

# Civic Leadership Challenge

The Civic Leadership Challenge is all about identifying ways in which you already embody leadership in your communities and figuring out how to propel that into further action to create positive change in your world. Learn about different types of civic engagement, from traditional forms of participation like voting to learning how to be a supportive neighbor and community member. Each section has two to three activity options under one theme. To earn the patch, complete one activity option from each theme: Policy, Rules and Laws, Advocacy and Activism, and Staying Involved, and record your experience in a “Civic Journal” that you design! You can record your experiences with writing, pictures, drawings, or any other reflections you may have as you complete activities. Look at the “How to record in your Civic Journal” step in each activity for ideas on reflecting on what you’ve done. Activities don’t have to be completed chronologically, so choose the best order for you! Civic Leadership Challenge patches can be found at the GSOSW shop online or in-store.

Remember that when working on Girl Scout activities or projects like these, you must stay nonpartisan and cannot make or communicate anything that favors or opposes a particular candidate who is running for office. Check the “?” near some activity’s themes for more details on completing the activities while following Electioneering Guidelines for Girl Scouts.

Some of the activities in this patch will require research online. Please make sure to review the [Girl Scout Internet Safety Pledge](#) with your adult before starting this patch program.



## Policy

You may know about the process of how a bill becomes a law (cue the old *Schoolhouse Rock* song), but what does a bill actually contain? Just like your school or club might have certain rules, expectations, or customs, policy is a way that something is done, and it is conveyed to others through a bill. With this theme, you will take a look at what policy can mean to you. Engage with these activities to determine what values influence your ideas and how you might put them into action for the betterment of your community!

### OPTION ONE - Engage with G-Team TV

*For Girl Scout Cadettes, Seniors, and Ambassadors*

G-Team TV is a show for girls that is developed by, filmed by, and stars Girl Scouts! Girls cover important issues and interview guests to dig into topics relevant to girls today. For this activity, watch [G-Team TV Episode 2 - Making Change Through Civic Action](#), then discuss

the questions below with a friend or write down your thoughts. Consider what values you hold and how they might shape policies you would want to create surrounding the issues discussed in the episode.



#### Step One - Interview with Mimi

- Reflect on Mimi's statement that "we as Girl Scouts need to learn about the experiences of our sisters." What are her suggestions? How does this relate to practicing anti-racism? How can Girl Scouts help one another to practice anti-racism?
- What real-world connections did Mimi make about the lyrics to "Make New Friends" ("A circle's round, it has no end, that's how long I want to be your friend.")? What does that line mean to you?

#### Step Two - Interview with Sara

- Sara mentioned her work around assessing youth participation in police advisory commissions throughout the United States. What are police advisory commissions, and why might it be important for more young people to be involved with them?
- Sara was inspired to make sure girls' voices could be heard in government, whether in school government or beyond. Why do you think it's important for girls to get involved in politics?

- Would you ever want to run for office? Why or why not? What position would you like to be elected to? What are the main policies that you would work to implement?

### **Step Three - Gold Award Corner**

- Sakshi took action with the larger goal to stop child marriage and human trafficking. This is an issue globally as well as in the United States. Do you know about the child marriage laws in your state? Would you want to learn more and take action on this issue?
- Shelby helped pass a law to reduce plastic use and created a global movement called #NoStrawNovember. Which issues are you passionate about, and what hashtag might you create to raise awareness of your issue?

### **How to record this activity in your Civic Journal:**

- Write down your thoughts or give a summary in your Civic Journal of a conversation you had with a friend about the episode.

## **OPTION TWO - COMMUNITY ASSET MAP**

*For Girl Scout Daisies, Brownies, and Juniors*

The views and ideas you have in life are inspired by many different people, from family to friends to teachers or adults you look up to. Being connected to a community is important and influences how we see ourselves, and also how we decide to take action. For example, if you are close with your Girl Scout troop, you will probably feel a sense of community and want to do what you can to support your troop. For this activity, think about the connections between you and your community, draw them out to see what influences your values, and use those values to make a plan to support your community!

### **Materials Needed:**

- Paper
- Something to draw with (colored pencils, crayons, or markers)
- Optional: Instead of drawing the connections, you can use objects as symbols for certain things. For example, you might use your favorite animal to represent yourself and a few other objects to represent groups (communities) you are a part of.

### **Step One**

Make a list of all of the different groups you are a part of—these are your community assets. *For example:* Girl Scouts, school, friend groups, family, church/faith organization, clubs, sports, neighborhoods.

