

Girl Scouts of Minnesota and Wisconsin River Valleys

Leadership Patch Program



Girl Scouts®

Girl Scouts of Minnesota
and Wisconsin River Valleys

5601 Brooklyn Boulevard
Brooklyn Center, MN 55429
763-535-4602 TTY 763-971-4112
800-548-5250 FAX 63-535-7524
www.girlscoutsrv.org

Leader's Note for the Leadership Patch Program

Thank you for taking the time to learn more about the Leadership Patch Program. This program is designed to give girls a better understanding of what leadership is and how they can improve their leadership skills each and every day. This program is designed for use with girls in grades 4-6, but the activities may be adjusted to meet the needs of the girls with which you are working.

The Leadership Patch Program consists of an introduction, eight sections pertaining to different topics of leadership, a summary section and handouts. To earn the Leadership Patch, girls must complete the activities listed in the introduction, the activities listed in two topics of their choice and the summary section. Each section has multiple activities for girls to explore the topic of leadership.

- Introduction—Girls will learn more about what it means to be a good leader and do an activity to determine that their leadership strengths are.
- Topic 1: Finding My Leader Name
- Topic 2: My Leadership. My Cookie.
- Topic 3: Building My Leadership Network
- Topic 4: My Leadership Moment
- Topic 5: Leadership and the Performing Arts
- Topic 6: A Picture of Leadership
- Topic 7: My Vision. My World.
- Topic 8: Leaders of the World
- Summary—Girls will have a chance to reflect on what they have learned about leadership.
- Handouts Section

In Girl Scouts, the three keys to leadership are **Discover**, **Connect**, and **Take Action**. The activities on this patch program are designed around this model. They are also designed so that the activities are girl led, girls learn by doing and that they participate in cooperative learning.

When you are done with the patch program, please take the time to fill out the kit evaluation form with your troop so that we may continue to improve our services to you. You can turn this form in to the Girl Scout store when you go to purchase the Leadership Patches or mail it to the Brooklyn Center Service Center.

Have fun!

Program Department

Leadership Development Patch Program

Girl Scouts of Minnesota and Wisconsin River Valleys

Introduction

*"Do not follow where the path may lead.
Go instead where there is no path and leave a trail."*
Muriel Strode, American Author

What is a leader? A leader is someone who inspires or motivates others to follow her so that together they can achieve something good for themselves, the community and the world. Leadership is the act of being a leader.

The Girl Scout mission is to make the world a better place by building *character, confidence, and courage* in every girl. Becoming a good leader requires all three. Character is important to leadership because others must believe that you are honest and trustworthy. Confidence is critical because it shows how much you believe in yourself so that others can believe in you too. Courage is key because it shows that you are brave and willing to create new opportunities for yourself and others. People want to follow leaders who are trustworthy (character), believe strongly in themselves (confidence) and are willing to explore new possibilities and solutions to make the world a better place (courage).

Everyone can be a leader. You don't have to be the president of a club or the captain of a team. You can be a leader every day just by the way you think and act. All you need is character, confidence, and courage. These three characteristics are created by building leadership skills. The **most common leadership skills** are:

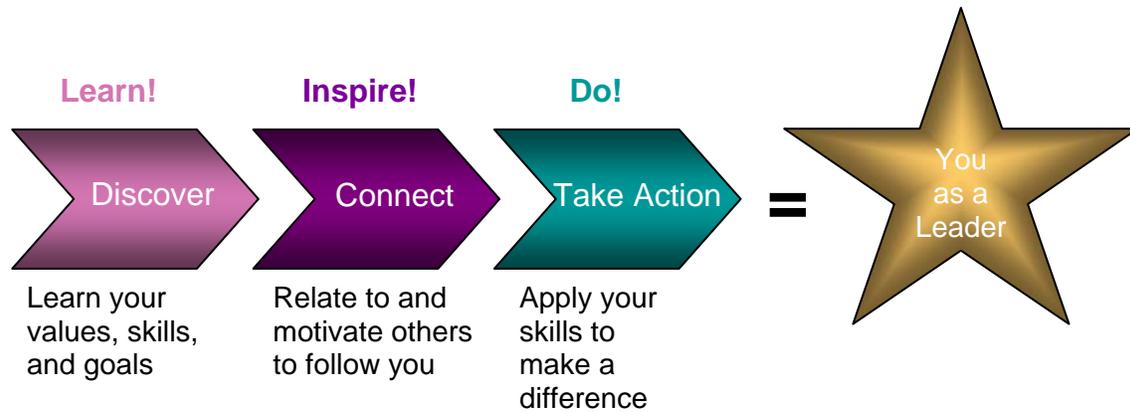
1. **Vision** – You have a dream and a plan to achieve this dream
2. **Responsibility** – You can be counted on to honor commitments
3. **Integrity** – You are respectful, honest and earn other people's trust
4. **Good Judgment** – You look at a situation or problem from different points of view before making a final decision
5. **Compassion** – You are kind, considerate and have a positive attitude towards others
6. **Courageous** – You are not afraid to try something new or take a position that is not popular
7. **Communication** – You listen attentively, talk and write clearly so that everyone can understand and participate
8. **Teamwork** – You can share and cooperate with others to achieve a goal

Do many of these skills look familiar to you? They should because you use many of them every day!

Good leaders are well-rounded and use all of these skills in their leadership. But just like any other skill, they have to practice their leadership skills so that they can remain good leaders.

Girl Scouts of the USA has created a Leadership Development Model that can help you develop and practice these leadership skills.

Girl Scouts of the USA Leadership Development Model



DISCOVER – You learn about yourself, your values and skills and how you want to act as a leader. Good leaders must know themselves before they can lead others.

CONNECT – You build relationships or connect your values, skills, and goals with others. Through your relationships, you learn to inspire or motivate others to follow you.

TAKE ACTION – You apply your leadership skills and relationships to do something to make the world a better place.

Who Am I As A Leader? A Self-Assessment

(You must complete this assessment before beginning any of the activities).

Read the following directions and examples and fill in your answers on the Leadership Skills Self-Assessment handout.

A. Read the 8 Leadership Skills on Page 1. Think of leaders who you know. For example: your teachers, your troop leader, older siblings, the mayor of your community, and even the President of the United States. **BASED UPON WHAT YOU THINK...**

- Which skill is the most important for leaders?
- Which skill do YOU use the most?

***Hint:** If you are having difficulty thinking of the skills you use the most, think of your favorite activities and what you are doing during these activities. The skills you use the most will generally appear in those activities you love to do.*

B. Read the examples below for ideas:

Examples of “Most Important”:

Vision: I believe the most important skill for a leader is Vision (dream). Without a vision and a plan to achieve it, leaders cannot get anyone to follow them.

Integrity: I think Integrity is the most important because without it, people can't trust the leaders and will not follow them.

Examples of “Most Used”:

Teamwork – I use Teamwork the most because when my friends and I cooperate, we accomplish more and have more fun.

Compassion - I use compassion the most because my family and friends will not want to be around me unless I am nice and considerate to them.

Courage – I like to be creative and want to try something new when I play with my friends. Or, I am not afraid to say what I believe in even if it is not popular with other people.

Good Judgment – I try to make smart decisions by thinking about them carefully.

Integrity – I am honest and fair when I am playing sports.

Turn to the Leadership Assessment in the Handout Section and answer questions C, D, and E.

C. **Rank the skills from 1 – 8 based on HOW IMPORTANT you think these skills are for a leader.** 1 = most important skill; 8 = least important skill. Remember, you already picked #1 (the most important) at the beginning of this activity.

D. **Rank the skills from 1 – 8 based upon the skills you USE THE MOST.** 1 = use a lot; 8 = rarely use this skill. Remember, you already know #1 since you picked it at the beginning of this activity.

E. Based on your self-assessment, fill in the answers to the questions below.

What are the top 3 leadership skills that I think are MOST IMPORTANT?

- 1.
- 2.
- 3.

What are my top 3 leadership skills that I USE THE MOST?

- 1.
- 2.
- 3.

Which 3 leadership skills do I USE THE LEAST?

- 1.
- 2.
- 3.

Which 3 leadership skills do I WANT TO DEVELOP? **Hint:** Pick skills that are on your “Most Important” list, but are not on your “Most Used List.”

- 1.
- 2.
- 3.

Congratulations! You have finished the self-assessment of your leadership skills. You have identified which skills you think are most important for good leadership. You have also discovered which skills you use the most in your leadership and which ones you want to develop more. Knowing what you’re good at and what you need to improve upon will help shape you into becoming a good leader.

