects heading in the table. The following table will help you facilitate this activity—but do not give this table to the girls. If time does not allow each team to discuss all three projects, assign each table a project to focus on.

<b>Issue and Short-Term Solution (one-time effort; has short-term impact)</b>	<b>Take Action (identifies the root cause; has long-term benefits and sustainable support)</b>
<b>Issue:</b> An uninsured family’s home is destroyed by a fire.	Organize community groups and/or community members to establish an ongoing clothes closet for use by families facing a crisis.
<b>Solution:</b> Collect clothes, household goods, and food for the family.	
<b>Issue:</b> Racial tensions exist in the community.	Organize schools and places of worship to commit to a series of monthly seminars/meetings/workshops about racial tolerance and understanding other cultures over a two-year period.
<b>Solution:</b> Organize a weekend diversity celebration.	
<b>Issue:</b> Families are going hungry.	Create a booklet of easy-to-make recipes that include as ingredients the items families regularly receive from food pantries, and then partner with pantries to distribute the booklet free of charge.
<b>Solution:</b> Hold a food drive for families in need.	

This first part of the activity should take about 10 minutes. When eight minutes have passed, give a warning to let the groups know how much time is left.

When the groups are finished, ask one girl from each group to explain how they came up with their Take Action project solutions for one of the issues. Write the main points on the newsprint. Go through the example, section by section, making sure that all the characteristics have been covered. If they have, move on. If not, fill in the gaps by asking the larger group to pitch in and suggest what could be added to make the solution sustainable and measurable.

## Handout: Take Action Projects

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

<b>Issue and Short-Term Solution</b> (one-time effort with short-term impact)	<b>Take Action</b> (identifies the root cause; has long-term impact and sustainable support)
<p><b>Issue:</b> An uninsured family's home is destroyed by a fire.</p> <p><b>Solution:</b> Collect clothes, household goods, and food for the family</p>	
<p><b>Issue:</b> Racial tensions exist in the community.</p> <p><b>Solution:</b> Organize a weekend diversity celebration.</p>	
<p><b>Issue:</b> Families are going hungry.</p> <p><b>Solution:</b> Hold a food drive for families in need.</p>	

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## Session Two: Roles and Responsibilities in Take Action

**Learning objective:** Girls will be able to identify the roles and responsibilities of the group/troop, the volunteer advisor/leaders, and the council in supporting Take Action projects.

### Materials:

- Newsprint and markers
- Newsprint taped around the room with the titles “girls”, “volunteers” and “council”
- Post-its
- “Descriptions of Roles” handout

**Time:** 10 minutes

### In this session:

- Identify the roles and responsibilities in supporting and implementing Take Action projects

### Tips for Volunteers

- Two options of the same activity are described. Choose either one to help girls figure out who—volunteer, girl, or council—has which role.
- Volunteers will work with and inspire a girl/team of Girl Scouts to make a difference in their community. They encourage girls to think critically, be open to multiple perspectives, investigate thoroughly, work cooperatively, and identify resources within and beyond their local community. In so doing, they are preparing girls for a lifetime of caring about others in their community and the world.
- Councils play a very important role in the award process, providing a reliable support system for girls and volunteers. Repeat the brainstorming you did with the roles of volunteers and girls, referencing the information in the “Description of Roles” handout, as needed.

### Activities: What is the role of girls? Of volunteers? Of the council?

**Option 1:** In small table groups, ask one of the girls to write “girls,” “volunteers,” and “councils” on a sheet of paper. Then the groups should brainstorm five roles and

responsibilities for each of these three categories (girls, volunteers, and councils). After a few minutes, ask the table groups to report out.

**Option 2:** Pre-post three newsprint sheets with the headings “girls,” “volunteers,” and “councils.” Ask girls to identify the different roles and responsibilities for each of the three categories, writing *one* role or responsibility per sticky note. After 3–5 minutes of individual brainstorming, invite the girls to get up and post their ideas to the appropriate sheet of newsprint.

**Debrief for either option:** Review the answers and draw from the “Description of Roles” handout, if some roles were left out. Acknowledge any additional roles and/or responsibilities that they identified.