**Tip:** Having trouble? Ask these questions: Who would you go to if you needed help in an emergency? Is that a person, place, or thing? Would anyone come to you if they needed help? If so, they are a part of your community, too!

## Step Two

Draw yourself (or arrange your symbol objects) in relation to your community assets. Be sure to show that you are connected to all of them.

## Step Three

Draw the connections between the different community assets to show how they relate to each other. The girl in our example connected herself to Girl Scouts and her family, but also connected Girl Scouts directly to her family because she has family members who are volunteers, and they help create her Girl Scout experience!

**Tip:** You can use a different color pencil/marker/crayon to draw the connections between the community assets so you can tell that they are also connecting to each other—the girl in our example used black to connect herself to her community assets, and used green to connect the assets to one another.



## Step Four

Now that you have a visual representation of yourself, your community, and how connected you are, think about what you bring to those groups, what they do for you, and how you can support them. The girl in our example is connected to her choir. She brings dedication and effort, and her choir provides her with friends and fun; she can support her choir by continuing to practice and by inviting new friends to join.

### How to record this activity in your Civic Journal:

- Save a picture of your Community Asset Map and pick one or two of your community groups. For each of these two, write down one thing you contribute to it, one value it has taught you, and one thing you do or can do to support it. This is your own policy for how you relate to your communities!

## Rules and Laws

### OPTION ONE - JULIETTE SAYS



## *For Girl Scout Daisies, Brownies, and Juniors*

Laws are types of rules that we follow in our daily lives. Many other groups and systems have rules, including the games we play. In this activity, you will need to either have an adult help you set up a virtual video call or meet safely in person with some friends or fellow Girl Scouts your age. You'll play a game of Simon Says, and then you'll play a few altered versions of the game to see what it is like when you make decisions as an individual and as a group.

### **How to play classic Simon Says:**

One person is the leader (playing the role of "Simon"), and the rest of the players will do whatever actions Simon says, but **ONLY** when the leader says "Simon Says" before the instruction. If you do the action but the leader did **NOT** say "Simon Says" first, you are out. If the leader says "Simon Says" before their instruction and you do it correctly, you continue to the next round.

- Round 1
  - Your group will start with a normal round of Simon Says. Work together and pick a leader (the person who will give directions). Don't worry, you can keep playing until everyone has a turn!
  - Play the round!
- Round 2
  - Pick your next leader ("Simon")
  - For this round, the leader decides a new rule to add to the game. The leader will make this decision alone, and the rest of the players will have to accept it and play by their rule for this round. For example, they might change the game so that it is now "Juliette Says," and if they say "Simon Says" and someone does the action, that person would be out. OR they could make it a rule that players must keep their eyes closed throughout the round, and anyone who opens them would be "out."
  - Play the round! (Tip: These are meant to make the game harder for the players, so don't be discouraged if you find yourself getting "out" sooner than in the classic round.)
- Round 3
  - Pick your next leader ("Simon")
  - For this round, your group will start fresh with the classic game, but you will add a new rule that you come up with together. Unlike round 2, your group will have to all agree on the new rule. Be sure to let everyone share their ideas for the new rule, and once everyone has shared, pick which rule you will use by raising your hands, and the leader will tally the count.
  - Play the round!
- After playing at least these three rounds, reflect on these questions and talk about them with your group:
  - Which round was the most fun?

- What felt different between the rule you all voted on and chose and the rule the single person chose? Did they give themselves an unfair advantage?
- Was it hard to remember all the rules?
- Was the game easier or harder for everybody to play when you created rules together?
- How did you feel when you had to follow the rule that you did not get to choose vs. the rule that you all chose together?
- Thinking about the Girl Scout Law, which round of the game felt the most “Honest and Fair”?
- How do you think laws and rules should be decided? Do you like it when one person picks the rule or when you work on it together? Are there good things about both options?

**How to record this activity in your Civic Journal:**

- Write down some key words about your feelings about each round. For example, if you felt the first round was fun but easy, you could write “fun” and “easy.” If you felt like the second round was unfair or harder, you could describe it like that. Or feel free to say if you felt the same for all of the rounds and explain why.

**OPTION TWO - THE GIRL SCOUT LAW**

*For Girl Scout Daisies, Brownies, and Juniors*



Laws are types of rules that we are expected to live by. They guide our actions and behavior. They come not only from the government, but from other organizations as well. For example, your school probably has some rules that you have to follow. Girl Scouts try our best to live by the Girl Scout Law. Take a look at the Girl Scout Law and figure out more about what this law means to you! The Girl Scout Law starts with “I will do my best to be” and then lists some Girl Scout

values. This sets the law apart from many laws because it gives us all room to grow and stresses that we should be trying our best, even if sometimes we slip up.

Pick two values from the Girl Scout Law and act out how you would live up to and demonstrate those values. For example, how would you show a friend or a family member that you are considerate and caring? How would you go about being a sister to every Girl Scout? See a list of the values mentioned in the [Girl Scout Law](#) below.

- Honest and fair
- Friendly and helpful
- Considerate and caring
- Courageous and strong
- Responsible for what I say and do

- Respect myself and others
  - Respect authority
  - Use resources wisely
  - Make the world a better place
  - Be a sister to every Girl Scout
- Step 1 - Get a partner to help you with your skit. You can do this at a troop meeting, ask an adult in your household to act it out live, or you can do a phone or video call with a friend or fellow Girl Scout.
  - Step 2 - Pick which values you want to act out. Remember to get input from your partner on which set of values they want to do as well!
  - Step 3 - Imagine a situation where you could demonstrate the values you picked. For example: Your friend comes to you to talk about a bad dream they had. Which set of values from the Girl Scout Law would you use when you listen and try to help them feel better?
  - Step 4 - Act it out live! Use your theater skills and transform the idea you talked about with your partner into a skit! You can include as much detail in your scene as you would like. You can write out a script or do an improvised scene.
  - Step 5 - Keep it rolling! Just because the cameras are off and you're no longer on stage doesn't mean you can't demonstrate your values throughout your life. Continue to think about how you can uphold the Girl Scout Law every day.

**How to record this activity in your Civic Journal:**

- Write down the script you and your partner used for your values skit OR
- Take a video of your production OR
- Take a picture of you and your partner representing or acting out the values you chose

**OPTION THREE - LOOKING AT STRANGE LAWS**

*For Girl Scout Cadettes, Seniors, Ambassadors*

An interesting feature of the legal system is the continued existence of many odd, seemingly outdated laws. These “Strange Laws” are passed in states and counties across the U.S. and carry with them a wide range of sentencing possibilities. Some are essentially toothless footnotes—bylaws within larger legislation carrying little to no actual consequences. Many of these have been updated or overturned by legislatures. However, some of these seemingly ridiculous laws can still land some people in big trouble, depending on the circumstances.

Take a look at the Strange Law examples below:

- Skamania County, WA Ordinance 1969-01 (adopted in 1969 and updated in 1984) makes it illegal to harm Sasquatch and can be punishable with a fine or jail time. - [Skamania.org](http://Skamania.org)

- Yamhill County, OR, lists the [practice of “Occult Arts”](#) as a General Offense under their municipal code, and this could technically land you with an unclassified misdemeanor.
- [Tennessee Constitution](#) Article IX Section 3 states that someone cannot hold office there if they’ve engaged in a duel, while Section 2 states that no one who “denies the being of God” can hold civil office in the state.

Research some more “Strange Laws” and discuss the questions below with a fellow Girl Scout, friend, or family member:

- Are all laws equally important? We know that there are different consequences for breaking different laws, and, unfortunately, there are also different consequences based on the identity of the person who breaks the law.  
(<https://www.cclp.org/racial-and-ethnic-disparities-resources/>)
- “It’s all fun and games until someone gets hurt”—Many of these laws may sound silly, but many of them were designed intentionally to influence people’s ability to access services, manage private property, and even vote. Why do certain people actually face consequences for seemingly useless laws? Why do you think these laws are designed this way?
- What’s the strangest law you learned about? What purpose do you think it served/serves?
- Is the continued existence of these laws using resources wisely? Why or why not?
- Would you disobey an unjust law? Do you see some of your own personal values reflected in these laws?
- Want to take your research further? Check out these sources:
  - <https://www.bjs.gov/index.cfm?ty=tp&tid=67>
  - <https://www.sentencingproject.org/issues/juvenile-justice/>

**How to record this activity in your Civic Journal:**

- Respond to one of the questions above, and write your thoughts in your journal.