Topic 1: Finding My Leader Name

"Nothing in life is to be feared. It is only to be understood."
Marie Curie, Physicist and first woman to win the Nobel Prize

PART I: DISCOVER

To understand yourself and your values; to use your knowledge and skills to explore the world

Activity: Remember a time when you did your personal best - something you worked very hard to achieve and ultimately succeeded. Your personal best might be a project you completed, an accomplishment within a team, or anything you did that required you to use some of your leadership skills.

Part A: My Personal Best Experience

1. Write a very brief description of your personal best experience (1-3 paragraphs). State clearly what you ultimately accomplished.
2. Think about your personal best experience in more detail. Identify which leadership skills you used. Explain how you used these skills and how they helped you to succeed.
3. Which leadership skills do you want to use again and again? Why? (Remember: Good leaders use their leadership skills often).
4. How could you have used one of your least used skills in this experience? (Remember: Good leaders practice and build confidence in the skills they use least).

Part B: My Leader Name

5. Share your leadership self-assessment AND your personal best experience with a group of 4-5 people (3 can be friends, 1 can be a family member, and 1 can be another troop member).
6. Ask the group members how each one sees your leadership skills. What skill(s) do they see? What are you doing when they see it? How often do they see it?
7. Discuss with the group which leadership skills you believe are your strongest. Explain why you think this way.
8. Ask the group to “brainstorm” with you to identify a symbolic Leader Name that can be used to describe you and your leadership. Brainstorming is when group members spontaneously think of ideas together.

IMPORTANT: This symbol must **inspire** or motivate you to so that you will continue to practice your leadership skills.

***Example:** if you are very honest (INTEGRITY), kind (COMPASSION) and like to work with others towards a goal (TEAMWORK), your leadership symbol and name might be White Dove. White is symbolic for honesty. The dove is symbolic for compassion and teamwork. Doves are gentle kind birds and they prefer to be in a group – like a team.*

Other potential leadership names:

Adventurous Rocket – This girl may like to reach for the stars and wants to explore new possibilities.

Caring Mountain - This girl may like to help others strive and reach the top (achieve her goals).

Each girl will have a different name because each girl has different combination of leadership skills and interests.

See the table on Page 5 for more words to get you started on your Leader Name. These words are only a guide to start your creative juices. You can use these words or think of more so that you can create as many names as possible.

Find something to remind you of your Leader Name. Perhaps, you will find a special charm for a bracelet, a small picture, or a key chain. Carry your symbol everyday in your backpack, purse, or something else that is convenient. Look and touch your symbol every day so that it reminds you of your leadership and the need to keep practicing your skills.

PART II: CONNECT

To care about, inspire, and team with others locally and globally

Complete one of the following activities, either Connect 1 or Connect 2.

Connect 1: Visit a local Brownie troop and talk to them about the Leadership Development Model and this patch program. Tell them your Leader Name and how you came up with this name. Explain to them why leadership is important for girls to learn now and practice throughout their lives. Ask them how they can be leaders, even as Brownie Girl Scouts. If no experiences come to mind, talk about 1-2 scenarios on page 3.

OR

Connect 2: Watch a favorite TV show or movie with friends or family. Pick out a character who seems to be a leader based upon the 8 Leadership Skills. With the help of others, think of a Leader Name for this character. What is the Leader Name? Why did

you choose it? What skills was the character practicing? What are the similarities and differences between your leadership skills and those of the character?

PART III: TAKE ACTION

To act to make the world a better place

Complete Take Action 1 and either Take Action 2 or Take Action 3.

NOTE: This is a requirement listed for all of the topics. If you are completing more than 1 topic in this patch program, then you only have to complete this action once.

Take Action 1: List 2 leadership skills that you can practice every day for 2 week. Record the following information on the My Leadership Log handout and ask a parent or guardian to sign it when you have completed.

- The skills you selected
- The number of times you practiced the skills during the 2 weeks
- Outcomes or results (Complete after Week 1)
- Ideas of how you would improve the skill (Complete after Week 1)
- Your assessment of how well you did (Complete after Week 2)

AND

One of the following:

Take Action 2: Imagine yourself in **two** of the following situations. (You can also substitute one of the situations you discussed with your new friend from the other troop if you chose Connect 1). As _____ (insert your leadership name), what would you do? What leadership skills would you use?

1. You are hanging out with a couple of friends when one of them says she wants to steal a candy bar from the store just to see if she can get away with it. As a leader, what do you do? What leadership skills would you use?
2. The person sitting next to you in math class asks if she can copy your math homework. She's not doing very well in the class and you are. As a leader, what do you want to do? What leadership skills would you use?
3. Your friend has a crush on your older brother. Your brother's friends are always teasing your friend and embarrassing her. Your friend hates it and doesn't want to hang out with you anymore because she's afraid of seeing both your brother and his friends. As a leader, what do you want to do? What leadership skills would you use?

OR

Take Action 3: Write a short article (3-4 paragraphs) to submit to your local newspaper, school newsletter or a Girl Scouts of Minnesota and Wisconsin River Valleys newsletter. Explain the following:

- What leadership means to you
- Why you think leadership is important for girls
- Provide an example of how girls with good leadership skills can positively affect one or more of the following: family, school, community, or global concerns.

IMPORTANT: Do not worry if the article does not get printed. Oftentimes newspapers and newsletters have too many articles and cannot add another one. The important part of this activity is that you personally took action to build awareness around the importance of leadership. Good job! This action takes COURAGE because you are taking a risk. Try not to feel badly if your article does not get printed. Remember: All leaders experience problems or setbacks at some point. Susan B. Anthony didn't always convince many people that women deserved the right to vote. Finally, through her persistence, the 19th Amendment - granting women the right to vote - was created in 1920.

Susan B. Anthony is a leadership role model. Remember her quote: "Failure is Impossible!" Be courageous and try. Take Susan B. Anthony's words as your own.

Idea Words for Leader Names

Able	Air	Adventurous	Amazing	Aurora	Aware
Awesome	Ballerina	Bashful	Beautiful	Bear	Blessing
Blue	Boomerang	Candle	Can Do	Caring	Cat
Changing	Cheetah	Chocolate	Classy	Comforter	Commander
Compass	Communicator	Courage	Creative	Conscientious	Considerate
Cool	Cute	Dancer	Daring	Dedicated	Dependable
Diva	Diverse	Dog	Dolphin	Dragon	Eagle
Earnest	Earth	Enchanting	Encouraging	Explorer	Eye
Fabulous	Feather	Fire	Firefly	Flower	Free
Friendly	Funny	Gatherer	Generous	Gentle	Genius
Gift	Glow	Gold	Gracious	Green	Guiding
Happy	Harmony	Healthy	Helper	Hip	Honorable
Honest	Hope	Horse	Idea Gal	Incredible	Influence
Inspiration	Jazzy	Jewel	Just	Kaleidoscope	Kind
Kite	Kindness	Knowing	Laughing	Lion	Lively
Logical	Loving	Loyal	Magic	Mathematical	Mirror
Meaningful	Moon	Mountain	Musical	Natural	Noble
Nurturer	Oak Tree	Ocean	Oracle	Orange	Organic
Organizer	Original	Panther	Pathfinder	Peaceful	Persistent
Pink	Polite	Positive	Proud	Purple	Quick
Quiet	Radical	Rainbow	Real	Red	River
Rock	Rocket	Rock star	Role Model	Rosie	Sassy
Scout	Sensitive	Shiny	Sharing	Sincere	Smart
Smile	Snow	Sparkle	Spice	Sports Car	Solid
Soul	Strong	Super	Summit	Sweet	Tall
Teacher	Team Player	Techno	Tough	Thoughtful	Tiger
Trendsetter	Truck	Unicorn	Unique	Warm	Water
Waterfall	White	Wind	Winner	Wise	Witty
Wolf	Wonderful	World	Wow	Zebra	Zephyr

Topic 2: My Leadership. My Cookie.

“When people keep telling you that you can’t do a thing, you kind of like to try it.”

Mary Chase Smith, U.S. Congresswoman and 1st Woman
Nominated for the U.S. Presidency

PART I: DISCOVER

To understand yourself and your values; to use your knowledge and skills to explore the world

Activity: Create Your Personal Leadership Cookie. Choose an existing or create a new cookie that represents at least 3 of your leadership skills.

Answer the following questions to select your cookie:

1. What 3 leadership skills do I want to pick?
2. How do I show these leadership skills to myself and others?
3. Think of an existing cookie or create a new cookie that represents your leadership.

Example: My 3 leadership skills are TEAMWORK, RESPONSIBILITY, and COMPASSION. I chose these skills because I like to work and play with others (teamwork). My friends and family can always depend upon me (responsibility). I like to make others happy (compassion).

