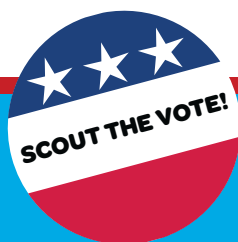


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SCOUT THE VOTE BADGE *Requirements*



courageconfidencecharacter

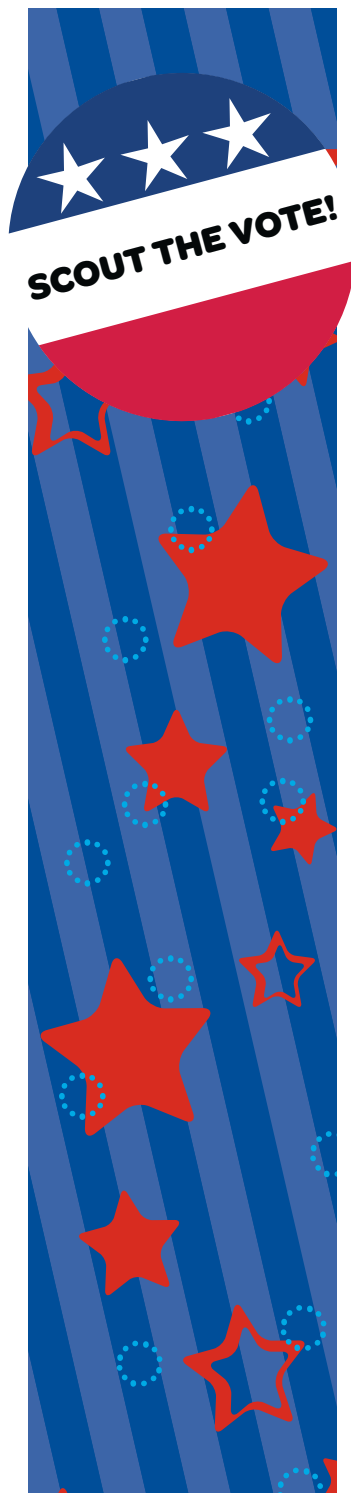


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Dear Parent/Guardian,

The national, state, and local election process will be top of the news until Election Day in November. The Girl Scout role in any election is to provide an accurate, age appropriate, non-partisan interpretation of the election process.

The purpose of this badge program is to engage and empower Girl Scouts to understand the voting process in a patriotic—not political—manner, eagerly anticipate their right to vote, and encourage and enable women to exercise their right to vote. While working on this program or for any potentially political purpose, be aware that GSUSA's policy concerning political activity is referred to in Safety Activity Checkpoints.

This badge program contains activities for Girl Scouts in all age levels. Each level must complete a specific number of activities, as noted in the "General Requirements" section.

Discussions of different political parties and views are an important part of this program and should be encouraged. Activities should concentrate on general education about the election and research all sides of an issue so girls can make informed, independent decisions.

This booklet contains a sample "I Pledge to Vote" card. You may copy the card or have the girls make their own. We have also included some "I Promised a Girl Scout I Would Vote" stickers for her to distribute with the activity on the last page of this packet.

Thanks for educating girls about the importance of participating in our democratic process, and have fun with the program!



SCOUT THE VOTE!

HOW TO EARN THE "SCOUT THE VOTE" BADGE

GENERAL REQUIREMENTS

See the next page for a list of activities from which to choose.

After a girl has completed all the necessary requirements, please visit the Girl Scout shop to purchase your badge.

In addition to completing the specific age-level requirements on the following pages, please complete the number of activities for your age level from the list on page 3:

Daisies Two from the list

Brownies Five from the list

Juniors Seven from the list

Cadette/Senior/Ambassador
Nine from the list



ACTIVITIES

- ☐ What are the ways we can vote in Arizona? Early vote, vote-by-mail, in person. Discuss these at home, and share how your family votes.
- ☐ Find out where the voting booth location is in your community and how and where your parent/caregivers vote at.
- ☐ Collect three newspaper articles, or pictures that discuss the 2016 elections. Discuss them with your troop.
- ☐ Obtain a copy of a sample ballot from your county's voter registration department and share with your troop.
- ☐ Pretend you are running for office and make a commercial telling people why they should vote for you.
- ☐ Read about the 19th Amendment and the Voting Act of 1965. Tell your troop or family how this important legislation affects you.
- ☐ Make a list of the characteristics of a good leader, page 8
- ☐ Complete the "Community Scavenger Hunt" found on page 9
- ☐ Complete "Picture the New President"
- ☐ Make five "Thanks for voting" cards and give to people after Election Day
- ☐ Read the Glossary and find three new words you have never heard of. Can you make a game out of the glossary?
- ☐ Complete a voter registration form.
- ☐ Interview three women to find out why they vote and what impact their vote has in the community.
- ☐ Pick a famous Suffragette and write a biography about her; i.e., Julia Ward Howe, Carrie Chapman, Alice Paul, Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone.

SCOUT THE VOTE!

REQUIREMENT OPTIONS

SCOUT THE VOTE!

AGE LEVEL REQUIREMENT

Age Level Requirements for Daisies, Brownies, Juniors

Throughout this badge program, girls have discovered many new things about the voting process, connected with community resources to learn more, and took action by becoming advocates for voting. Tell the girls they have been hired to design one public service piece using whatever medium they wish—audio, visual, social media, or written—to encourage adults to go to the polls.

Be sure not to promote a particular candidate but to encourage adults to go to the polls.

CHOICES CHOOSE ONE:

- ☐ Create a “piggyback” song by taking a familiar tune and changing the words
- ☐ Make a 11”x 17” poster
- ☐ Create a cartoon/comic strip
- ☐ Create a bookmark
- ☐ Create a full-page magazine ad
- ☐ Create an audio 30 second public service announcement for television
- ☐ Design a PowerPoint presentation
- ☐ Create a billboard
- ☐ Design a webpage
- ☐ Write a poem
- ☐ Write a limerick
- ☐ Write a 250-word essay
- ☐ Write a newspaper article

Age Level Requirements for Cadettes, Seniors, Ambassadors

CONDUCT A VOTER REGISTRATION DRIVE:

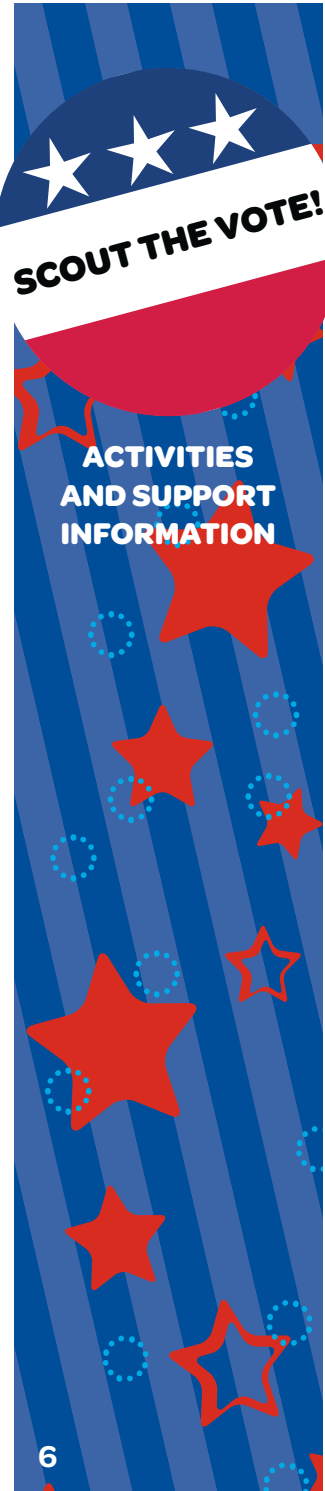
Conduct a Voter Registration Drive in your community. Plan with your troop how you will engage women in your community to vote.

Helpful Hints:

- Voter Registration Drive should occur by October 3, 2016.
- Distribute Voter Registration Cards and ask each individual to sign the Pledge Card (enclosed) promising to vote in the 2016 Presidential Election. If you do not have voter registration cards, secure the pledges on the card and give instructions to the potential voter on how to download a form.
- Canvass your neighborhood, set up a booth at a mall or brainstorm ways to get signatures.



SCOUT THE VOTE!



Activities and Support Information

COMMUNITY SCAVENGER HUNT

- ☐ Use the internet, telephone book, local directories, and newspapers to find the following information.

PART A All Age Levels

- ☐ What are the names of the newspapers in your community?

- ☐ The President of your country is:

- ☐ The Governor of Arizona is:

- ☐ The leader of your local government is (mayor, county supervisor)

- ☐ Are any of these people women?
☐ Yes ☐ No
- ☐ Do you have any ideas for new laws that should be passed in your area only?