## Advocacy and Activism



### OPTION ONE – LEARN ABOUT WOMEN ACTIVISTS AND MAKE AN ADVOCACY PLAN

*For Girl Scout Cadettes, Seniors, and Ambassadors*

Many people have had to stand up against systems that cause and continue injustice. Women around the world have made sacrifices, led movements, and challenged the status quo to make their lives better. Learning about their efforts can help Girl Scouts understand what it means to stand up for what is right and make your voice heard! Recognizing that there is still work to be done by everyone to ensure a better future for us all is essential. So, use this activity to look into the past, inspect the present, and form a personal advocacy plan for yourself to ensure that we can have a more equitable future for everyone.

## **Past**

First, look into the past and observe the work done by some women activists. Pick one person from the list below or research another female activist in U.S. or world history, then consider the following questions as you read.

- Activists:
  - Fannie Lou Hamer
  - Shirley Chisholm
  - Marsha P. Johnson
  - Billie Jean King
  - Daisy Bates
  - Frances Ellen Watkins Harper
- Questions:
  - What were some of their values, and how did they advocate for them?
  - What were they fighting for, and what was their goal?
  - What barriers do you think these activists faced specifically because of their identities as women? How about those who are Women of Color?
  - Did they make alliances with other activists or organizations to project their cause/message further?
  - What impacts did they have? Do you or someone you know benefit from their impact on your life today?

## **Present**

Now that you've learned a bit about the past let's learn more about modern-day women who are making change in their communities and in the world at large. You can pick from the list below, or you can research another modern female activist.

- Activists:
  - Mari Copeny
  - Greta Thunberg
  - Alice Wong
  - Malala Yousafzai
  - Tarana Burke
  - Nina Gualinga
  - Alicia Garza, Opal Tometi, and Patrisse Cullors

*Note: Remember, these women were and are activists around various issues that impact them due to the sexism and racism of society, systems, and individuals. Remember that if you are not a part of the group that is being affected by an issue, you can still do work to support that group in resisting that issue, but in that case, you would be an advocate. “Activist” is best used to refer to people who are personally affected by the circumstances of a situation and who are fighting for change. For example, if you are Black and you are fighting for Black liberation or anti-racism, you may be an activist. If you are not Black and you do the work of an ally to support Black liberation or anti-racism, you might be an advocate. If you’re a woman and doing the work of bettering the world for women, you might be an activist!*

## **Your Plan**

Now it is time to use what you’ve learned from these activists of the past and present and determine how you can be an advocate for a cause that matters to you.

1. Think of an issue that is important to you. This should be something that you want to improve, change, or resist.
2. Think about some of your own personal values and identify how they line up with the issue you chose.
3. Identify and write down some of the strategies, strengths, partnerships, and other skills the activists you learned about use or still use to fight for their cause.
4. Write down some of your own skills and assets that you can use to make change.
5. Once you know what you can do to advance a cause, make one solid goal for putting your ideas into action. Write down your goal, what skills you’ll need to make it happen, if you might need to reach out for help or do extra research, and your plan to hold yourself accountable to start.

## **Sample Advocacy Plan**

1. My issue: Food deserts—some communities don’t have easy access to stores with affordable healthy food. The structure of different communities is based on socio-economic status, income, ability, and often race. Not everyone has the same access to food.
2. My values: Equity, safety, education, healthy communities.
3. Strengths and skills of activists: Fannie Lou Hamer was motivated by her experiences and her values to fight for the right of Black people to be represented in politics. She used her leadership abilities in founding multiple organizations, including a political party, a collective action committee, and a cooperative to share resources. Modern example: Alicia Garza, Opal Tometi, and Patrisse Cullors used their understanding of social media to coin the phrase “Black Lives Matter” and bring increased attention to injustice.

4. My Skills: Social media, research, mapping software like Geographic Information Systems.
5. Goal: Make a map for my neighborhood or city to use that shows where grocery stores are located and how to get there.
  - a. Skills needed: Social media, leadership, research, mapping software.
  - b. Research: Need to learn more about the accessibility of local walking/biking routes to stores. Need to learn more about ADA accessibility of certain stores. Need to reach out to a friend who is good at art to help design the icons for the map.
  - c. Accountability: I will tell a friend about my idea and ask them to follow up on my goal/project. I will set a timeframe for when I want to have steps of this goal done and add reminders to my calendar.

**How to record this activity in your Civic Journal:**

Write down the details of your goal (Step 5). If you are interested in pursuing this idea further; it may make an excellent Bronze, Silver, or Gold Award project! Review how to get started with the [Highest Awards program](#) on our website.