## Handout: Description of Roles

### Girl's role:

- 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.
- Educate herself and 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 Girl Scout Promise and Law for herself.

### Volunteer's role:

- Be open to change and present the changes positively.
- Expect quality Take Action projects.
- Let the girl lead; work as a team.
- 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 who to go to for help in the community and within Girl Scouts.
- Take the Take Action Volunteer Learning Module.
- Recruit more volunteers.
- Know your own style of leadership.
- Remember the Girl Scout 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.

### Council's role:

- 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.

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## Session Three: What Leadership Means to Me

**Learning objective:** Girls will be able to use their identified leadership styles, and they will take time to reflect on how they use the three keys to leadership in their own lives.

### Materials:

- Newsprint and markers
- “Four Player Model” handout
- “Leadership Profiles” handout
- Signs placed around the room with the four player titles (director, supporter, challenger, and observer)
- Additional resources: Sample Discover, Connect, and Take Action leadership reflection questions for girls from any journey adult guide

**Time:** 40 minutes

### In this session:

- Assess their own leadership styles, and then reflect on how they use the leadership keys in their own lives.

### Tips for Volunteers

- The “Four Player Model” handout shows four distinct kinds of action that a person can take in any group interaction. Some people *direct*—that is, they initiate ideas and offer direction. Other people *support*—they complete what is said, help others clarify their thoughts, and support what is happening. Still others *challenge*—they challenge what is being said and question its validity. Finally, others *observe*—they actively notice what is going on and provide perspective on what is happening. All these roles contribute to the success of group interactions . . . and it’s important to note that one person can fill more than one of these roles or move from one role to another, even in the same group interaction. In the following activity, girls take a moment to reflect on these roles, appreciate when the roles are played well and when not, and understand how they might use these roles to facilitate the Girl Scout processes (girl-led, cooperative learning, learning by doing).

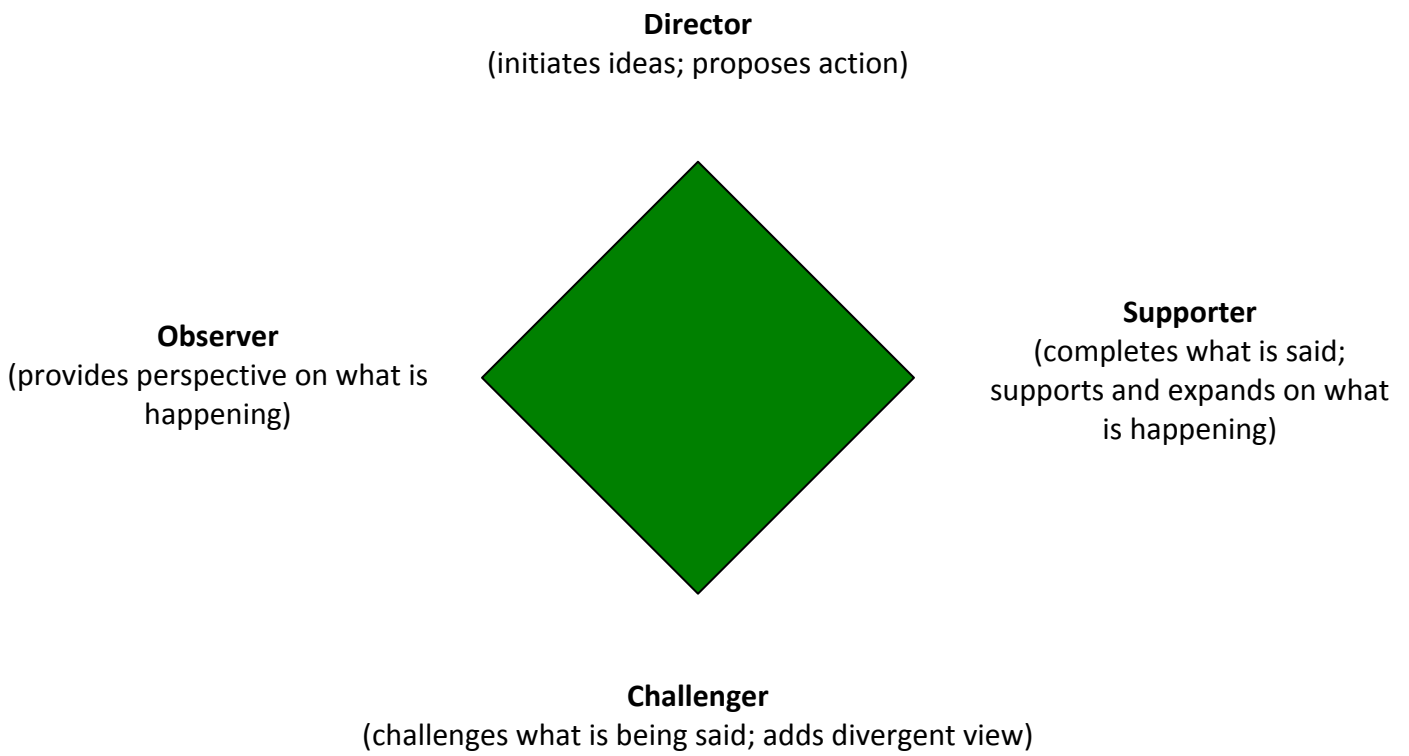
### Activities: Helping Girls Understand their Leadership Styles

Give girls a minute or two to review the “Four Player Model” handout. Then ask each girl to identify herself as a director, supporter, challenger, or observer—or as a combination of these roles. Have the girls get up and stand near the posted sign of their most-preferred player role.

Ask girls to point out the pros and cons of each role. Write down the main points on the newsprint.

Explain that the purpose of this exercise is for the girls to be able to identify their leadership styles.

## Handout: Four-Player Model



## Handout: Leadership Profiles

Profile	Healthy Behavior	Unhealthy Behavior	If This Behavior is Not Present...	Language Used
<b>Directors</b>	Initiate ideas and offer direction	Dominating; asserting ego	...there is no dominating direction.	"I have an idea." "I propose the following." "Here's where I think we should...."
<b>Supporters</b>	Complete what is said, help others clarify their thoughts, and support what is happening	Submissive; compliant	...there is no further clarification.	"That's a great idea." "We could also do...." "Can you clarify?"
<b>Challengers</b>	Challenge what is being said and question its validity	Sabotages original leadership	...there is no push for improvement.	"Let me play the devil's advocate." "I think there is another way to look at this." "I don't think that will work, and here's why."
<b>Observers</b>	Actively notice what is going on and provide perspective on what is happening	Disengaged; passive	...multiple perspectives are not apparent.	"What worked and what didn't?" "I'm noticing...." "Is anyone feeling...?"

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## Session Four: Take Action and the Bronze, Silver and Gold Awards

**Learning objective:** Girls will be able to describe the current requirements for the Girl Scout Bronze, Silver, and Gold Awards.

**Materials:**

- Newsprint and markers
- “Girl Scout Bronze, Silver, and Gold Awards at a Glance” handout
- Stop watch/timer

**Time:** 30 minutes

**In this session:**

- Review the requirements of the Girl Scout Bronze, Silver, and Gold Awards
- Understand the updated requirements for each award

### Tips for Volunteers

In this section, you'll help the girls review the history of the Girl Scout Bronze, Silver, and Gold Awards. In doing so, determine how familiar they are with the guidelines for these awards.

- The highest award in Girl Scouting has been in existence since 1916, just four years after our beginning. First known as the Golden Eagle and changed in 1919 to the Golden Eaglet, the emphasis was on earning proficiency badges.
- In 1938, with the First Class Award, there was a shift to having the girls focus on one program field along with a smaller number of required badges. These requirements only lasted two years until it was replaced by the Curved Bar (1940) with a new assortment of requirements that included groups of badges from different fields as well as the completion of the First Class rank.
- Although the name of this highest award remained the Curved Bar for 23 years, the name First Class was brought back in 1963. A global component was added to the requirements. The requirements for the First Class Award changed three times between 1972 and 1980.
- It was in 1980 that the name Gold Award was adopted. The requirements changed little until the current launch of the Girl Scout Leadership Experience.
- Some of the notable people who have earned the highest award in Girl Scouting (regardless of name) include Juliet Schwartz, a renowned figure skater; Jan

Hopkins, financial news anchor for CNN; and Betsy Boze, Senior Fellow at American Association of State Colleges and Universities and President of Kent State University.