PART B Juniors, Cadettes , Seniors

- ☐ The United States senators from Arizona are:

- ☐ What civic jobs in your community are elected positions?

- ☐ Where is your family's polling place?

- ☐ What are the major issues for the election this year?

- ☐ When is the presidential election?

PART C Cadettes, Seniors, Ambassadors

- ☐ Who is the United States congressman/ woman from your area?

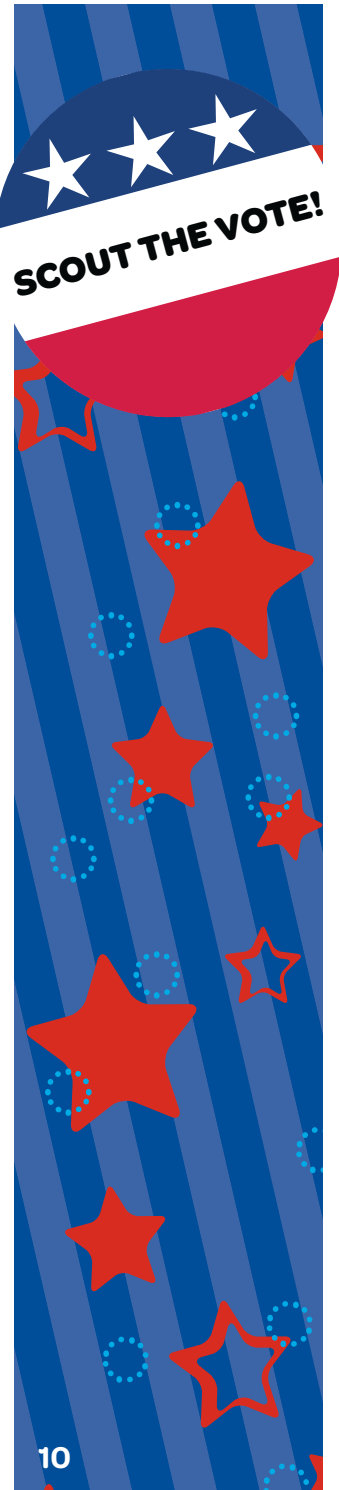
- ☐ Who is the state senator from your area?

- ☐ What is the job of the highest-ranking female official in your community?

- ☐ How do the salaries and qualifications of elected officials compare to those of people with similar responsibilities who are not elected?

- ☐ Obtain and read a campaign pamphlet from someone running for a state or local office.





Facts About Voting

MYTH: It is hard to meet the voters' registration qualifications.

FACT: You can register to vote if you are:

- ☐ A United States citizen
- ☐ 18 years old by election day
- ☐ A resident of the state where you are voting

MYTH: Someone must register me.

FACT: You can register yourself. Fill out a registration form. Sign the form yourself. Registration must take place 30 days before an election to be eligible to vote in that election.

MYTH: Forms are hard to get.

FACT: Forms are available at a variety of locations such as: Post offices, libraries, fire stations, Department of Motor Vehicle offices, city and county offices. You can contact the Voter Registration Office in your county to get a form sent to your home, or you can register online at servicearizona.com.

MYTH: Once I fill out the registration form, I am registered.

FACT: You are registered when you receive a voter registration card form from the County Recorder. It should arrive within 30 days.

MYTH: If I do not vote in an election, I must re-register.

FACT: Registration at this time is permanent. You do not have to vote in each or any election to remain registered as long as you do not move out of the county you're registered in. However, you must reregister when you move or wish to change political parties.

MYTH: I can register for someone else.

FACT: You can only register for yourself.