**OPTION TWO – LOCAL CHANGEMAKERS**

*For all grade levels*

There may be some features of your community that are resources for those who live there. These are things you can use, or that benefit the people in the community. While many resources like this are created and maintained by different government agencies, the people in an area are almost always the ones who advocate for creating these things in the first place. Sometimes when the government or nonprofit organizations do not address these projects, communities even make their own mutual aid networks to share these resources.



For this activity, try to identify some physical features of your neighborhood or community that are resources for people. For example, you might have things like street lights, crosswalks, and bike lanes that make transportation safer. Then you'll learn the history of how those came to be features of your local area and unwind the process of how they came to be through research.

1. Identify existing community resource features:
  - What would you do without these? (Many people don't have these.)
  - Learn about how these features were created. Pick one from the list below (or one that is unique to your community), and learn about how it came to be a part of your community.

- Crosswalks
  - Water fountains (such as the Benson Bubblers in Portland)
  - Roundabouts
  - Library book drop boxes
  - Food pantries
  - Benches
  - Bike racks
  - Public parks
2. Think about these questions during your research:
    - What need/issue is the resource addressing?
    - Who does it help? Does it harm anyone?
    - How is it maintained? Who pays for it?
    - Who advocated for its creation? Was it a group of people? Organizations? Were there any clear leaders or spokespeople for this cause? Can you interview them to get additional information?
  3. Now map out the history of this feature and create a visual representation of it.
    - Create a map, diagram, or drawing of the process of how that resource came to be, who was involved, and even how it is used.

**How to record this activity in your Civic Journal:**

Take a picture of your map/drawing/diagram of the resource/community feature to keep in your journal.

**OPTION THREE – ADVOCATING FOR ONESELF**

*For Girl Scout Daisies, Brownies, and Juniors. This activity should be done with the help of a caregiver or troop leader.*

One type of advocacy that is very important is being an advocate for yourself. As a young person, you may not often get to be the “authority” (the person in charge), but you do have things you are directly in charge of and ways to make your voice heard about things that affect you. With this activity, we’ll take a look at how the Girl Scout Law encourages you to advocate for yourself, and we’ll make a plan for how you can stand up for yourself in situations where you might have a different opinion about something than the person who is the authority.



1. Look at the following lines from the Girl Scout Law. Among other things, Girl Scouts say they will do their best to:
  - Respect myself and others,
  - Respect authority
2. Find out what “authority” means. Each line below has two different roles (people). Highlight the role that is in charge with yellow, and highlight the role that is not in charge with blue. If you cannot print this out to highlight it, say aloud which person/role from each row is in charge and which is not in charge. For example, in the first row, “Teacher” is yellow, and “Students” is blue because teachers are in charge of their classroom, and students must follow the teacher’s rules.

Teacher	Students
Girl	Parent
Troop Leader	Girl Scout
Worker	Boss

3. Find out who is an authority over you.
  - Who makes the most decisions about your life? What you eat? Where you sleep? Where you go to school? For many young people, their parents or caregivers make most of these decisions. This is often because they want to make sure the young people in their care lead safe and healthy lives.
  - Write down or discuss with a parent or caregiver some of the adults who help you with these things or who make these decisions.
4. In what ways are **you** an authority? What is something that you have control over? Here are some examples to get you thinking. Write down a few of your own or discuss with a parent or caregiver:
  - You are in control of picking your favorite color, your favorite food, or your favorite outfit. You can pick what types of activities you enjoy or preferences you have. This does not mean you will always get your way, but you can have these opinions.
  - You are in control of the words that you say.
  - You are in control of your own body.

These things that are personal and unique to you are ways in which you are the ultimate authority over your own self. The authority figures whose rules you follow might get to say that you don’t always get to eat your favorite food when you want it, or may say you cannot say certain inappropriate things, or may encourage you to sit still. These are guidelines that you follow. However, your authority figures cannot take away your

authority over yourself to know what your favorite things are, they should not take away your voice, and they should not be in complete control of your body.

5. Figure out how you can create boundaries to make sure your voice is heard.

One way that you have to be an advocate for yourself as you grow up is by establishing personal boundaries. Boundaries are a way that you can make sure that the person who is an authority over you is showing you respect, just like you are showing them respect. Think back to the section of the Girl Scout Law that states, “Respect myself.” Boundaries are a way to do this. The authority needs to respect you back, or the relationship between you should not exist! Consider the situations below and how you would react to them and create a boundary.