### **Activity: A Brief Overview of the Awards**

Hand out the “Girl Scout Bronze, Silver, and Gold Awards at a Glance” handout. Ask participants to review the handout, discuss it in small groups, and then report out to the larger group. Use the following questions to encourage discussion:

- Where do you see evidence of progression from the Girl Scout Bronze Award to the Gold Award?
- Why is earning a journey part of the Girl Scout Bronze, Silver, and Gold Awards requirements?
- Which portions do you think are going to be the most challenging for girls?
- What can a volunteer do to support a girl in her award process?

### **Requirements to Earn the Bronze, Silver and Gold Awards**

Using the “Girl Scout Bronze, Silver, and Gold Awards at a Glance” handout, discuss with girls the progression of the awards and the differentiation in the awards in the following categories.

**Journey prerequisite:** Each girl must complete at least one journey in order to earn her Girl Scout Bronze, Silver, or Gold Award. By working on the journeys, girls gain the skills they’ll need to plan and create their Take Action project, building their confidence to take action. Girl will feel more confident having had a practice run of what they will do to earn their award. Keep in mind, however, that Take Action projects for the Bronze, Silver, and Gold Awards involve additional requirements above the journey Take Action projects, as follows:

Take Action project focus:

- **Bronze Award:** The project focuses on an issue within the Girl Scout or local community.
- **Silver Award:** The project focuses on an issue in the local neighborhood or community.
- **Gold Award:** The project focuses on making a lasting difference in the local community, region, and beyond.

Take Action project sustainability:

- **Bronze Award:** After the project is complete, girls develop an understanding of sustainability by talking together about how solutions can be lasting.
- **Silver Award:** Girls demonstrate an understanding of sustainability in the project plan and implementation.
- **Gold Award:** The Take Action project includes provisions to ensure sustainability.

Take Action project global dimension:

- **Bronze Award:** Once the project is complete, girls develop an understanding of the wider world by talking together about how others might experience the same problem that their project helped solve.
- **Silver Award:** Girls connect with new friends outside their immediate community, learn how others have solved similar problems, and determine whether the ideas of others can help with their plan.
- **Gold Award:** 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 project beyond the local community.

Take Action project approval:

- **Bronze Award:** The project is approved by the volunteer.
- **Silver Award:** The project is approved by the volunteer.
- **Gold Award:** The project is approved by the council or the council's Gold Award Committee.

## Handout: Girl Scouts Bronze, Silver and Gold Awards

Awards	Girl Scout <b>BRONZE</b> Award®	Girl Scout <b>SILVER</b> Award®	Girl Scout <b>GOLD</b> Award®
<b>Grade</b>	Girls must be in 4th or 5th grades and a registered Girl Scout Junior.	Girls must be in 6th, 7th, or 8th grades and a registered Girl Scout Cadette.	Girls must be in 9th, 10th, 11th, or 12th grades and a registered Girl Scout Senior or Ambassador.
<b>Overview</b>	Complete a Junior journey Be part of a group where girls take the lead Take action on a community issue the group cares about Help and guidance provided by the volunteer Suggested hours included in the girl, adult, and council material *Council approval needed for any money-earning.	Complete a Cadette journey Work as an individual or in a small group where girls take the lead Take action on a community issue that the girls care about Help and guidance provided by the volunteer Suggested hours included in the girl, adult, and council material *Council approval needed for any money-earning.	Complete two journeys (Senior or Ambassador) <b>or</b> earn the Silver Award and complete one Senior or Ambassador journey Individually girl led; girl selects and recruits her project advisor Take action on a community issue the girl cares about Help and guidance provided by project advisor Suggested hours included in the girl, adult, and council material *Council approval needed for any money - earning.
<b>Take Action Project</b>	Group Take Action project focuses on something the girls care about that they would like to improve within their Girl Scout or local community. Puts the Promise and Law into action.	Individual or group Take Action project that makes the local neighborhood or community better. Puts the Promise and Law into action.	Individual Take Action project that makes a lasting difference in the local community, region, or beyond. Puts the Promise and Law into action.
<b>Sustainable</b>	After the project is complete, girls develop an understanding of sustainability by talking together about how solutions can be lasting.	Girls demonstrate an understanding of sustainability in the project plan and implementation.	Take Action project includes provisions to ensure sustainability.
<b>Global</b>	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 community, learn how others have solved similar problems, and determine whether others' ideas can help with their plan.	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 project beyond the local community.
<b>Project Approval</b>	Volunteer	Volunteer	Council or Council's Gold Award Committee
<b>Resources</b>	Junior journey book Bronze Award guidelines on GSUSA Web site Adult guide on GSUSA Web site Council guide on Pearl Council learning opportunities	Cadette journey book Silver Award guidelines on GSUSA Web site Adult guide on GSUSA Web site Council guide on Pearl Council learning opportunities	Senior and/or Ambassador journey books Gold Award guidelines on GSUSA Web site Adult guide on GSUSA Web site Council guide on Pearl Council learning opportunities