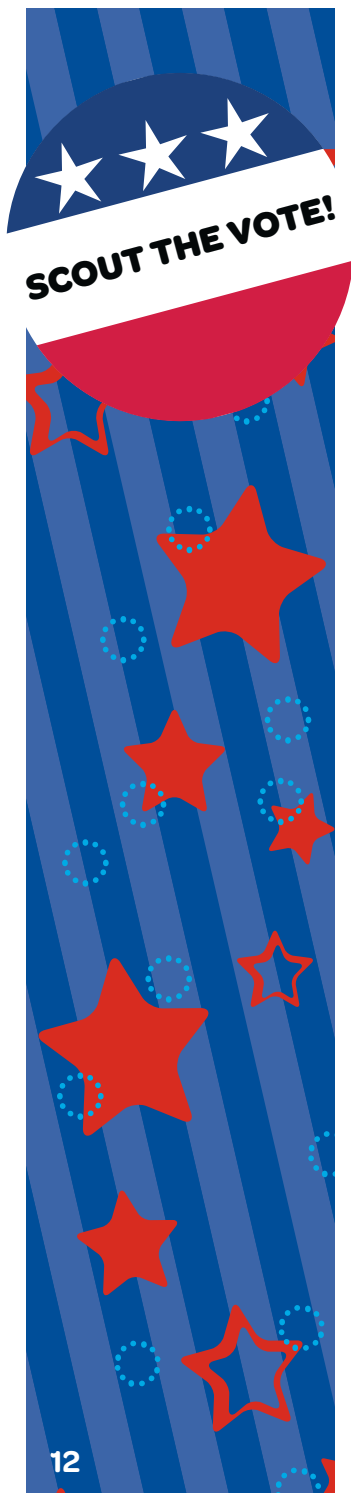
MYTH: If I am away from home on Election Day, I cannot vote.

FACT: You can vote early by mail or in person at a local election office 30 days prior to election day. Contact your Voters Registration Office for information on how to register for absentee voting.

MYTH: If I am disabled, I must still vote at a polling place.

FACT: You can vote by mail. A law establishes a Permanent Early Voter List for those whose mobility is impaired. Call your County Voters Registration Office to learn more.

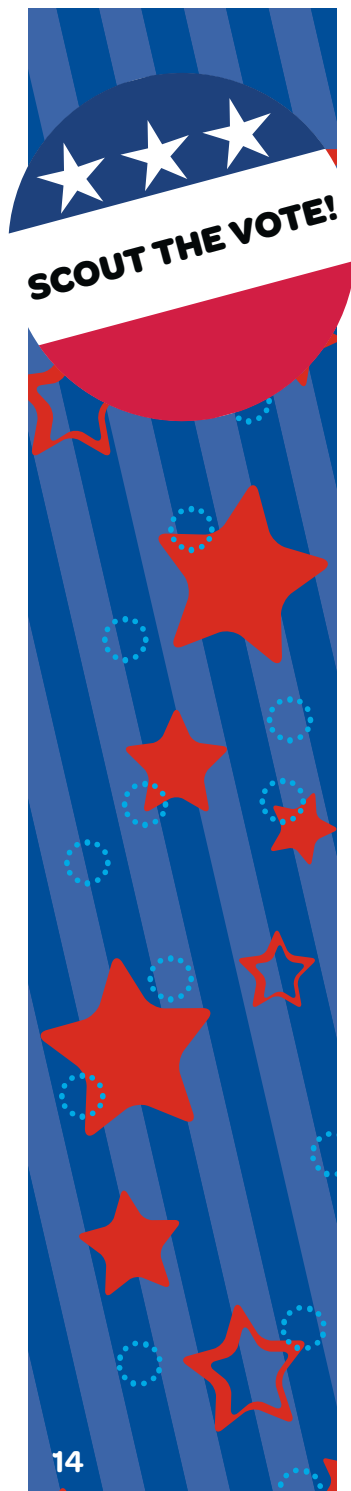




Picture a New President

Can you “picture” in your mind a picture of the ideal President according to you! What will he or she look like? (Maybe it’s you!)

You can draw, use pictures, paint, or any other creative art form. It’s your choice—just like the vote!



How to Judge a Candidate

Elections present voters with important choices. Whether it is a local race that will affect your community or a national race that could change the direction of the country, it is a time to consider the issues which you care about and decide which candidate you support.

Even if you are under 18 and not yet eligible to vote, election campaigns offer an excellent way to learn about the people and issues that affect your future. But how do voters go about comparing and then judging the candidates? All too often, slogans, name recognition, and personality are all that come through in the campaign materials. As television has come to dominate political campaigns, it has become difficult to move beyond a candidate's image to the substance of the campaign. However, it is possible to move beyond style to substance.

The seven steps outlined here are designed to help you judge a candidate.

Step One Decide what you are looking for in a candidate

Candidates can be judged in two ways: the positions they take on issues and the leadership qualities and experience they would bring to the office. Both are important. Your first step in picking a candidate is to decide the issues you care about and the qualities you want in a leader.

When you consider issues, think about community or national concerns that you want people in government to address. For example, you may be interested in the threat of nuclear war, government funding for student loans or teenage unemployment. Those are issues.

Step Two Find out about the candidates

Use the internet, magazines, and television to find out about the candidates.

Step Three Gather materials about the candidates

Put together a "library" of information about the candidates. Collect any information you can find on the candidates. Call campaign headquarters and watch the press. Sources of information from which you may choose include:

- Campaign literature
- Direct mail letters (mass mailings sent to selected voters asking for support and funding)
- Press reports (newspaper clippings and television and radio reports)
- Radio and television ads
- Candidates' speeches
- Candidate debates

Step Four Evaluate candidates' stands on issues

As you read the materials you collect, keep a journal. Do the materials give you an overall impression of the candidate? What specific conclusions can you draw about the candidates' stands on issues? Record what you have learned about their stands on your priority issues from each source.

Step Five Learn about the candidates' leadership abilities

Deciding if a candidate will be a good leader is difficult. How can you know if someone will be honest, open or able to act under pressure if elected to office? Here are some ways to read between the lines as you evaluate the candidates' leadership qualities.

- ☐ Look at the candidates' background and their experience. How well prepared are they for the job?
- ☐ Observe the candidates' campaigns. Do they accept speaking engagements before different groups that might not be sympathetic? Do they accept invitations to debate?
- ☐ Review the campaign materials. As you read the materials and watch the campaign develop, add to your journal information that provides insights into candidates' personalities and leadership qualities. For example, do campaign materials emphasize issues or just image?

Step Six Learn how other people view the candidate ?

Now that you have accumulated information from campaigns and other sources, you will want to learn what other people think about the candidates. Their opinions can help clarify your own view, but do not discount your own informed judgments. You may be the most careful observer of all!

- ☐ Seek the opinions of others in your community who keep track of political campaigns. Interview three people (not family members), such as a shopkeeper, neighbor, or politically active volunteer, to find out which candidate they support and why.
- ☐ Learn about endorsements. This is a way for interest groups and organizations to give a “stamp of approval” to a candidate. Endorsements provide clues to the issues that a candidate supports. For instance, a candidate endorsed by the Sierra Club (an environmental organization) will probably be in favor of legislation that protects the environment. A candidate endorsed by the National Rifle Association will probably be opposed to gun control laws. Get a list of endorsements from each of the candidates’ websites. Find out what these groups stand for and find out why they are endorsing this candidate.

Step Seven Sorting it all out

Review the information you have collected and compare all the candidates. Ask yourself these final questions:

- Which candidates’ view on the issues do you agree with the most?
- Who ran a fair campaign?
- Which candidate demonstrated the most knowledge on the issues?
- Which candidate has the leadership qualities you are looking for?
- Is the choice clear? If so, pick a candidate.



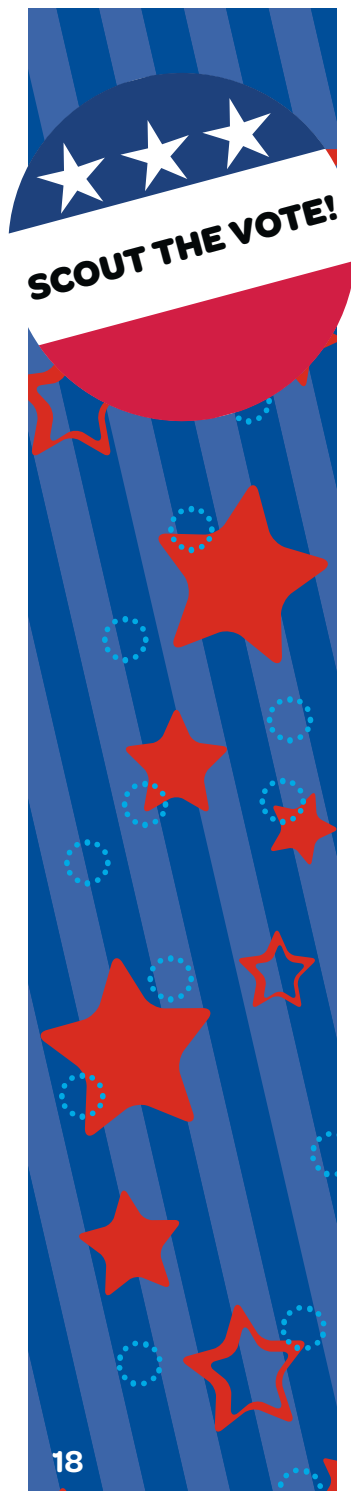
Honest and Fair: Sorting It All Out

All the candidates are trying to sell themselves to voters. Sometimes their language is so skillfully crafted that they distort the truth in ways that are difficult for even the most careful observer to detect.

Here are examples of distortion techniques that you should watch for as you review candidates’ campaign materials.

- **Name Calling/Appeals to Prejudice** These are attacks on an opponent based on characteristics that will not affect performance in office. Accusations such as, “My opponent is arrogant and full of hot air”, do not give any real information about the candidate. References to race, ethnicity, religion, gender, sexuality, immigration history, or marital status can be subtly used to instill prejudice.
- **Rumor Mongering** These include statements such as, “everyone says my opponent is a crook, but I have no personal knowledge of any wrongdoing”, which implies, but does not state that the opponent is guilty.
- **Guilt by Association** These are statement such as, “we all know Candidate B is backed by big money interests”, that attack candidates because of their supporters rather than because of their stand on the issues.
- **Catchwords** These are phrases such as “Law and order” or “un- American” that are designed to trigger a knee-jerk emotional reaction rather than to inform.
- **Passing the Blame** These are instances in which a candidate denies responsibility for an action or blames an opponent for things over which he/she has no control.
- **Promising the Sky** These are unrealistic promises that no elected official could fulfill.
- **Evading Real Issues** These include instances in which candidates may avoid answering direct questions.





History of Women's Rights

Did you know about women's struggle to gain the right to vote?

If you opened up a dictionary and looked up the word Suffrage you would find that it means the right to vote. Our country is a democracy, identified by the phrase, "one person, one vote." The framework of our government, The United States Constitution did not give the right to vote to everyone. In fact, two groups in this country, African Americans and women were denied this inalienable right for a long time. It was a long and arduous battle for the citizens of this country to be able to stand side by side and declare their right to vote in elections.

When the U.S. Constitution was drafted by a group of men in Philadelphia in 1787 they did not include women as they debated and discussed how to govern the country. Compelled to create a democracy, it was with limitations that did not extend past white men who qualified by various religious, property, and taxpaying criteria.

The Fifteenth Amendment provided the right to vote for black men in 1869 but it took until 1920 for any women to gain that right when the Nineteenth Amendment was ratified (passed). Even so, other women were not permitted the right to vote:

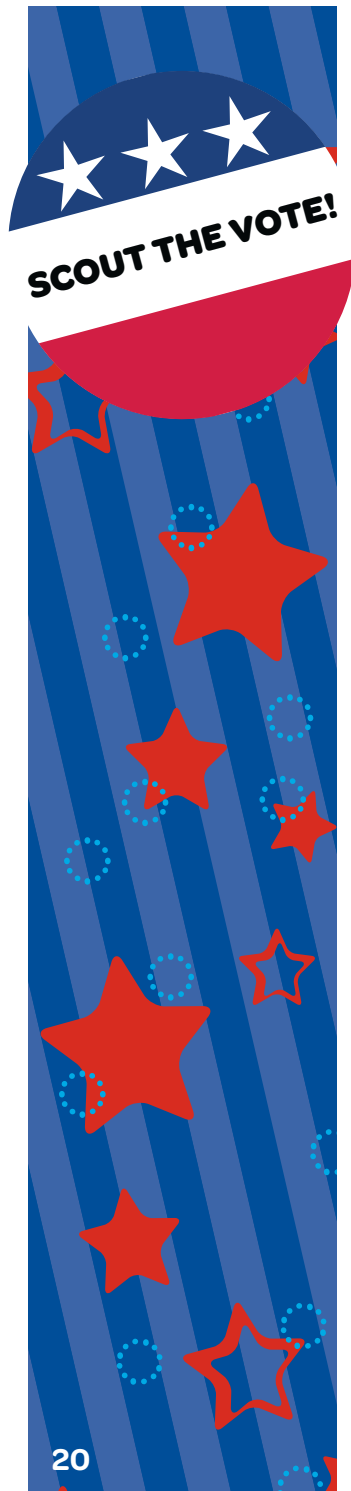
- 1924 Native women
- 1952 Asian women
- 1964 Black women
- African American women in southern states had to fight for the right to vote and had many roadblocks put in front of them (literacy tests, poll taxes, etc.) which lasted until the 1960s
- 1965 Voting Rights Act of 1965

The struggle really began in 1848 at a meeting held in New York called the Seneca Falls Convention. It was at this convention that people assembled, took the words of Thomas Jefferson in the Declaration of Independence, and stated their claim to their voting rights in a document called the Declaration of Sentiments (see below). Just like the Declaration of Independence, which was signed by 56 men, the Declaration of Sentiments was also signed by those who adopted it—60 women and 32 men. The principle author was Elizabeth Cady Stanton. At a time when the role of women was very traditional, these women became the foundation of the Suffragist Movement and fought long and hard but most did not live till 1920 to see their battle won. It caused a great deal of controversy. People respected their hard fought battle at first but were unwilling to let go of their traditional mindset. One article in a local newspaper event described it to be the "most shocking and unnatural paper recorded in the history of womanity."

It was the Declaration of Sentiments that formed the basis for the movement that eventually won women the right to vote 72 years later!

Bibliography: Arlington, K.M. and Taylor, W., eds (1992). Voting Rights in America; Berghe, G.V. and Cultice, W.W (1992). Youth's Battle for the Ballot; Roger, D.W., ed (1992). Voting and the Spirit of American Democracy; Williamson and Chilton (1960). American Suffrage from Property to Democracy, 1760-1860.





The Declaration of Sentiments

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind required that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its power in such form, as to them shall seem most likely to affect their safety and happiness.

Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind is more disposed to suffer. While evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, such is now the necessity which constrains them to demand the equal station

to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

- The history of mankind is a history of repeated injuries and usurpations on the part of man toward women, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.
- He has never permitted her to exercise her inalienable right to the elective franchise.
- He has compelled her to submit to laws, in the formation of which she had no voice.
- He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.
- Having deprived her of this first right of citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.
- He has made her, if married, in the eye of the law, civilly dead.
- He has taken from her all right in property, even to the wages she earns.
- He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.
- He has so framed the laws of divorce, as to what shall by the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when property can be made profitable to it.

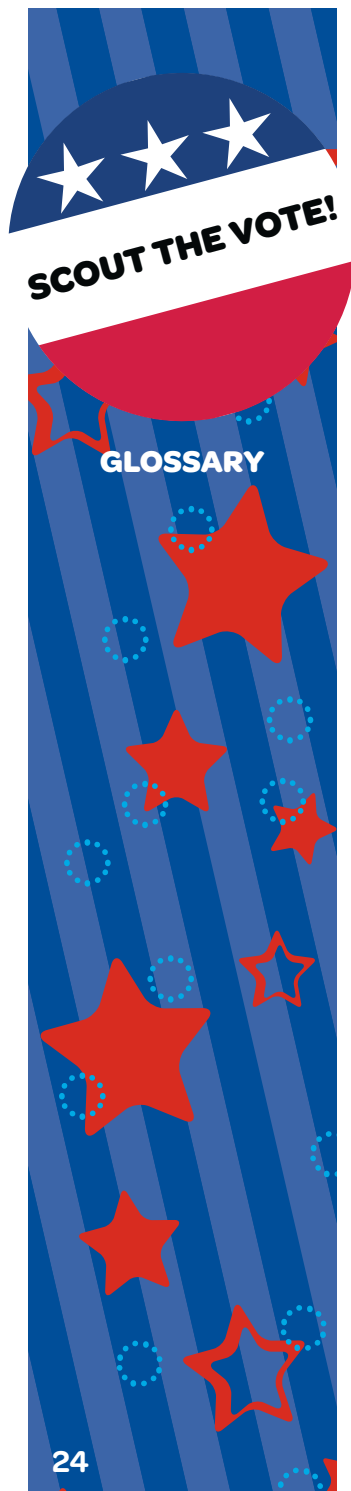
- He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she received but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

- He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.
- He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.
- He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society are not only tolerated, but deemed of little account in man.
- He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.
- He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

As cited in Fowler and Wells (1889). Elizabeth Cady Stanton, A History of Woman Suffrage. Rochester, NY: 1. P. 70.





Glossary: Election Terms

Here are some words you will hear or see during an election campaign. Most of the words are used in this booklet.

Absentee Voting A way people can vote when they can't get to their polling place. They vote on a special form and mail it.

Ballot A list of people who are running for public office: a form voters use to show whom they vote for.

Ballot Box A box people's votes are put into.

Blue State A state that predominantly votes for or supports the Democratic Party.