- How can you communicate with authority and create boundaries in order to make your voice heard? Read the examples below and then write out or discuss with a parent or caregiver how you could react and set a boundary.
  - For example: If a teacher at your school likes to give high-fives to all the kids as they get to class, and you do not like high-fives because you wash your hands right before you go to class, you could tell the teacher that you do not want a high-five, but that you want to wave to each other instead.
    - The teacher is the authority figure and gets to make the rules, but you can be an advocate for yourself and set a boundary against doing high-fives, and suggest a different greeting.
- Now it’s your turn: How would you set a boundary if this situation happened?: An older sibling likes to hang out with you and you like to hang out with them. However, they often run into your room without you expecting them and without asking and the sudden noise scares you, and them entering without asking makes you feel like you don’t have privacy.
  - How would you set a boundary?

6. Now that you know what ways you are in charge and how you can set your own boundaries, think about what life will be like when you are in charge of even more things. As you grow up, you will probably become an authority figure for others. Perhaps you’ll babysit siblings, become a Girl Scout Troop Leader, or even run your own business. Think about the questions below and discuss them with a parent or caregiver.

- What kind of authority figure do you want to be when you are older? How do you want the people under your authority to feel about you?
- How can you use your thoughts and feelings that you have now (as someone who lives under other people’s authority) to make sure that when you are in charge you can show respect for other people’s boundaries that they set with you?

Congratulations, you’ve learned about identifying your own authority and about how advocating for yourself by setting boundaries is one way to respect yourself!

**How to record this activity in your Civic Journal:**

If you discussed the conversation prompts in the steps of this activity with a parent or caregiver, write a quick reflection in your journal about how the conversation made you feel.

## Staying Involved

### OPTION ONE – LEGISLATURE WEBSITE SCAVENGER HUNT AND MAKING YOUR VOICE HEARD IN STATE GOVERNMENT

*Cadettes, Seniors, Ambassadors*

State legislatures are made up of elected representatives (or “legislators”) from geographical districts within the state. Some state legislatures closely resemble our national congress and are “bicameral,” with two groups that work together to pass legislation. This type of legislature often has an upper chamber (the Senate) and a lower chamber (the House), though these names can vary by state. Not all state legislatures are the same, some have only one chamber, making them a unicameral legislature, like in Nebraska. The main job of state legislatures is to make laws to govern the state. While legislators help develop bills and work to pass them into laws, they have to take input from their constituents (the people they represent). They also consider the needs of surrounding communities, organizations, industries, and various other stakeholders.

You are likely a constituent of a few representatives if you live in Oregon or Washington. They are tasked with representing your interests when bills come up in the legislature. Even though you cannot vote for your representatives until you are 18, you can still have an impact on what interests and causes you want them to pursue in the legislature. Engage with the steps below to learn how you can ensure your voice is being heard and represented in your state government.

A good first step to having an impact is being informed on what bills are being considered. Many states have some form of website that gives people the opportunity to track what is happening in the legislature. You can use the sites below to find out what bills are being heard, what committees legislators are a part of, and explore the history of many different issues in Oregon and Washington. Then, complete as many of the steps below as you are driven to do—each gets you a bit closer to awareness and involvement in your state’s legislative process!

- If you live in Oregon, you can use the [Oregon Legislative Information System](#) (OLIS).
- If you live in Washington, you can use the [Washington State Legislature](#) site.

#### Step 1: Find Your Representatives

Use the following tools and enter your zip code to find out who represents you in your state legislature:

- If you live in Oregon, use the [OLIS Legislator Lookup](#) tool. You



can see who represents you in the Oregon State Senate, the Oregon House of Representatives, and the United States House of Representatives.

- If you live in Washington, use the [Washington State Legislature District Finder](#) tool. You can see who represents you in the Washington State House of Representatives, the Washington State Senate, the United States House of Representatives, and the United States Senate.

## **Step 2: Find Out What Committees Your Representatives Serve On**

Once you know who represents you, find out what committees they are on. Committees are groups that meet to consider and work on legislation that falls into specific subject categories. Committees are where the majority of the work is done in the legislature. For example, in Oregon, there is a House Committee on Education. So, bills related to education would be examined and worked on while in that committee. One of the Washington committees is the Senate Committee on Labor, Commerce, and Tribal Affairs. There are also Joint Committees that have legislators from both chambers (the Senate and the House).

To find your legislators' committees:

- Oregon: [View this list of all Representatives](#) (House), and [view this list of all Senators](#) (Senate).
  - Click the name of your Senator or Representative. This will take you to their information page.
  - On the left side of their information page, click "Committees."
  - You will see a list of all the committees your legislator is involved in. If they are a chair or co-chair of a committee, that means they have a leadership role within that committee.
- Washington: [View this list of all Representatives](#) (House), and [view this list of all Senators](#) (Senate).
  - The lists will display the committees next to the legislator's name and picture. If they are a chair or vice chair of a committee, that means they have a leadership role within that committee.