I think a chocolate chip cookie represents my leadership. The flour, sugar, chocolate chips and nuts all work together to create a good cookie (TEAMWORK). The cookie is my favorite and others can depend upon me to make a delicious cookie every time (RESPONSIBILITY). I like to give my chocolate chip cookies to others because almost everyone likes this cookie. They feel special because I am making and sharing something just for them (COMPASSION).

Be creative! If you think an existing cookie doesn’t quite describe your leadership, then create a cookie! Perhaps you want a cookie that represents COURAGE, COMMUNICATION, and TEAMWORK. You could make a Rice Krispie cookie with jelly beans. You’ve demonstrated courage because you might be the first to add jelly beans to a Rice Krispie cookie. You show communication because the Rice Krispies talk to each other and out loud. Teamwork is represented because you made the cookies with your friend, mom, or sibling.

PART II: CONNECT

To care about, inspire, and team with others locally and globally

Complete 1 of the following:

Connect 1: Inspire your troop members. Share your cookies with your Girl Scout troop. Talk to them about the leadership patch and your individual leadership skills. Explain why you created or chose your cookie and how it reflects your specific leadership skills.

OR

Connect 2: Visit a local Brownie troop and talk to them about the Leadership Development Model and this patch program. Talk to them about your leadership cookie and how this cookie represents your leadership skills. Explain to them why leadership is important to everyone and something that every girl should learn.

PART III: TAKE ACTION

To act to make the world a better place

Complete Take Action 1 and either Take Action 2 or Take Action 3.

NOTE: This is a requirement listed for all of the topics. If you are completing more than 1 topic in this patch program, then you only have to complete this action once.

Take Action 1: List 2 leadership skills that you can practice every day for 2 week. Record the following information on the My Leadership Log handout and ask a parent or guardian to sign it when you have completed.

- The skills you selected
- The number of times you practiced the skills during the 2 weeks
- Outcomes or results (Complete after Week 1)
- Ideas of how you would improve the skill (Complete after Week 1)
- Your assessment of how well you did (Complete after Week 2)

AND

One of the following:

Take Action 2: Share your story and your cookie. Prepare your story and ask if you can get on the agenda for your local city council meetings. Organize your story by using the sample script on page 3. Spend 2 minutes talking about the Leadership Development Patch and what leadership means to you. Complete your story by passing out your cookies. If you are unable to attend a city council meeting, attend a teacher's staff meeting or other meeting of leaders in your community.

OR

Take Action 3: Build awareness around your leadership. Make your cookies and package them in small tins, boxes, or decorated paper plates. Create a tag explaining the leadership cookie and how it reflects your leadership skills. Distribute these cookies to your class, local fire station, police department, place of worship or any other location where community leaders are present.

SAMPLE SCRIPT FOR TAKE ACTION 2

1. Introduction: Hi. My name is _____ and I'm a junior girl scout from Troop ___ in _____(city). As part of my participation in Girl Scouts, I am asked to complete a number of activities in certain areas. I can earn patches in these areas when I complete the required amount of activities. I am currently working on my Leadership Development Patch. As part of this program, I am asked to create a leadership cookie that reflects the skills I think are important in my own leadership. I am sharing my leadership ideas and my cookies tonight as I think it is important that everyone strive to be good leaders.

2. My leadership cookie is _____. It is made with _____
_____. It reflects my leadership skills of A. _____, B. _____ and C. _____.

- The (ingredient)_____reflects my leadership skill (A)_____because of _____.

- The (ingredient)_____reflects my leadership skill (B)_____because of _____.

- The (ingredient)_____reflects my leadership skill (C)_____because of _____.

3. I think good leadership is important for city council members because_____

- _____

- _____.

4. I think good leadership is important for girls to learn because_____

- _____

- _____.

5. I hope I have inspired you to promote good leadership in yourself and others. I also hope you enjoy my cookies. Thank you for your time.

Topic 3: Building My Leadership Network

“I suppose leadership at one time meant muscles; but today it means getting along with people”

Indira Gandhi, Former Prime Minister of India

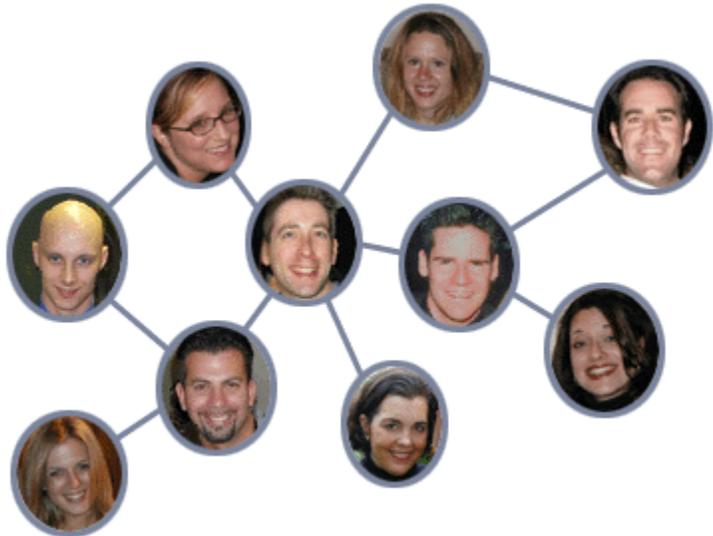
PART I: DISCOVER

To understand yourself and your values; to use your knowledge and skills to explore the world

Activity: Create a network. All leaders need networks. Networks are webs or groups of people leaders know personally. Good leaders need to know a lot of people so that they can constantly gather new ideas to improve a situation or to solve a specific problem. The more people a leader has in her network, the more ideas and answers she can use to help grow her leadership.

Good leaders create and maintain their networks. As a leader, you never know when you might need someone so it is good to stay in touch with the people in your network. You can stay in touch through phone calls, notes, e-mail or by just saying “hello” when you see them next.

Because the people in your network are trying to help you, it is important for you to try and help them. If you ask someone in your network for help, offer to help them with something right now or in the future. Many of these people may also become your friends in time.



PART A: Find My Network

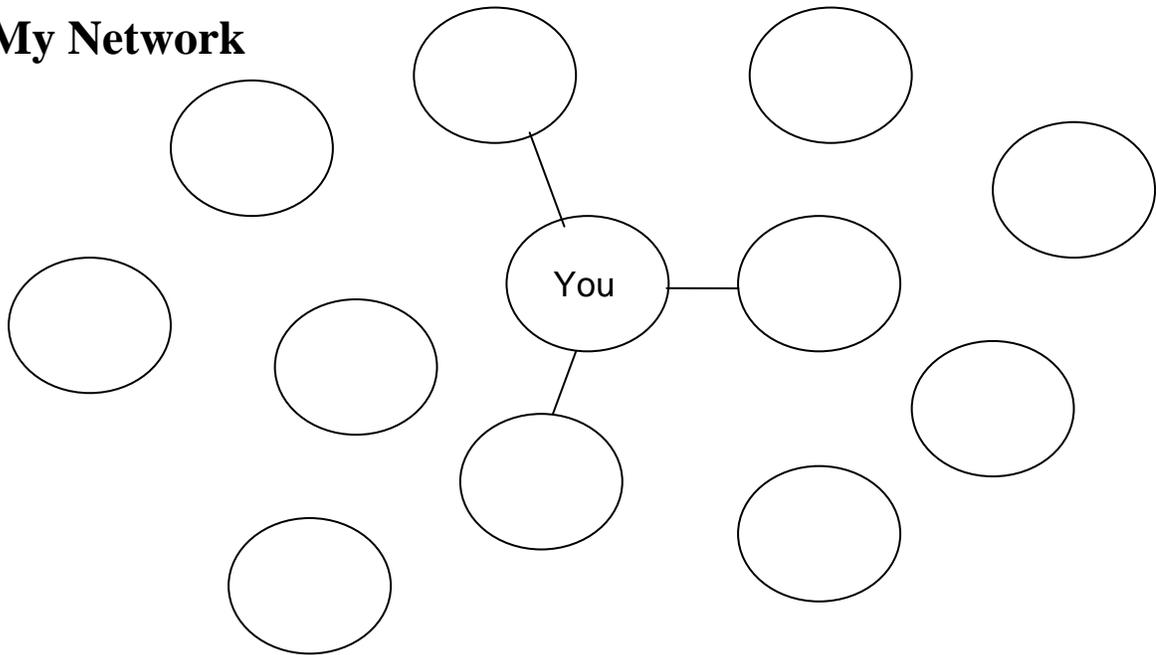
1. **Pick a goal that is very important to you.** For example: You might have a goal to become an actor some day. Or, you might have a goal that you want to improve your grades. Learning how to play a sport or how to dance may be other goals.
2. **How will you achieve this goal?** Break your goal down into little steps. For example: If your goal is to get better grades, one step might be to find a tutor to help you. Or, if you want to become an actor, a step might be to try out for a school play. If you want to learn how to play a sport or dance, your first step might be to see if there are any lessons offered through a community center.

3. **Think of the people who know your goal.** Perhaps your parents, friends, teachers, or other Girl Scouts know about your goal. Think of everyone who might know your goal.

PART B: Build My Network

Read the directions and complete the diagram below:

My Network



1. **Write your name in the center.**
2. **Write the names of people YOU KNOW PERSONALLY who also know about your goal.** Write each name in a different circle. These people are the same people you identified in Question #3 in Part A. Draw a line and connect these circles directly to you. You may not use all of the circles or you may have to draw more. Any number of names is fine.
3. **How many people did you identify?** These people are now part of your network.

PART II: CONNECT

To care about, inspire, and team with others locally and globally

Complete two activities—Connect 1 or Connect 2 and Connect 3.

Connect 1: Add another Girl Scout to your network.

1. Contact a member from another troop in another area. Call your local service center for names of troop leaders who can connect you with another girl.
2. Connect with your Girl Scout contact via the phone, internet, or in person and ask if she would be willing to help you with this leadership development patch activity.
3. Explain the patch program and your activity. **Make sure you tell your Girl Scout contact about your goal and how you want to achieve it.**
4. Ask your Girl Scout contact if she would like to be a part of your network. If she doesn't know, make sure you explain to her what a network is and how it works.
5. Draw a line between you and your Girl Scout contact (may need to create a new circle for her if your circles are full).
6. Ask your Girl Scout contact who she would know that might be able to help you with your goal or steps. *For example, maybe your Girl Scout contact's sister takes dance lessons and can give you the dance studio's phone number so that you can call and ask for information. You don't know the sister personally, but you know that she might be able to help.*
7. For every person your Girl Scout contact knows, write his or her name in separate circles. Then draw lines connecting these people to your Girl Scout contact. You should notice that the lines of the people your Girl Scout contact know do not touch your circle. Their lines do not touch your circle because you do not know them personally.
8. Ask your Girl Scout contact if it would be OK to call any of the people she knows to ask for help around your goal. Since you do not know them yet, it would be great if your Girl Scout contact could introduce you.
9. Thank your Girl Scout contact for her assistance and ask her if you can help her with any of her Girl Scout projects. Remember, good leaders help the people in their networks.
10. Mail or e-mail her a thank you note to let your Girl Scout contact know how much you appreciate her help.

OR

Connect 2: Add 3-4 of your friends or people you know from school or other activities to your network.

- Explain the patch program and the network activity.
- Ask them if they would be part of your network around your goal.
- Write each name in a different circle. Draw a separate line between your circle and each one of their circles. Some of the names and circles may be the same as Part B because they already know about your goal. These people are now in your network.
- Ask your friends and any others in your network who they might know who could help you with your goal. *For example, maybe one of your friend's sisters takes dance lessons and can give you the dance studio's phone number so that you can call and ask for information. You don't know the sister personally, but you know that she might be able to help.*
- Write their names in the circles and draw lines connecting them with your friends and any others who are helping with this activity (You may need to create new circles). Since you may not know them personally, their lines should not connect to your circle.
- Ask your friends and the others if they could introduce you to these people when you are ready to work on your goal.
- Thank your friends and anyone else who helped you for their assistance and ask them if you can help with any of their projects e.g. homework, chores, etc.
- Send your friends and anyone else who helped you a thank you note or e-mail to let them know how much you appreciated their assistance.

AND

Connect 3: Review your network and leadership.

1. What leadership skills did you have to use when setting up your network?
2. How many people did you identify? The bigger the network you have, the more opportunities you will have to receive or provide help.
3. Why is having a network important when you want to achieve a goal? How can a network be important in your life?
4. What ideas did you get from your network about possible ways to achieve your goal?
5. Why do you think it is important for business, government, or school leaders to develop networks?
6. Why is it important to offer help to the people who are in your network?

PART III: TAKE ACTION

To act to make the world a better place

Complete Take Action 1 and either Take Action 2 or Take Action 3.

NOTE: This is a requirement listed for all of the topics. If you are completing more than 1 topic in this patch program, then you only have to complete this action once.

Take Action 1: List 2 leadership skills that you can practice every day for 2 week. Record the following information on the My Leadership Log handout and ask a parent or guardian to sign it when you have completed.

- The skills you selected
- The number of times you practiced the skills during the 2 weeks
- Outcomes or results (Complete after Week 1)
- Ideas of how you would improve the skill (Complete after Week 1)
- Your assessment of how well you did (Complete after Week 2)

AND

One of the following:

Take Action 2: Make a presentation to YOUR troop. Talk to them about the network activity and how you completed it. Show them your network diagram and explain how each person is connected TO YOUR GOAL and TO YOU. Explain why having a network is important to leaders – such as your troop leader, your mayor, school superintendent, or even the President of the United States.

Take Action 3: Make a presentation to ANOTHER troop. If you connected with another Girl Scout, you may want to present to her troop. Talk to the troop about the network activity and how you completed it. Show them your network diagram and explain how each person is connected TO YOUR GOAL and TO YOU. Explain why having a network is important to leaders – such as your troop leader, your mayor, school superintendent, or even the President of the United States.

Topic 4: My Leadership Moment

"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do."

Eleanor Roosevelt

PART I: DISCOVER

To understand yourself and your values; to use your knowledge and skills to explore the world

Activity: Interview a leader

Ask someone you see as a leader to participate in a brief interview. You are the interviewer and this person will be the interviewee. The leader may be a teacher, a minister, or one of your friend's parents. Ask this person to talk to you about a "leadership moment" – an important and significant event that caused him or her to use one or more leadership skills.

It is helpful if you can **make a copy of the Leadership Moment Interview worksheet and Leadership Skill List found in the Handout Section** and give them to the interviewee in advance. The interviewee will then have time to prepare his or her answers for you.

After you complete the interview, answer the following questions:

1. What was your interviewee's "leadership moment?"
2. What did you learn about leadership from this person?
3. What ideas or skills would you want to use as you develop your own leadership?
4. How can you use these ideas or skills in your leadership?
5. Ask the person if you can use his or her name when you are sharing this interview with others.

PART II: CONNECT

To care about, inspire, and team with others locally and globally

Complete Connect 1 or Connect 2.

Connect 1: Make a presentation to your troop or class. Tell them about your leader interview and how you completed it. Talk to them about your interviewee's "leadership moment" and how his or her leadership skills contributed to the result described in the interview. Explain to them which ideas or skills you would like to use in your own leadership? How would you use these ideas or skills? What results would you like to have from using these ideas or skills?

OR

Connect 2: Create a "leadership blog" or e-mail exchange between you and other Girl Scouts. Participate in this blog or e-mail exchange for 1 or 2 days*.

Arrange with your service center to connect with other girls outside your troop who may also be interested in participating in this blog or e-mail exchange.

Ask your parent or guardian for permission to complete this activity and be sure you connect to a safe and secure site!

- Explain this patch program and the idea of the "leadership moment" to the girls. Give them the example from your interview. This step is important if the other girls have not yet completed this patch program. *Do not write your interviewee's name without his or her permission first.* Asking him or her for permission is a sign of respect.
- Ask the other girls what leadership means to them.
- Ask them if they can share a "leadership moment" from their own experience or from something they saw in a movie or heard from someone else.
- Write to them about the leadership lessons you have learned during this patch program.
- Thank them for their participation and offer to help them with one of their patch or badge programs.

* You can also complete this activity over the telephone. Ask your troop leader or service center for 2-3 girls – outside of your troop – who would be interested in participating in this program. Call them and ask them the questions listed above. They may need time to think about some of the questions, so let them know that it's OK if they want to call you back.

PART III: TAKE ACTION

To act to make the world a better place

Complete Take Action 1 and either Take Action 2 or Take Action 3.

NOTE: This is a requirement listed for all of the topics. If you are completing more than 1 topic in this patch program, then you only have to complete this action once.

Take Action 1: List 2 leadership skills that you can practice every day for 2 week. Record the following information on the My Leadership Log handout and ask a parent or guardian to sign it when you have completed.

- The skills you selected
- The number of times you practiced the skills during the 2 weeks
- Outcomes or results (Complete after Week 1)
- Ideas of how you would improve the skill (Complete after Week 1)
- Your assessment of how well you did (Complete after Week 2)

AND

One of the following:

Take Action 2: Create your own leadership moment. Look for an opportunity where you can step up and make a difference because of your leadership. Use your own ideas or try one of the leadership ideas learned through your interview.

1. What did you do?
2. What leadership skill(s) did you use?
3. What was the result of your action?
4. Would you do it again?
5. If not, what would you do differently?

OR

Take Action 3: Be a leader in difficult situations. Read the following scenarios and identify what you would do as a leader in these circumstances.

Read the following scenarios. How relevant is this situation in your school or community? Are there similar situations where you can step in and show your leadership? What can you do to show some of your leadership skills in real-life situations?

As you complete these scenarios, think of Eleanor Roosevelt's quote at the beginning of this topic: *"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do."*

Scenario 1: Everyday you go to your locker and four lockers down from yours you see another kid teased because of her weight and her frumpy looking clothes.

As a leader, what do you do?

What leadership skills do you use?

Did your action take courage? Why?

If you don't do something, how will you feel about your leadership?

Scenario 2: You have just started hanging out with the popular crowd at school. Your old friends miss you and are upset because they think you're now a snob.

As a leader, what do you do?

What leadership skills do you use?

Did your action take courage? Why?

If you don't do something, how will you feel about your leadership?

Scenario 3: At lunch your friends tease you because you like to read and they hate it. Your friends have been giving you a hard time for a while and you want them to stop. Yet, you don't want to make them angry or loose their friendship. (If you don't like to read, replace reading with math or other topic)

As a leader, what do you do?

What leadership skills do you use?

Did your action take courage? Why?

If you don't do something, how will you feel about your leadership?

Topic 5: Leadership and the Performing Arts

I'm not afraid of storms for I'm learning how to sail my ship.
Louisa May Alcott, Author & Women's Activist

PART I: DISCOVER

To understand yourself and your values; to use your knowledge and skills to explore the world

Activity: Watch a movie or listen to one of your favorite songs. If you choose the movie, look for leadership skills that are present in one or more of the characters. If you choose the song, listen for leadership skills within the words of the song.

1. What movie or song did you select? _____
2. **If you watched a movie**, identify 3 leadership skills you saw in one or more of the characters. A) Write the name of the character(s); B) the leadership skills they used and; 3) how they used the skills.

OR

3. **If you listened to a song**, identify the words or feelings in the song that described 3 or more leadership skills. Explain why these words or feelings are examples of leadership skills.

PART II: CONNECT

To care about, inspire, and team with others locally and globally

Connect: Write a short play or a song with your friends and another girl from your troop. Incorporate ALL of the leadership skills in some way into one or more of the characters. In other words, write about how a character or song verse demonstrates specific leadership skills.

PART III: TAKE ACTION

To act to make the world a better place

Complete Take Action 1 and either Take Action 2 or Take Action 3.

NOTE: This is a requirement listed for all of the topics. If you are completing more than 1 topic in this patch program, then you only have to complete this action once.

Take Action 1: List 2 leadership skills that you can practice every day for 2 week. Record the following information on the My Leadership Log handout and ask a parent or guardian to sign it when you have completed.

- The skills you selected
- The number of times you practiced the skills during the 2 weeks
- Outcomes or results (Complete after Week 1)
- Ideas of how you would improve the skill (Complete after Week 1)
- Your assessment of how well you did (Complete after Week 2)

AND

One of the following:

Take Action 2: Perform your song or play in front of others. These could be family members, other friends, your troop, or other troops in your area. Talk to them about this patch program and this specific activity. Make copies of the Leadership Skill List found in the Handout Section. Ask them to try and match the skills they see or hear to the right characters or song verses. If they don't guess correctly, share with them the right answers at the end. Ask them what they learned about leadership after seeing the play or hearing the song.

OR

Take Action 3: Make 2 or more copies of your play or song AND the Leadership Skill List found in the Handout Section. Ask at least 2 other people to read your play or song. Ask them to try and match the skills they see or hear to the right characters or song verses. If they don't guess correctly, share with them the right answers at the end. Discuss with them what you think leadership is and how you presented it in the play or song. Ask them what they learned about leadership after reading the play or song.

Topic 6: A Picture of Leadership

“It is important to express oneself...provided the feelings are real and are taken from your own experience.”

Berthe Morisot, Famous French Impressionist Painter

PART I: DISCOVER

To understand yourself and your values; to use your knowledge and skills to explore the world

Activity: Create a picture of leadership. Take a picture of something that represents each leadership skill and combine them to create a leadership collage. *For example, you could take a picture of someone helping someone else and label it compassion or teamwork because it shows kindness or working in a team.* You may also cut pictures out of magazines if you do not have a camera available. You should have at least 8 pictures on your collage (one for each leadership skill). If you completed Activity 1: Who am I as a Leader, you may want to add pictures representing your Leader Name.

1. In the spaces below, describe your picture and explain how it reflects or mirrors each leadership skill.

VISION:

RESPONSIBILITY:

COMPASSION:

COMMUNICATION:

TEAMWORK:

INTEGRITY:

GOOD JUDGMENT:

COURAGE:

2. Which picture(s) and leadership skill(s) do you think represents you most? Why?

PART II: CONNECT

To care about, inspire, and team with others locally and globally

Connect 1: Bring your collage to show your troop, another troop, or any other organized group of which you are a member. Talk to them about the Leadership Patch program and this specific activity. Explain why you matched your images with the various leadership skills.

OR

Connect 2: Take a picture of your collage and upload it to your computer. E-mail it to your friends and other people you know and respect. With a short note, explain to them the Leadership Patch program and what you were required to do for this activity. Write to them about how the different images represent your view of the different leadership skills.

PART III: TAKE ACTION

To act to make the world a better place

Complete Take Action 1 and either Take Action 2 or Take Action 3.

NOTE: This is a requirement listed for all of the topics. If you are completing more than 1 topic in this patch program, then you only have to complete this action once.

Take Action 1: List 2 leadership skills that you can practice every day for 2 week. Record the following information on the My Leadership Log handout and ask a parent or guardian to sign it when you have completed.

- The skills you selected
- The number of times you practiced the skills during the 2 weeks
- Outcomes or results (Complete after Week 1)
- Ideas of how you would improve the skill (Complete after Week 1)
- Your assessment of how well you did (Complete after Week 2)

AND

One of the following:

Take Action 2: Create a leadership calendar with your photos. Since you have 8 skills and 12 months, add photos of your family, home, friends, pets, your Leader Name or anything else that is important and special to you. Post this calendar in your room or your locker at school so that each month you will be reminded of your leadership. Each month practice the leadership skill that is represented by the picture. Tape or glue your Leadership Log to the back page of the calendar so that you can remember what leadership skill you used and how you used it.

OR

Take Action 3: Post your collage in your room, closet, locker, or some place that you can call your own. Tape or glue your Leadership Log to the back page of the collage so that you can remember what leadership skill you used and how you used it. Practice the skills you do not know as well so that your leadership will be strong and ready for whatever situation comes your way.

Topic 7: My Vision. My World

*"Never doubt that a small group of thoughtful, concerned citizens can change the world.
Indeed it is the only thing that ever has."*

Margaret Mead, Environmentalist, Scientist and Women's Activist

PART I: DISCOVER

To understand yourself and your values; to use your knowledge and skills to explore the world

A vision is like a dream. It comes from your imagination and represents something that is important to you and that you would like to see come true. You can achieve your vision by setting goals and accomplishing them. Good leaders have big visions that include and positively affect others.

The best vision or dream is one that you are passionate about and want to work hard to make it happen. These visions touch a lot of people because they are so good for the community. People want to help you with your vision because they want to be part of something good.

There are BIG visions that can take years to accomplish because so many people are involved. Examples include:

The Founding Fathers of the United States had a vision or dream of a free and democratic country. They wrote the Declaration of Independence declaring their freedom and won the Revolutionary War.

Susan B. Anthony had a vision or dream that all women should be able to vote. As a result, she spent years trying to persuade Congress to adopt the 16th Amendment – granting all women the right to vote.

Martin Luther King had a vision or dream that everyone should be treated equally. He worked hard alongside many people to make this dream come true.

Some visions are small and may take only days or weeks to accomplish. These visions are just as important as the big visions. Examples include:

A 10 year old girl had a vision or dream that abandoned or sick pets should find happy homes. She worked with her local animal shelter to organize a fundraiser that would enable the shelter to buy much needed medicine for the sick animals. As a result, these now healthy pets were adopted into good homes.

A Girl Scout had a vision or dream to make the children in the cancer section of a hospital smile. She gathered her friends and they made friendship bracelets, bookmarks and posters so that each child had a special gift.

A young girl in Africa had a vision or dream that the children in her village would learn how to read. She wrote to many charitable foundations asking them to donate children's books. Hundreds of books arrived. The village created a small library so that everyone could read the books.

What do you envision or dream about? What would you like to accomplish that is also good for others?

To create your vision, complete the My Vision Worksheet in the handout section of this patch program.

My Vision Worksheet

Create a vision that is important to you and good for others, but will not take too much time and money to accomplish. As the leader, you can motivate or inspire a small group of people to help you. They will want to help you because they also like your vision and want to be a part of it. Before you know it, you will have accomplished your vision!

Answer the questions below. You may have many different answers for the same question or perhaps you can't answer all of the questions right now. Don't worry! Visions can take time and a lot of thinking to create. Take a break and come back and finish them at another time.

1. What do you love to do? *Examples: I love to take pictures of people and animals. I love to play with my best friend. I love to camp.*

2. What are you good at doing? *Examples: I'm good at taking pictures. I'm good at making friends. I'm good at playing sports.*

3. If I could help anyone in my community who would it be? *Examples: I'd like to make the people in my grandma's nursing home happy. I'd like to help the younger kids at my school get a new playground. I want to help homeless animals in the shelter find homes.*

4. How can I use what I love doing or am good at to help others in my community?
Example: I love taking photographs. I know that the elderly in the nursing home can get lonely and may want something beautiful to cheer up their rooms. I can help them by taking pictures of something that is beautiful and giving each person a picture to let them know I'm thinking of them.

5. How can others help me? *Example: My friends can help by helping me to make picture frames. They can also help me deliver the pictures to the nursing home residents.*

6. How can I motivate or inspire others to help me? (**Hint: You can use the following sentences**). *I will speak from my heart and tell them how important this idea is to me and how good it is for others. I will ask them how it would make them feel if they were a part of it. I will tell them that their help means a lot to me.*

7. Fill in the blanks:

My vision is (Answer #3) _____.

by (Answer #4) _____.

and (Answer #5) _____.

Example: *My vision is to make the residents in my grandma's nursing home a little happier (Answer #3) by taking photographs (Answer #4) and having my friends help frame them and deliver them to the residents (Answer #5).*

Congratulations! You have just created your vision!

Once you have your vision, answer the following questions:

1. What is your vision?
2. Why is it important to you? Why might it be important to others?
3. What are some steps you can take to make this vision come true?
4. What leadership skills do you think you need to make this vision come true? *For example: If you are organizing other people, then you will need to practice TEAMWORK and COMMUNICATION.*

PART II: CONNECT

To care about, inspire, and team with others locally and globally

Complete one of the following activities—Connect 1, Connect 2 or Connect 3.

Connect 1: Make your vision come true! Organize a meeting and explain your vision to your friends, family, community members, or anyone that can help make it come true. Tell them why this vision is important to you and others. Let them see how much you love what you want to accomplish so that they will be inspired to help. Remember, you want your vision to be able to become theirs as well. Ask them if they would like to help so that they can feel a part of your vision. Ask them if they have other ideas or steps on how you can make this vision happen. *For example: collect items to donate to a local animal shelter, create a “Picture Perfect” day at the local nursing home, volunteer at a Food Shelf, make friendship bracelets to give to people in the hospital.*

1. What new ideas did the group add to your vision?
2. How many people did you inspire to get involved? Even one person is a success!
3. What project or event did you decide to do to help accomplish this vision?
4. What leadership skills did you use in this activity?
5. What did you learn about your leadership in leading this activity?

If you choose this option, you must complete the corresponding steps in **Take Action 1 and 2.**

OR

Connect 2: Create community awareness about your vision. Organize a meeting that includes people you know and some people you do not know very well. Explain your vision and why it is important to you and to others. Let them see how much you love what you want to accomplish so that they will be inspired to help. Remember, you want your vision to be able to become theirs as well. In fact, your vision might change a little because you may be inspired by their ideas.

Be the leader and organize the group into a team.

Create a poster that represents this vision. As the leader, encourage people to work as a team (i.e. respect each other, share ideas, let everyone talk, encourage the shy people to participate.) Use whatever you want to create your poster. Sample materials include magazine articles, markers, scrapbooking materials, yarn and whatever else you think may be useful. Be creative.

1. What new ideas did the group add to your vision?
2. Did everyone accept your vision? It's OK if not everyone wanted to be involved. It is natural as people have different visions and interests.
3. What project or event did you decide to do to help accomplish this vision?
4. What leadership skills did you use in completing this activity?
5. What did you learn about your leadership in leading this activity?

OR

Connect 3: Create a TV commercial about your vision. Gather 4-5 of your friends, troop members, and someone you don't know very well. As the leader, inspire and persuade them to believe in your vision and to help make it become a reality. Really focus on explaining why this vision is important to you and to others. Speak from your heart!

Organize the group into a team to create a TV commercial that represents your vision. The goal of the commercial is to persuade millions of viewers to participate in your vision. You decide how you want them to participate.

As the leader, encourage them to work as a team. Remember to respect each other, share ideas, let everyone talk, and encourage the shy people to participate. Decide on the tasks and who will complete them. Think about props, costumes, and locations. Be creative as you want to inspire millions of people.

If possible, see if one of your team members can video your commercial so that you can show others. If not, ask someone to take pictures of the different parts of the commercial.

1. What was your vision?
2. How did you inspire your team to follow your vision?

3. What leadership skills did you use in completing this activity?
4. What did you learn about your leadership in leading this activity?

If you choose this option, you must complete the corresponding steps in **Take Action 1 and 4**.

PART III: TAKE ACTION

To act to make the world a better place

Complete **two** of the following activities, including Take Action 1 and the Take Action Activity that corresponds with the Connect Activity that you chose

NOTE: This is a requirement listed for all of the topics. If you are completing more than 1 topic in this patch program, then you only have to complete this action once.

Take Action 1: List 2 leadership skills that you can practice every day for 2 week. Record the following information on the My Leadership Log handout and ask a parent or guardian to sign it when you have completed.

- The skills you selected
- The number of times you practiced the skills during the 2 weeks
- Outcomes or results (Complete after Week 1)
- Ideas of how you would improve the skill (Complete after Week 1)
- Your assessment of how well you did (Complete after Week 2)

AND

One of the following:

Take Action 2 (to be combined with Connect 1): Organize others to participate in an event that will help to accomplish the vision. As the leader, work with the team to:

1. Identify the steps involved in achieving the vision.
2. Delegate responsibilities. For example: who will get the supplies, call people for certain tasks, make specific items, etc.
3. Set a date when each responsibility is due.
4. Establish a date, time, and where to meet on the day of your project.
5. Tell them how to and how often to communicate with you about the steps in the project.
6. Celebrate at the end of the project with thank you notes and treats!

OR

Take Action 3 (to be combined with Connect 2): Ask to post your vision, with a brief written explanation, at one of the following locations for 1 month:

- Local Girl Scout service center
- City Council
- Place of Worship
- School

- Grocery store
- Another place where people gather

Your written explanation should include: 1) description of the Leadership Development Patch Program (including the leadership skills); 2) explanation of your vision and its importance to you and others; 3) how you and others worked as a team to make the poster; and 4) the importance of practicing good leadership in this world.

OR

Take Action 4 (*to be combined with Connect 3*): Replay your commercial video or perform it in front of your troop, another troop, or your class. Tell the viewers about the project by completing the following steps:

1. Describe the Leadership Development Patch Program and the leadership skills.
2. Explain what a vision is and why it is important.
3. Tell them how you and others worked together as a team.
4. Explain why you think it's important for people your age to practice good leadership skills today.

At the end of your video or performance, ask the viewers what they learned about the importance of vision and why it is necessary for good leadership.

Topic 8: Leaders of the World

"Others told me that I shouldn't have a career, that I shouldn't raise my voice, that women are supposed to have a master. That I needed to be someone else. Finally I was able to see that if I had a contribution I wanted to make, I must do it, despite what others said. That I was OK the way I was. That it was all right to be strong."

Wangari Maathai, African Environmentalist and Women's Activist

PART I: DISCOVER

Women all over the world have been strong leaders since the beginning of time. Who are these courageous women? Many were the first female leaders of a country, one is the first woman scientist to win the world's highest award, and all had to overcome extreme difficulties because women were not generally accepted as leaders during their times.

These women triumphed because they practiced many leadership skills. In particular, these women had to lead with courage and integrity. They had to believe in themselves and respect the differences in others. It is important to remember these women and their struggles because they have much to teach our young leaders of today.

PART A: International Leaders. Who are they?

Activity: Match the woman leader to her correct description. This activity starts on page 2. You may have to do a little research on the internet or in the library as you may not know all of these women. Once you have completed the matching exercise, answer the questions in Part B on page 3.

Match these historic leaders with their correct descriptions.