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## Session Five: Identifying and Mapping Community Resources

**Learning objective:** Girls will learn the process for community-mapping, as detailed in Girl Scout leadership journeys, so they can assess resources in their community.

**Materials:**

- Newsprint and markers
- Large sheets of paper
- Small strips of paper
- Tape
- Additional resources: Community mapping activities from a Girl Scout leadership journey of your choice, depending on the grade levels of girls that your participants work with (*GIRLtopia*: pages 90–93; *BREATHE*: pages 58–60 and 62–69 of the adult guide; *Agent of Change*: pages 70–77 of the girls’ book and pages 12–13 and 66–67 in the adult guide; *Brownie Quest*: pages 66–69 of the adult guide and 60–63 in the girls’ book)

**Time:** 60 minutes

**In this session:**

- Learn why community mapping is important as they make plans to Take Action
- Understand that community mapping can be accomplished in various ways
- Learn to create a community map by using examples in leadership journeys

### Tips for Volunteers

- Community mapping helps girls identify the sweet spot of intersection between community needs, their own interests, and realistic possibilities for improvement. Community mapping also gives girls a way to find resources and networking possibilities in the community.
- Share with girls this definition, taken directly from page 91 of the *GIRLtopia* girls’ book: “Community mapping is a way of highlighting a community’s assets—the people, things, services, organizations, and businesses that exist in a given area. A leader assesses community resources in order to: (1) identify community needs and (2) identify assets that might support her project.”
- Have girls 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.

- A community map is simply a starting point for determining community needs, not an end in itself. When you show girls how to create their community maps, girls should be thinking about what needs might exist for each street, park, home, school, community center, and so on that they identify and draw.

### **Activity: Mapping the Community- Part One**

Divide girls into teams of three (depending on the size of the larger group—you might need to adjust this a bit), and then give each team a few markers and a large sheet of paper (a sheet of newsprint would work well).

Have girls find a spot where they can spread out and work. Because there will not be time to go out and explore a real community, encourage girls to use their imaginations to envision how a community will look. Within each team, girls will need to describe the features and characteristics of a community they would like to “explore” and map out, based on a real or totally imagined community. Make sure, however, that girls understand that this is a simulation.

Each team may choose one person whose job it would be to draw the map, but it’s a lot of fun to have everyone jump in and draw. Girls shouldn’t worry about scale or details—simple boxes and lines work just fine. The other team members will provide details. The team’s artist could draw the buildings, streets, landmarks, businesses, libraries, schools, and parks that are located in the community. Girls can make a note next to each location describing what needs or problems may exist there.

Allow at least 15 minutes for teams to complete this activity. Be available for questions. You can walk from team to team, making suggestions, or just observe their progress. Once girls are finished with their maps, ask them to choose one person on the team who will briefly describe the map to the larger group. Hang the maps on the wall. After the session is over (or during a break), girls can walk around and take a look at the maps the other teams created.

## Activity: Mapping the Community- Part Two

Now that the girls have mapped out a community, it's time to identify the resources available in each community through *asset mapping*—the process of identifying resources available in the community.