Budget A plan for spending money.

Cabinet The group of government department heads who advise the president.

Campaign What a candidate does to get people to vote for her/him.

Campaign Committee A group of political party members who plan how to get the party's candidate elected.

Candidate A person who runs for a public office: someone who wants to be chosen for public office.

Caucus A special meeting that only important members of a political party go to.

Chief Executive The president; the official in charge of our relations with other nations.

Civil Rights Rights that all citizens have. Those rights are given by law.

Commander in Chief The president; the head of the army, navy, and other military forces.

Defense Program A plan or system to protect our country. Weapons and armed forces are part of our defense program.

Delegate A party member who is chosen by other members to go to the party's convention.

Democrat A member of the Democratic party.

Democratic Party One of our two main political parties. Its symbol is the donkey.

Domestic Issue An issue/problem inside our country.

Economic Aid Help such as money or food that a country provides to another country.

Early Voting Voting before election day

Elected Official A person who is elected to a public office in the government, as opposed to appointed or hired. The president of the United States is an elected official.

Election Officer A person who works at the place where people vote to make sure voting laws are followed; a poll watcher.

Electoral College A group of people who meet right after an election for our president. Our constitution says this group formally elects the president and vice-president.

Foreign Policy The ways in which our government relates to the government of our nations.

G.O.P. Acronym which stands for Grand Old Party, the nickname of the Republican party.

Inauguration Day January 20, the day when the president is sworn into office.

Incumbent A person who holds a public office and wants to be elected to that office again.

Independent A person who does not belong to either of the two main political parties.

Issue A point of debate or controversy between the candidates or parties.

How to deal with unemployment or social security would be examples of issues.

Majority More than half. A group or political party whose numbers equal more than half of a body or vote.

Military Aid Military help, (soldiers and/or weapons) that one or more countries provide to another country.

National Convention An important political meeting for party members from all over the country, at which Republicans, Democrats and/or other political parties choose their party's candidate for president.

National Economy The system a country has which keeps track of how much it spends and how much it makes.

Nominate To suggest that someone be a candidate for an office.

Oath of Office The pledge that the new president makes to uphold and defend the constitution.

Party Headquarters An office where party members meet to work for the party and/or candidate.

Permanent Early Voter List Any Arizona voter can sign up to receive their ballot in the mail rather than voting in person on election day.

President-elect The title for the candidate who wins the election for president but who has not yet taken the oath of office.

Primary Election An election that a political party holds in a state, to narrow down the number of people running for an office.

Red State A state that predominantly votes for or supports the Republican Party.

Register Sign up to vote.

Registered Party Member Someone who signs a form saying she or he belongs to a certain political party.

Registry of Voters The office that handles records of voters and information about voting. (In some places, this office is called the Office of Voter Registration.)

Republican A member of the Republican Party.

Republican Party One of our two main political parties. Its symbol is the elephant.

Social Program A plan or system to help a nation's citizens. Medicare is a social program that helps to pay medical bills.

Special Interest Group A group of people who all want specific things from the government. Environmental organizations are often special interest groups.

State Convention A big political event held by each party. This is where national delegates are selected.

Super Delegate Important players in the National Parties who get more than one vote and help decide which candidate will secure the nomination.

Term How long a person is elected to a public office. The president's term is four years.

Third Party Any political party that is not Democrat or Republican, such as the Green Party, Libertarian Party, etc.

Ticket A list of all the candidates in one political party who are running in an election.

Treaty An agreement between the governments of two or more nations.

Voting Machine A machine people use when voting.

Voter Registration Card The form that people receive that shows they are registered to vote.

Ward A political district that is made up of several precincts.

I Promise to Vote in the General Election

NAME*

DATE

1. _____
2. _____
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22. _____

NAME*

DATE

23. _____
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32. _____
33. _____
34. _____
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36. _____
37. _____
38. _____
39. _____
40. _____

This card belongs to: _____

* Make sure you give these people a "I Promised a Girl Scout I Would Vote" sticker!

**You might also be interested in
these other Learn Local badges:**



Angel Philanthropy



Bens Bells Kindness



Tu Nidito Memory Beads



Centennial Gold

Save the Date | Scout the Vote 2016

Citizen Badge Day: Saturday, October 15, 2016.
See the Events page of our website for details!



4300 East Broadway Boulevard | Tucson, Arizona 85711 | girlscoutssouz.org