



Walden Media Patch Program in association with Girl Scouts of Greater Los Angeles

Program Goals in Girl Scouting

The Girl Scout Leadership Experience identifies three “keys” to leadership:

- **Discover:** Girls understand themselves and their values and use their knowledge and skills to explore the world.
- **Connect:** Girls care about, inspire, and team with others locally and globally.
- **Take Action:** Girls act to make the world a better place.

All experiences in Girl Scouting incorporate these three keys to leadership, and these experiences are – as much as possible – girl-led and encourage learning by doing (experiential learning) and cooperative learning. Plus, these three processes promote the fun and friendship that have always been integral to Girl Scouting.

The Walden Media Literacy, Media and Media Literacy¹ Patch Program for Girl Scouts reflects these Leadership “Keys”:

Patch requirements for Junior Girl Scouts (grades 4-5). Complete activities under each “Leadership Key.”

Discover – Complete items 1, 2 and 3 OR complete items 4 and 5.

1. **Read** a book (children’s literature) that has been made into a movie for children and families.
2. **View** the movie version of the book.



¹ “Within North America, media literacy is seen to consist of a series of communication competencies, including the ability to ACCESS, ANALYZE, EVALUATE, and COMMUNICATE information in a variety of forms, including print and non-print messages. Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages.” (Source: National Association for Media Literacy Education: <http://www.name.net/media-literacy/definitions>)

3. **Compare** the book and the movie. Write a review for someone who has not read the book or seen the movie. *Create* a rating system for your review (stars, tomatoes, smiley faces, etc.)
4. **Discover** a Web site that is just for girls your age such as www.gogirlsonly.org.
5. **Write** an article that describes the kinds of articles you find there, and your opinion of them. Are the articles fact based? Accurate sources of fact? Are they someone's opinion? How do you tell the difference?

Outcome: Girls develop critical thinking.



Connect – Complete items 1, 2 and 3 OR complete items 4 and 5.

1. **Read** picture books or books for younger readers to younger girls – stories that have been made into movies for children and families.
2. **View** the movie version of the story with younger girls.
3. **Interview** the girl(s) with whom you have read the story and have seen the movie version of the story. Find out what they like and dislike about the two – and why.



4. **Investigate** and **interview** people with careers who like to write by talking to an author, librarian, book store owner, or other professional.
5. **Research** careers in the media (movies, television, newspapers, magazines, the web); look online for interviews with young people who have begun careers in the media (actors, reporters, bloggers, etc.).

Outcome: Girls feel connected to their communities, locally and globally.



Take Action – Complete one of the five items listed below.

1. **Help** younger children learn to read. Volunteer at a school, local book store, Head Start program, or pre-school, etc.
2. **Encourage** younger children to discover “good” media that has been created for them. How? Discuss television programs, computer games, online programming for kids i.e. Disney, PBS.org, etc.
3. **Bring** library books, books on tape or on CDs to people who can't go out like shut-ins, retirement homes, etc.
4. **Collect** books, magazines, movies on DVD, books on tape/CDs and donate them to a library, nursing home, day-care center or other community center.

5. **Make** a sound or video recording, reading your favorite part of your favorite book aloud or read the entire book. Introduce the part you will read. Describe what has come before and who the main characters are. Invite two friends to (review) give you their opinions of the recording. Donate your recording.



Outcome: Girls educate and inspire others to act.

**Patch requirements for Cadette, Senior, and Ambassador Girl Scouts (grades 6-12).
Complete activities under each "Leadership Key."**

3 Discover – Complete two of the six items listed below.

1. **Investigate** different categories of books (fiction, nonfiction, poetry, drama, etc.) and decide which category is your favorite. Which is your least favorite? Why? Which genre would you like to explore further?
2. **Think** of a challenge in your life and read a book that addresses that challenge. Were possible solutions for your challenge offered?
3. **View** a movie with friends that is for or about young people from a culture different from your own. Discuss the differences with your own culture. Discuss what is the same between the cultures.
4. **Compare** a book you have read that was made into a movie with the movie version. How are they different, how are they the same. Which version did you like better?
5. **View** and **evaluate** two different versions of a story on film, one a dramatization and one a documentary. What is the difference between a dramatization and a documentary? Is a documentary always true? What could be some influencing factors in the content?



6. **Discover** a Web site for girls your age such as www.studio2b.org. Write an article that describes and evaluates the kinds of articles you find there.

Outcome: Girls Develop Critical Thinking

3 Connect – Complete two of the five items listed below.

1. **Dramatize** a scene from a book for an audience creating either an audio or video version of the scene.
2. **Form** an online book club or a face-to-face book club.
3. **Create** your own a blog, write book or movie reviews, and post them on the Internet.

4. **Organize** an event such as an author's tea, at which an author reads from her book and answers questions.
5. **Cover** a Cadette, Senior, and Ambassador Girl Scout event as a reporter. Do at least two interviews. Create a piece of media with the story on YouTube, as a more detailed entry on your blog, or as a newspaper article. Make sure you get permission from your parents to go on to YouTube and upload your media piece.

Outcome: Girls feel connected to their communities, locally and globally.



Take Action – Complete one of the six items listed below.

1. **Read** to children in the hospital or to someone who has impaired vision. Put a book on tape/CD. Translate a book into Braille.
2. **Collect** books, books on tape/CDs, magazines and movies on DVD, and donate them to a library, nursing home, day-care center or other community center
3. **Volunteer** as a reading tutor to a younger student.
4. **Investigate** issues related to either the media or literacy in your community. Devise an action plan within your Girl Scout Troop based on your investigation.
5. **Watch** the local evening news for one week. Describe (evaluate) the kinds of stories broadcast, evaluate the coverage and write a letter of praise or constructive criticism, or concern to the news station.
6. **Coordinate** or **participate** in a literacy festival within your community



Outcome: Girls educate and inspire others to act.



Walden Media Literacy, Media and Media Literacy Patch Request Form

Congratulations on completing the requisite activities for the Walden Media Literacy, Media and Media Literacy Patch. The program, created by Walden Media, in association with the Girl Scouts of Greater Los Angeles, offers Juniors, Cadettes, Seniors, and Ambassadors (grades 4-12) activities focusing on exploring all types of media – literature, film and television.

Please complete the form below and submit at a Girl Scouts of Greater Los Angeles Council Shop to receive your patch(es).

Troop Number: _____ Troop Level: _____ GSGLA Region: _____

Leader Name: _____

Contact Name (if not Leader): _____

Address: _____

City: _____ Zip Code: _____

Contact E-Mail Address: _____

Contact Phone #: (day) _____ (eve) _____

_____ # of participating Girl Scouts

Describe "Discover" leadership key activity:

Describe "Connect" leadership key activity:

Describe "Take-Action" leadership key activity:
