



Girl Scouts of Utah Avenues for Change Patch

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Overview

The Avenues for Change patch aims to provide a way for Senior and Ambassador Girl Scouts to document their service to their communities while in a leadership position and give them the tools necessary to improve their service. The requirements focus on the wide range of ways Girl Scouts can serve and pursue important changes and provide insight into the ways in which organizations such as Girl Scouts operate to meet those same goals.

Pre-Requisites

Before completing this patch, a girl should have some prior experience in leadership, service, and advocacy.

At least **one** of the following pre-requisites is recommended:

- » Completion of the Behind the Ballot or Policy Maker badges
- » Current or past service as a Girl Scout National Delegate
- » Current or past service on the Girl Advisory Board
- » Current or past service as a Youth Representative to the Board of Directors
- » Current or past service in Student Government
- » Currently holding a leadership position in a service or advocacy-oriented club or organization

Steps to Complete Patch

There are three steps to earning this patch:

1. Explore philanthropy, volunteerism, and advocacy as ways to serve your community and achieve change.
2. Investigate the intricacies of operating organizations dedicated to serving their communities or pursuing change.
3. Take action by planning and completing a project that utilizes the skills and information you have learned.

Step 1: Explore philanthropy, volunteerism, and advocacy as ways to serve your community and achieve change.

This step is centered around considering different methods of community engagement, pursuing change, and serving others. It is meant to encourage girls to think about the most effective ways for them to make a difference.

Complete **three** of the activities in the categories philanthropy, volunteerism, and advocacy:

Philanthropy:

- » Identify what philanthropy is and why it is important.
- » Research different organizations that rely on philanthropy to operate. Which would you contribute to if you had the financial resources?
- » Send a thoughtful thank-you letter to someone who has contributed to a cause you care about through philanthropy.
- » Explain why it is important to be careful about which organizations you donate to. Are there some that are better or safer than others? How can you identify the ones that are trustworthy?
- » Discuss why philanthropy is important for a whole community, even for those who don't have the resources to make donations.

Volunteerism:

- » Discuss the benefits and disadvantages of hands-on volunteer work as compared to philanthropy.
- » Interview a local organization about how community contributions through volunteering time or resources are valuable to them.
- » Compare and contrast a volunteer organization with a non-profit organization.
- » Volunteer for an organization for a couple hours. Do you feel like you were able to make a meaningful contribution? What did you learn about the organization or cause by volunteering?
- » Consider the following questions. How does volunteering benefit the volunteer? Why do colleges look for community service when considering applicants?

Advocacy:

- » Define advocacy and describe why it is important to you.
- » Discuss the conflict between a leader or representative making decisions based on their own morals and ethics vs. making decisions based on the voice of their constituents. When has this issue occurred in your community and what were the consequences?
- » Compare and contrast the responsibilities of appointed and elected officials.
- » Interview or email an elected official, such as a state senator or city councilperson about what it means to them to represent other people.
- » Think about a time you were an advocate. How could you have improved the way you stood up for a cause?

Step 2: Investigate the intricacies of operation in organizations dedicated to serving their communities or pursuing change.

This step focuses on understanding the tools that many non-profits and other service-oriented organizations use. It is intended to prepare girls to serve in such an organization, with a focus on Girl Scouts itself.

Complete **two** activities in each of the categories below.

Understanding Non-profits and Local Government Organizations:

- » Define non-profit, non-governmental organization, and not-for-profit. Identify similarities and differences.
- » Research a local non-profit that supports a cause you care about. Email one of their employees about why being part of a non-profit is important to them.
- » Analyze the advantages and disadvantages of an organization obtaining non-profit status. How does their status affect how they serve the community?
- » Investigate the qualifications an organization must have to become a non-profit. How does Girl Scouts meet those requirements?

Distinguishing Between Governance and Operations:

- » Explore what governance and operations are, and how they work together in an organization such as Girl Scouts.
- » Identify some of the benefits and issues that might come with separating the functions of governance and operations.
- » Think of a situation where the separation of governance and operations allows for checks and balances in the functions of an organization.
- » Brainstorm methods to improve collaboration and communication between governance and operations in an organization.

Improving Professionalism in Presentations:

- » Research and describe factors that make a presentation effective. Is it more important to be informative or engaging? How can you be both?
- » Watch a professional presentation such as a Ted Talk and compare it to a presentation given in your school. What could be improved?
- » The best presentations exhibit a combination of effective visual aids and excellent speaking skills. Research different strategies for improving your public speaking.
- » Brainstorm how you can apply presentation skills in different situations, such as in meetings and working with a group.

Utilizing Robert's Rules of Order:

- » Identify the basic components of Robert's Rules of Order and their purpose.
- » Create a "cheat sheet" that would allow someone unfamiliar with Robert's Rules to participate in and understand a meeting using them.
- » Draft a proposal and run a mock meeting according to these rules.
- » Discuss the benefits and disadvantages of using Robert's Rules in a meeting.

Practicing Fiduciary Responsibility:

- » Explain the three duties of fiduciary responsibility (care, loyalty, and good faith).
- » Research examples of organizations that value fiduciary responsibilities.
- » Email someone who is familiar with fiduciary duty and ask them how they fulfill this responsibility.
- » Explore the benefits to individuals and organizations who apply fiduciary duties.

Step 3: Take action by planning and completing a project that utilizes the skills and information you have learned.

This step is an opportunity for girls to demonstrate and utilize the information they have learned. It is meant to provide a kicking off-point for them to begin to address the issues that they may have observed and experienced in their community and world.

There are three parts to this step: planning, execution, and reflection.

Planning:

- » The project should apply some of the skills they have learned through earning this patch.
- » The project should address an issue they care about.
- » The project should demonstrate legitimate thought and consideration on the girl's part.

Execution:

- » The girl should involve other people in her community.
- » The result of the project should be some tangible benefit to her community or a cause.
- » The project does not need to be sustainable or elaborate but should provide the opportunity for more work to be done.

Reflection:

- » The girl should describe, in some way, what happened.
- » The girl should explain why what happened matters.
- » The girl should map out a future commitment given the experience.

Conclusion

The completion of this patch should prepare girls to serve their communities in the most effective way possible by helping them to explore different avenues to pursue change and by instructing them in the tools that may help them on their way. Upon completion, they should be ready to make a positive impact in their families, communities, Girl Scouts, and the world.