Facilitator Script: Journey Take Action

As Attendees arrive: Ask them if they have completed a Journey with their group. If they have, ask them to write the Take Action project on a sticky-note or on the white board. Organize the projects by Girl Scout level; and Journey topic if possible.

Today we’re looking at how we as Leaders and Operational Volunteers can help girls live their Girl Scout values. We’ll be addressing the different ways we can support girls including:
1. Acquiring the necessary knowledge and skills
2. Providing support and guidance to girls/other volunteers as they encounter these issues or challenges

You are part of the “Make the World a Better Place” training group.
• When we talk about “Making the World a Better Place,” what do we mean?
  – If not mentioned, suggest:
    • Leaving something/someplace better than you found it
    • Making a lasting, positive impact
    • Addressing a need

We consider you to be the experts on running Troops and working with girls. So why don’t we start by hearing from you about your experiences with the topic and expectations for this training.
• Why did you select this training topic?
• You are all very busy people with lots of responsibilities, so why was this something you considered to be worth spending your Saturday learning about?

Trainer Tip: Be sure to address the expectations of your participants. Let them know if their expectations are reasonable (i.e. something that will be covered by this training). If not, it’s OK to tell them that they may want to seek out additional resources, or ask more questions at the conclusion of the training. Offer additional support when possible.

Great, thanks for sharing. Now let’s talk a little bit about what this looks like in action. One way to Make the World a Better Place is through a Take Action Project. We are going to do a brief training on what exactly a Take Action Project is (and isn’t), and how you can effectively support Girls as they plan and execute one.
The final step in every Leadership Journey is a Take Action project. These Take Action projects help girls prepare for higher awards, and give girls an opportunity to make a lasting difference in their community.

When we talk about a Take Action Project what do we mean? Can you explain the difference between a Community Service project and a Take Action project?
- If not mentioned, suggest:
  - Take Action projects: address the root cause of an issue, have a measurable impact, ensure sustainability, and are done with the community.
  - Community Service projects: address an immediate need, are short in duration, are completed for the community

Who can help us understand the definitions of each of these terms?
- Root cause *(When the root cause of an issue is address, the issue is less likely to recur)*
- Sustainable – *(Ongoing, lasts beyond the girl’s involvement in the project)*
- Measureable – *(The outcome can be measured reliable and consistently)*
- With the community – *(building community partnerships, community partners help develop the solution and share in the work.)*

Let’s look at a few examples. On your table you will find a paper plate; on one side is a ‘C’ for ‘Community Service’ and on the other side is a ‘TA’ for ‘Take Action’. For each example, indicate if it is a ‘Community Service’ project by holding the ‘C’ side of the plate towards me, or a ‘Take Action’ project by holding up the ‘TA’ towards me.

Go over examples on slideshow including correct answers

Great! I am seeing a lot of you understanding the difference between Community Service and Take Action.

Next we’ll be looking at a Community Service Project example, and discussing how it can be elevated to Take Action through a measurable impact.

We will be looking at a food drive. Typically food drives are considered a Community Service project – you can collect food, donate it to a pantry, and two weeks later the pantry is empty again. Let’s look at how we can elevate the food drive community service project to a Take Action project.
- What issue does this project seek to address? (hunger/food scarcity) What are the root causes of hunger? *(lack of access to food, poverty, unemployment, etc.)* What are some ideas for addressing the root cause of these issues? *(couponing classes, expanded bus routes into suburbs with stores with cheaper produce)*
- What are some of the possible measurable outcomes of a project that addresses the root cause of hunger? *(number of people who attend cooking classes, legislation considered by state senator)*
• How can these solutions be made sustainable? *(partner with an organization to offer the classes, legislation is passed)*
• What kinds of community partnerships can be established to support this project and to ensure sustainability? *(Partnerships with organizations to offer the classes, partnering with legislative teams)*

Great ideas, thank you for sharing! While we’ve come up with a great plan, another aspect of a Take Action Project that we want to consider is keeping it Girl Led. This means that girls have a say in the type of project that they complete. It is important to keep in mind that at different stages of development girls are capable of taking on different responsibilities. In your hand outs will you will the Take Action Progression chart, which describes what Take Action looks like at the Daisy, Brownie, Junior, Cadette, and Senior levels. A kindergartener will have different capabilities than a 9th grader – and this chart is a guideline for girls might be capable of accomplishing at each Girl Scout level. Take a moment to find the Girl Scout level that your girls are, and look at what the Take Action look like for them. It’s important to keep in mind that even a seemingly simple Take Action project can evolve to a higher level of sustainability with effective collaborations are made during the project – but it is not always required for every level.

Finally, we are going to close out our session today by demonstrating how simple it can be to Take Action in your own life. We are each going to make a commitment to Take Action on an issue that matters to us. What is something small that you can change that can have a positive impact on the world? *(This can be using a reusable water bottle instead of plastic bottles, carrying around metal silverware instead of using disposable plastic ware etc)*

Thank you all for sharing!

*Introduce the Hands on Learning Activities:*
The two activities we are completing today are
• Community Mapping
• Mind Mapping

Both of these are activities you can do with your girls to help them better understand their community’s needs, which will help them develop higher quality Take Action projects. The Journey Take Action projects are excellent preparation for the higher awards: Bronze at the Junior level, Silver at the Cadette level, and Gold at the Senior/Ambassador levels. By helping girls examine community needs in the Journeys they will be better prepared to take on the higher awards.