## **Step 3: Find a Bill that Interests You**

Think about an issue or subject that you are passionate about and see if there are any bills being heard about that issue. Legislatures have different seasons where they meet and work. If the State Legislature is not "in session", you can look up bills from past sessions using the sites linked below. You could start by looking at your own legislator's sponsored bills, do a keyword subject search, or look into bills being considered by a committee that interests you.

Here are a few starting points:

- Oregon
  - [Finding a Bill](#)
  - [Committees Overview](#)
- Washington

- [Search Bills by Topic](#)
- [List of Committees](#)

#### Step 4: Research the Bill

- Reading the full text of a bill isn't always the most accessible way to learn. Here are some other ways you can do your research:
  - Read the bill's catchline or summary. Open the bill text and find this short description at the top.
  - Research news about the bill from reputable sources.
  - Look at the history of the bill in committee. How committee members have voted, and what people have submitted for public testimony.
  - Look into the history of the bill. Is it a new version of a bill that has existed before? Has a similar bill been killed in committee before?
- Questions to ask during your research:
  - Who are the stakeholders? Who would it affect if it passed? If it didn't pass?
  - Who and how would this bill help if passed?
  - What does it cost? What other resources would it require?
  - If passed, would it have an impact on you, your family, or someone you know?

Now that you've done some research, do you have an opinion or more questions? If so, proceed to Step 5!

#### Step 5: Make Your Voice Heard

If you've found a current or past bill that you have a strong opinion about or have questions about, email your legislators, talk about the bill with friends or an adult, or even submit public testimony. Remember that if you email legislators or submit testimony, you are speaking on behalf of yourself as an individual and constituent of your legislative district, and you should not be speaking on behalf of Girl Scouts as an organization.

- To email: Legislators' email addresses and office phone numbers are available on the information page you located in Step 2.
- To submit written testimony:
  - Oregon: See this [How to Submit Written Testimony](#) article
  - Washington: [See how to submit testimony](#)

#### How to record this activity in your Civic Journal:

Write down which steps you completed, from finding your legislators to submitting testimony on a bill. All of these are a step towards better understanding your state government and your power to influence legislation that affects you! Or, you can teach a friend or relative how to find their legislators online.



**OPTION TWO – EXPLORING CAREERS IN GOVERNMENT BEYOND POLITICS**

*All grade levels. Daisies, Brownies, and Juniors will need some additional help from a caregiver or troop leader.*

Through this patch program, you may have learned about some career options in politics, but there are so many jobs that fall under the realm of government that, while influenced by, are not necessarily directly related to electoral politics. Many of these are “public sector” jobs, and most of them are intertwined with civic life under national, state, county, city, special district, and occasionally even regional governments. Some of them are under a hybrid form of control; for example, public schools get federal funding and state tax revenue and are organized in districts often based around cities. Most of these jobs involve providing services to people. From education to the management of public lands, there are many fields you can go into where you can work to maintain the structures that support communities, and that’s what civic leadership is all about!

Look into some careers and determine their relationship to communities and to the government agencies that administer them. For example, if you live in the Portland metro area and want to work at the zoo, you’ll likely be working a government job. Metro is one of the few regional governments in the United States. It covers not a city or county, but three counties in the metro area, and it owns the Oregon Zoo. After you examine these jobs and how they fit into civic life, think about what fields might interest you and talk to someone in one of those jobs about how to begin a career in service!

Figure out who is in charge- What government agency controls these services? (Hint: Sometimes, it is a hybrid of multiple levels of government, so there can sometimes be more than one right answer!)

<b>Service</b>	<b>Government Agency</b>
Mail Service	<i>Example: Federal</i>
Public Schools	<i>Example: Federal, state, sometimes city-centered school districts</i>
State Parks	
Fire Stations	
National Parks	

Even if a job isn’t directly tied to the government, it can still involve providing services to people. Some private companies and nonprofits have opportunities where workers can better their communities. Chances are you may know someone who works in the public sector in one of these fields or another service-oriented career with a nonprofit or other organization. Reach out and have a conversation with them about their job. Here are some questions you can start with:

- How does your job allow you to serve the community?