- A. Indira Gandhi _____ Living in Egypt in 1440 B.C., this woman declared herself Pharaoh (highest leadership role) and led her country through many years of good times.
(pronounced in-DEER-a Gaan di)
- B. Marie Curie _____ This Jewish woman grew up in Wisconsin and became the first and only woman prime minister in Israel in 1969. She improved the conditions within her country while successfully protecting it against unfriendly neighbor countries.
- C. Golda Meir _____ In her country of Kenya, located in Africa, this woman is an environmentalist and politician. She organized the planting of thousands of trees to improve the environment and to provide work for women who were struggling to feed their families. She gave women courage and confidence to believe in themselves.
- D. Hatshepsut _____ This woman was India's first prime minister – the highest leadership position in India in 1966. She inspired other women to believe that they could also accomplish their dreams and goals.
(pronounced Hat-SHEP-sut)
- E. Aung San Suu Kyi _____ This American Black woman refused to give up her bus seat to a white person in 1955. As a result, she became the spark that started a nation-wide effort to bring equality to all Blacks in the U.S.
(pronounced awng sahn soo chee)
- F. Wangari Maathai _____ This French scientist, who was actually born in Poland, discovered that radiation could be helpful to sick people. She was the first woman Nobel Prize winner (the highest award for a scientist)
(Pronounced wahn-GARH-ee mah-TIE)
- G. Emily Murphy _____ This famous author from Canada helped to convince the government that women deserved the same rights as men. Women were finally considered “persons” under Canadian law in 1929.
- H. Rosa Parks _____ This woman believes her country, Burma, located in southeast Asia should be free and democratic. It has been torn apart by war for a long time. Because of her non-violent speeches calling for peace and freedom, she was elected prime minister in 1990. Unfortunately, she was not allowed to take office and was put under house arrest. She remains under house arrest today.

Did you know? When Golda Meir was in 4th grade, she thought it was unfair that children had to pay for their own schoolbooks, especially when these children came from poor homes. Golda organized a town meeting and gave a speech asking the community for donations. By the end of the meeting, Golda, at 11 years old, had raised enough money to buy every child the needed textbooks.

Did you know? Between 1901 and 2003, only 11 women versus 80 men have been awarded a Nobel Prize. The Nobel Prizes are some of the highest awards that anyone can have in the world. There are 6 categories: Peace, Medicine, Physics, Literature, Chemistry, and Economics. More women have won for peace than any other category. Aung San Suu Kyi, one of the leaders in the matching exercise, won a Nobel Prize for peace in 1991.

PART B: How Am I Like These International Women Leaders?

1. Which leader or leaders did you admire the most? Why?

2. Based upon what you know, list the leadership skills that you believe these leaders must have practiced. What skills do you have in common with each of these leaders?

Leader	Their Leadership Skills	Skills I Have in Common
Indira Gandhi		
Marie Curie		
Hatshepsut		
Golda Meir		
Rosa Parks		
Wangari Maathai		
Aung San Suu Kyi		
Emily Murphy		

3. Why do you think it's important to study leaders from other countries?
What did you learn from the international leaders in this section?

PART II: CONNECT

Complete one of the following activities—Connect 1 or Connect 2.

Connect 1: Host a talk show where you are an international leader. Select a woman leader from another country or race. These leaders can be historical or someone from today. You can also select one of the leaders from the Discover section.

1. Think of questions you would like to ask her if she came to visit you at your house. What would you ask? Example questions:
 - When and where were you born?
 - What was your childhood family like?
 - Where did you go to school?
 - What kind of jobs did you have?
 - Did you get married? Have children?
 - Why did you become famous? What did you do?
 - What leadership skills did you use? Give examples of how you used them in your life?
 - What interesting facts or stories can you tell me about your life.
2. Research your selected international woman leader. Go to www.google.com and type her name into the search bar. Or, go to www.wikipedia.com and type her name into this site's search bar. You can also go to the library to research your chosen leader.
3. Gather 4-5 of your friends and pretend that you are on a talk show like "Oprah" or interviews from the red carpet before the Oscar Awards for movies or Grammy Awards for music. Name the show anything you want. For example: "Learn from Leaders," "Leaders of the World" or "Super Women Leaders." Pick some music to play for the introduction of the show.
4. Ask one of your friends to be the talk show host – the person who asks the questions. Ask the others to be in the audience. One can also be the camera person to take pictures or use a video camera to record your show. Give your "talk show host" the questions you researched.
5. You will be the guest – your selected leader. Dress up like your leader or in clothes typical of her country. Cut pictures from a magazine or download photos from the internet to make the event even more realistic. Be creative!
6. Start the show. The music starts. The talk show host introduces you. The host will ask you questions on the sheet. Try to recall as much as you can from your research. The host will also ask if the audience has questions for you. Remember, you didn't give them questions, so you'll have to be prepared!

7. End the show. Take your bow. Ask your friends what they admired about the leader in the show. Discuss which leadership skill(s) she used. In what scenarios would you use this skill(s) in real life? Thank your friends for their help.

OR

Connect 2: Learn about another country and its leaders. Find someone in your community who was born in another country. This person should be old enough to remember living in this country. * Ask this person the questions below as well as any others. Be curious. You learn a lot more when you are curious to know the answers.

1. In what country were you born?
2. What was your life like?
3. What special memories do you have?
4. When did you leave?
5. Why did you decide to move to the U.S.?
6. What were your country's leaders like? Show him or her the Leadership Skill List found in the Handouts. Ask him or her how different leaders practiced or didn't practice these skills.
7. Ask how leadership is **different** in the U.S. than in his or her former country.
8. How is leadership the **same**?
9. Ask which leadership skills he or she thinks is most important for leaders today?
10. Thank him or her for his time.
11. Share your experience with a troop, a friend, or your classmates

*If the person you want to interview is your age, ask if you can speak with his or her parent(s).

NOTE: Not all leaders are good and ethical. It is just as important to learn from bad leadership as well as good. Bad leadership provides examples of what we must NOT do with your own leadership.

PART III: TAKE ACTION:

Complete Take Action 1 and either Take Action 2 or Take Action 3.

NOTE: This is a requirement listed for all of the topics. If you are completing more than 1 topic in this patch program, then you only have to complete this action once.

Take Action 1: List 2 leadership skills that you can practice every day for 2 weeks. Record the following information on the My Leadership Log handout and ask a parent or guardian to sign it when you have completed.

- The skills you selected
- The number of times you practiced the skills during the 2 weeks
- Outcomes or results (Complete after Week 1)

- Ideas of how you would improve the skill (Complete after Week 1)
- Your assessment of how well you did (Complete after Week 2)

AND

Take Action 2: Write a letter to your state or Federal congressperson.

1. Explain to the congressperson the leadership development patch program and this specific activity.
2. Tell him or her what you learned about leadership by studying other leaders and their backgrounds.
3. Explain to the congressperson why you think it's important for our leaders to learn from leaders in other cultures.
4. Ask your congressperson how he or she thinks that appreciating leaders from diverse backgrounds can help the leaders in the U.S. today?

OR

Take Action 3: Visit your state or Federal congressperson.

1. Contact your state or Federal congressperson's office either by phone or e-mail. Ask if you could set up a 15-30 minute meeting. You may want to coordinate this activity with other girl scouts who are also completing this patch.
2. Explain to the congressperson the leadership development patch program and this specific activity.
3. Ask the congressperson about his or her leadership experience. You may even want to fax, mail or e-mail him or her the Leadership Moment Interview sheet and the Leadership Skills List so that the congressperson can prepare for your visit.
4. Tell him or her what you learned about leadership by studying other leaders and their backgrounds.
5. Explain to the congressperson why you think it's important for our leaders to learn from leaders in other cultures.
6. Ask your congressperson how he or she thinks that appreciating leaders from diverse backgrounds can help the leaders in the U.S. today?
7. Thank the congressperson for his or her time. Be sure to send a written thank you note when you get home. A hand-written note is a sign of respect and appreciation of someone's effort.

Leadership Development Patch Program

The Girl Scouts of River Valleys

Summary

1. Read the quotes by women leaders at the beginning of each topic including the introduction. Pick 2 out of the 9 quotes and write what these quotes mean to you.