Define asset mapping to the group and explain that it follows directly from community mapping. Have girls remain in their teams. Ask each team to make a list of the resources they found while creating their community maps. Here are some examples:

- City hall is where girls can contact the mayor and other elected officials.
- A homeless shelter is where girls can talk to the shelter's director about programs that they can develop to help the homeless in their community.
- A local owner of a salvage yard is someone girls can contact to develop effective ways to deal with trash that's hard to recycle (such as refrigerators, televisions, computers, and cell phones).

Explain how, in using this process, the girls can separate the various resources found on their community maps into different categories. For example:

- Who has knowledge and background of root causes for various community issues?
- Who may be good at helping think through solutions?
- Who can access additional resources?
- Who can serve as a project advisor for the Gold Award?
- Who may be able to offer financial or in-kind support for the project?
- Who may be able to help publicize the issue and project?
- Decide on a possible Take Action project that you're passionate about, based on the needs and resources you discovered in the mapping process (you'll need this for Session 7).

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## Session Six: Developing a Take Action Project Plan

**Learning objective:** Volunteers will guide girls through the steps of a Take Action project plan that can deliver leadership benefits to girls.

**Materials:**

- Newsprint and markers
- “Seven Components of a Successful Take Action Project” handout

**Time:** 45 minutes

**In this session, volunteers will:**

- Learn the “must haves” of a Take Action project

### Planning a Take Action Project

Inform girls that before they can start planning their projects, they need to gather all the information that they will need: contact information for people 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; money-earning ideas (if needed); and a list of community resources and assets they identified in the community.

Stress the importance of two issues: 1) identifying and addressing the root cause of the girl’s chosen issue, and 2) making provisions in the planning process to ensure measurability and sustainability (discussed in detail in Session 2).

### Activity: Creating a Plan

Exploring examples is a great way for girls to put what they have learned into action. Ask girls to break up into teams of three or four and brainstorm the components of a potential Take Action project plan (see the “Seven Components of a Successful Take Action Project” handout). Ask the teams to discuss how they would create a plan that includes all the necessary elements of a plan.

Allow about 15 minutes for teams to complete this activity, and then give each team a few minutes to share with the full group.

### Handout: 7 Components of a Successful Take Action Project

Component	Description
<p><b>1. Investigate</b></p> <p>Aligns to Bronze Award Step 2, Silver Award Step 3, Gold Award Step 2.</p>	<ul style="list-style-type: none"> <li>• Girls identify issue(s) they care about most.</li> <li>• Girls explore their community and match its needs to the issues they care about.</li> <li>• Girls connect with their community to further investigate community priorities, whether through community walks, examining public documents, conducting surveys, community mapping, or interviewing key leaders.</li> <li>• Girls identify their specific Take Action project.</li> </ul>
<p><b>2. Plan</b></p> <p>Aligns to Bronze Award Step 4, Silver Award Step 6, Gold Award Step 4.</p>	<ul style="list-style-type: none"> <li>• Girls get ready for all aspects of the Take Action project.</li> <li>• While the girls or the group of girls are leading, volunteers, and community partners are active participants in project planning.</li> <li>• Girls locate tools and resources they need, and know when, where, and how to enlist help from others. The project plan addresses both the goals of the project as well as sustainability and measurability. Girls examine money-earning, safety requirements, participant training, and any other elements needed for a successful project.</li> <li>• Girls set the goals, make a timeline, and plan how and when to evaluate their project. <i>(Note: Sustainability needs to be planned at this stage, especially with community partners.)</i></li> </ul>
<p><b>3. Act</b></p> <p>Aligns to Bronze Award Step 5, Silver Award Step 6, Gold Award Step 6.</p>	<ul style="list-style-type: none"> <li>• This most visible and tangible part of a Take Action project involves providing measurable and sustainable service in the community.</li> <li>• The action stage requires clarity in expectations, assignments, and schedules.</li> <li>• Encourage girls to build relationships with community members and their peers to ensure that the project is appropriate and meaningful for everyone.</li> <li>• Girls also collect data, artifacts, pictures, and other documentation for reflection, demonstration, celebration, and evaluation.</li> </ul>
<p><b>4. Reflect</b></p> <p>Aligns to Bronze Award Step 6, Silver Award Step 7, Gold Award Step 7.</p>	<ul style="list-style-type: none"> <li>• Throughout the various stages of their Take Action project, girls reflect on what they have done and where they are going.</li> <li>• Reflection involves critical thinking, analysis, problem solving, and interpretation so that girls integrate the experience into their lives.</li> <li>• Girls select, design, and lead reflections through a variety of methods and approaches that match various learning styles.</li> <li>• Reflection questions may include: What have we accomplished? What does it mean? Now what?</li> </ul>
<p><b>5. Educate, Inspire, and Advocate</b></p> <p>Aligns to Bronze Award Step 6, Silver Award Step 7, Gold Award Step 7.</p>	<ul style="list-style-type: none"> <li>• Girls can educate others about what they have learned, whether with a small audience of younger girls, peers, the general public, or key community leaders, and they can advocate for their issue, inspiring others to join with them in making the change sustainable.</li> </ul>
<p><b>6. Celebrate</b></p> <p>Aligns to Bronze Award Step 6, Silver Award Step 7, Gold Award Step 7.</p>	<ul style="list-style-type: none"> <li>• Girls and partners step back and say “thank you” to all who are involved in the Take Action efforts. Recognition of others’ contributions helps to cement the experience in girls’ lives.</li> <li>• Celebrating may involve public, high-energy recognition events or it may mean writing and sending a personal note to acknowledge contributions.</li> </ul>
<p><b>7. Sustain</b></p> <p>Aligns to Bronze Award Step 4, Silver Award Step 6, Gold Award Step 4.</p>	<ul style="list-style-type: none"> <li>• Girls engage the community in the project so that the community sustains it. In this way, the community relationships girls have built are continued and deepened.</li> <li>• Encourage girls to find ways they can use their own skills and interests to inspire others to pick up where they’ve left off.</li> </ul>

# Take Action!

## Session Seven: Preparing to Educate and Inspire!

**Learning objective:** Guide girls to educate and inspire others

**Materials:**

- Newsprint and markers
- “Exploring a Girl’s Leadership Development” handout
- “Telling My Story” handout

**Time:** 30–60 minutes, depending upon whether one or both activities are included

**In this session:**

- Guide girls as they reflect on their project successes
- Help girls raise awareness about their projects and inspire others
- Understand how girls advocate for themselves and others

### The Importance of Reflection

Ask girls to name ways they can reflect on their experiences. Write these down on the newsprint. Include the following:

- Learning journals
- Encouraging quiet times and quiet places
- Expressing their thoughts through art, music, or poetry
- Discuss the goals they before they planned and implemented their projects, and discuss how they reached their goals
- Discuss the methods girls used to gather information, connect with people in the community, and solve problems.
- Think and talk about the people they have helped.
- Discuss the impact the project made on the community.
- Discuss with girls the take action outcomes that were accomplished.

### Activity: Exploring Girl Leadership

Help girls to explore their own leadership development using the framework of the Girl Scout Leadership Keys. Ask the girls to form groups of two or three, and then answer a

few of the following questions (you can pick a few for everyone to answer, or give each group different questions):

- What did you discover about yourself?
- What were some of the challenges and successes you experienced in working with others?
- 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 did you do to educate and inspire others?
- What was your proudest moment?
- How do you feel now that you've completed your project?
- Did you discover you could do something that you didn't think was possible? What was that?

### **Activity: Telling Our Story**

Before girls can inspire and educate, they need to be prepared to deliver their story regardless of the medium they use. As a thought exercise, ask the girls to use the "Telling My Story" handout to help create their stories.

### **Handout: Telling My Story**

<p>Who is impacted by my issue? Who will benefit from my project?</p>	
<p>What is the essence or focus of my project?</p>	
<p>Why have I chosen this issue or project? Why am I passionate about the issue? What is the root cause?</p>	
<p>Where will it take place? When will it take place? How much time will it take?</p>	
<p>How will I inspire others to act?</p>	
<p>How will I ensure the project continues?</p>	
<p>How will I actually do the project? Who will join with me on this project? What tasks will be needed on this project and who will perform them? How will the impact of this project be measured?</p>	