- Do you think young people have good entry opportunities into your field of work?
- What are some common assumptions about your job? Do you find them to be true?
- If their job is under the control of a certain government agency, ask if it has any noticeable changes when the government changes due to elections or policy shifts.

**How to record in your Civic Journal:** Congrats! You've learned about some career options that involve public service and looked into some roles where you can be a civic leader!

- Daisies, Brownies, Juniors: Pick your favorite career that you learned about and draw a picture of yourself dressed for work if that was your job.
- Cadettes, Seniors, Ambassadors: Do a quick job search for any career that you found most interesting. What qualifications are typically required? Write down what steps you would need to take to pursue that career.



**OPTION THREE – PARTICIPATE IN THE GIRL SCOUTS RUN THE WORLD PATCH PROGRAM AND INCORPORATE A SERVICE ELEMENT**

*All grade levels*

GSOSW's Girl Scouts Run the World patch program helps you to set a unique distance movement goal and gives you the tools to plan for safety and a fun running experience! An awesome part of this program is that you can use your movement time to give back to your local

community by incorporating a service element! Read through [Girl Scouts Run the World: A Patch Program](#) to get started and see below how to incorporate a service element once you reach that part of the program. Remember that this step will count towards your Girl Scouts Run the World patch AND your Civic Leadership Challenge patch!

From [Page 13](#): "Use your goal to make your community happier or healthier! Add a service element to either a training run or your final goal run (like your 5k). Think about what you like to do, and consider what your community needs. Then, find a way to leverage your athletic goal as a way to accomplish something significant. Here are some ideas to get you thinking:

- Pick up litter throughout a run ("plogging" is the Swedish term for this!)
- Report to your city places that are not accessible, like cracks in the sidewalk that wheelchairs can't get over or broken street lights.
- Complete a citizen science project in the areas you run.
- Volunteer to run with shelter dogs.
- Teach younger Girl Scouts about running and coach them."

**How to record this activity in your Civic Journal:**

Follow the reflection steps on Page 13 of [Girl Scouts Run the World: A Patch Program](#)!

## OPTION FOUR – PARTICIPATE IN GSUSA’S PROMOTE THE VOTE PROGRAM

*For all grade levels*

Have you checked out the [GSUSA Promote the Vote](#) program? You can work towards earning GSOSW’s Civic Leadership Challenge patch by completing any of the steps outlined in the Promote the Vote program. Below are some additional details on how to complete Step Two! Learn about how voting works in your state and then help an adult in your life make a voting plan. If your adult has already voted, interview them about their experience.

### Step One

Ask your adult the following questions about voting in your state:

- In the past, who could vote and when? (If your adult does not know, research this together!)
- How do adults in your state vote now?
- Bonus Question: When is the earliest date that you can register to vote? Some states like Oregon allow you to “pre-register” to vote when you are 16!

### Step Two

Help an adult who is registered to vote create a voting plan.

- Offer reminders leading up to election day to fill out their ballot and put it in the mail (remember it takes time to mail a ballot) or drop it off at a Drop Box site (if you live in Oregon, your [Drop Box Locator tool](#) is offered through the Secretary of State’s Office)
- Did your adult already vote? Interview them about their experience- (Was the ballot easy to understand? Did they receive and use the voter’s pamphlet and was it in a language that they speak? Were they able to mail their ballot in or drop it off locally?)

### How to record this activity in your Civic Journal:

- Take a selfie with the adult that you’re helping (do not take pictures of their ballot).
- Did your adult receive a virtual or physical “I Voted” sticker? In Oregon these virtual stickers come in 11 different languages. Add the sticker or a picture of it to your Civic Journal.

*Pictured: Oregon’s virtual “I Voted” sticker in Spanish.*



## CAREGIVER/VOLUNTEER RESOURCES

*For the adults helping Girl Scouts complete this patch program*

Thank you for helping your Girl Scout(s) learn more about and engage with the world around them! Your involvement in the conversations prompted by this patch program is important in helping to guide your Girl Scout(s) in their journey to becoming civically active. Some topics in this patch program may lead to additional questions about current issues and we encourage you to engage in these conversations as you see fit and engage with the resources below.

Below are some additional GSUSA resources to help you connect with your Girl Scout(s) on issues in the present day:

- [Instead of Saying "Life's Not Fair." Teach Her How to Fight Injustice](#)
- [Help Your Kids Take Action Against Racism](#)
- [The New Cool Girl Hangout? City Council Meetings](#)
- [Support Her as She Stands Up for Change \(Even If You Don't Agree\)](#)