Quote #1:

Quote #2:

2. Answer the questions below and complete the word search. All of the answers can be found in the introduction and the topic sections.
 - a. This leader said "Failure is Impossible."
 - b. This leadership skill inspires others to follow a dream that positively affects others.
 - c. When people work together to achieve a goal, they are practicing this leadership skill.
 - d. The 3 stages of the Girl Scout Leadership Development Model include: _____, _____, and _____.
 - e. When I am bold and do not follow the popular crowd, I am practicing this leadership skill.
 - f. A good leader should listen attentively to other people so that she can better understand how she can help others. This leadership skill is called _____.
 - g. This woman said "*When people keep telling you that you can't do a thing, you kind of like to try it.*"
 - h. This scientific leader was the first woman to be awarded a Nobel Prize.
 - i. This leadership skill asks me to think carefully about a decision and consider the consequences.
 - j. When I am kind and considerate of other people's feelings, I am practicing this leadership skill.
 - k. I can be counted on by others and do not blame someone else for something I have not done. This leadership skill is called _____.
 - l. This leadership skill requires me to be honest and respectful towards everyone.
 - m. To be a leader, I must practice my leadership skills that support the Girl Scout Mission of building _____, _____, and _____ to make the world a better place.
 - n. This First Lady of the United States said "*You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do.*"

Leadership Development Word Search

E	L	D	E	T	L	E	V	E	S	O	O	R	R	O	N	A	E	L	E	P	F	Q	K	S	H
G	I	O	A	S	C	T	U	V	B	L	O	A	F	L	W	Z	G	H	I	G	E	R	P	G	D
H	S	V	A	M	N	C	O	N	B	A	C	K	W	B	I	O	S	V	C	G	O	P	Q	I	D
L	A	O	I	A	F	E	G	H	M	X	P	Q	W	S	K	G	E	R	Z	W	L	O	R	N	B
O	H	K	A	S	U	N	C	N	B	O	E	P	D	A	M	E	R	X	M	N	O	I	I	F	M
H	E	M	P	A	I	N	L	K	J	X	I	Q	K	S	P	C	R	A	Z	B	N	M	S	F	A
T	E	G	A	R	U	O	C	H	G	I	Z	W	V	B	I	U	E	A	M	N	E	S	P	L	R
I	G	O	H	F	E	C	N	F	N	S	D	L	P	U	G	T	Y	T	I	R	G	E	T	N	I
M	J	O	I	E	U	X	I	A	B	C	X	M	W	V	Y	Z	O	L	Q	M	E	L	T	O	E
S	U	D	D	E	U	V	Z	P	O	D	I	S	C	O	V	E	R	X	M	B	S	O	Y	R	C
E	L	J	A	G	P	A	N	U	T	X	P	O	P	E	V	E	R	A	C	I	M	S	Z	Q	U
S	D	U	K	A	A	C	O	T	H	E	S	N	E	W	M	U	D	P	Q	W	M	D	X	C	R
A	U	D	R	R	Y	H	E	O	K	A	S	V	C	O	V	B	A	W	X	C	Y	T	D	F	R
H	I	G	S	U	S	A	N	B	A	N	T	H	O	N	Y	A	N	O	M	A	C	I	O	S	I
C	O	M	M	O	U	N	I	T	X	U	A	M	M	V	L	I	C	O	M	P	W	A	S	S	E
T	B	E	Z	C	R	T	N	V	S	R	U	Y	M	W	Q	M	L	P	U	D	B	X	I	O	A
E	A	N	S	C	Z	J	E	K	A	A	C	R	U	N	U	I	S	V	N	E	M	A	I	O	X
R	I	T	O	A	X	P	A	C	F	I	H	I	N	O	P	E	R	A	M	S	D	J	G	X	O
A	R	O	N	L	P	O	T	S	Z	R	H	J	I	I	E	N	C	F	S	A	I	U	F	Y	N
G	E	T	T	A	V	E	K	N	M	E	C	T	C	S	A	K	F	D	I	O	Q	P	B	D	W
R	B	U	K	X	R	A	T	U	K	D	X	S	A	S	G	H	E	C	B	M	W	A	L	T	C
A	U	D	S	N	M	O	P	D	F	Y	W	Q	T	A	K	E	A	C	T	I	O	N	A	C	T
M	A	R	I	V	E	C	U	R	S	K	L	E	I	P	D	E	W	B	M	D	J	W	Z	Q	U
M	U	J	G	R	O	O	S	E	V	M	S	E	O	M	K	L	I	O	F	T	D	S	U	S	T
S	W	P	A	S	Y	T	I	L	I	B	I	S	N	O	P	S	E	R	T	E	A	H	M	X	B
I	N	T	A	X	O	I	N	M	W	D	L	H	Z	C	O	N	F	I	D	E	N	C	E	Q	R

Handouts
Leadership Development
Patch Program
Girl Scouts of Minnesota and
Wisconsin River Valleys

River Valleys Leadership Development Patch Program
Leadership Skills Self Assessment

Handouts: Leadership Patch

Rank each column from 1 – 8 from your perspective. 1 = Most Important and Most Used; 8 = Least Important or Least Used

Leadership Skills	Most Important Skills (Rank from 1 – 8 with 1 = the Most Important)	Most Used Skills (Rank from 1 – 8 with 1 = I use the most)
Vision – has a dream and a plan to achieve this dream <i>Similar words: dream, big picture, wants something good for a lot of people</i>		
Responsibility - can be counted on to honor commitments <i>Similar words: dependable, productive, takes ownership, doesn't blame others</i>		
Integrity - is respectful, honest and earns other people's trust <i>Similar: honest, do what you said you were going to do, ethical</i>		
Good Judgment - looks at a situation or problem from different points of view before making a final decision <i>Similar: makes good decisions, reviews options before deciding on something, thinks carefully about the consequences or effects of your actions</i>		
Compassion - is kind, considerate and has a positive attitude towards others <i>Similar words: kindness, understanding, considerate, patient</i>		
Courage - is not afraid to try something new or take a position that is not popular <i>Similar words: bold, willing to try something new, stand up for what is right or what you believe</i>		
Communication - listens attentively, talks and writes clearly so that everyone can understand and participate <i>Similar words: easily understood, asks questions if unsure, doesn't interrupt, pays attention, inspires others to act</i>		
Teamwork - can share and work well with others to achieve a goal <i>Similar words: cooperates, gets along with others, shares idea or supplies, encourages others</i>		

My Leadership Moment Interview Worksheet
Leadership Development Patch Program
Girl Scouts of Minnesota and Wisconsin River Valleys

Girl Scout's Name: _____

Interview Date and Time: _____

Name and position of the person being interviewed: _____

Thank you for allowing me to interview about your leadership experience. Your help will complete an important activity so that I can earn my Leadership Development patch.

The purpose of this interview is to learn more about different styles of leadership and times when leadership can be used. Your experience will assist me as I learn to develop and practice my own leadership skills.

To prepare for this interview, please review the leadership skills from the Leadership Skills List and rank which ones you think you practice the most and look over the interview questions below.

Interview Questions:

1. Describe a "leadership moment" – a significant event that caused you to use at least one of the leadership skills listed below. Explain which skills you used and how you used them. State clearly what was ultimately accomplished.

2. Which skills did you use and how did you use them?

3. What was accomplished because of your leadership?

4. Which leadership skills do you want to use repeatedly in all types of situations? Why?

5. What lessons about leadership did you learn from this "leadership moment?"

Thank you for your time!

Girl Scouts of Minnesota and Wisconsin River Valleys Leadership Skill List

Leadership Skills

Vision – has a dream and a plan to achieve this dream

Similar words: dream, big picture, wants something good for a lot of people

Responsibility - can be counted on to honor commitments

Similar words: dependable, productive, takes ownership, doesn't blame others

Integrity - is respectful, honest and earns other people's trust

Similar words: honest, do what you said you were going to do, ethical, fair

Good Judgment - looks at a situation or problem from different points of view before making a final decision

Similar words: makes good decisions, reviews options before deciding on something, thinks carefully about the consequences or effects of your actions

Compassion - is kind, considerate and has a positive attitude toward others

Similar words: kindness, understanding, considerate, patient

Courage - is not afraid to try something new or take a position that is not popular

Similar words: bold, willing to try something new, stand up for what is right or what you believe

Communication – listens attentively, talks and writes clearly so that everyone can understand and participate

Similar words: easily understood, asks questions if unsure, doesn't interrupt, pays attention, inspires others to act

Teamwork - can share and work well with others to achieve a goal

Similar words: cooperates, gets along with others, shares ideas or supplies, encourages others

My Leadership Log

Practice **2 of your leadership skills once a day for 2 weeks.** Select 1 skill from your MOST USED list and 1 skill that is on your DEVELOP MORE list. Write the skills in the spaces below. Mark each day that you practice your skill.

Leadership Skills	Days													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Skill 1:														
Skill 2:														

Complete the Week 1 table after the first week. Complete the Week 2 table after the second week.

WEEK 1

What did you achieve when you used this skill?

What would you do differently the next time?

Skill 1:	
Skill 2:	

WEEK 2

On a scale from 1 – 10 with 10 being the most effective, I rate my use of this skill as a:

Skill 1:

Skill 2:

In the future, I plan to use this skill whenever I...

Skill 1:

Skill 2:

Parent or Guardian Signature _____ Date: _____

