

## **Women are History Patch Program**

The Women Are History patch is designed to acquaint Girl Scouts of all ages with their proud heritage. It will help prepare them to take their place in society as leaders and shapers of history. The patch is made up of three components:

\*A Living History explores women's history through the eyes of elders and the pages of family albums and diaries. From these sources a greater appreciation of values, family, and tradition will be gained. By understanding their unique historical background, today's girls will gain strength and have the ability to take action in the future.

\*It's the will introduce the girls to the laws that have been enacted that affect women. Since the formation of the Daughters of Liberty in 1765, women have been active in the political course of our country. Exploration of our political structure and its function will help girls understand the democratic process, its impact on citizens, and the changes in laws brought about for and by women.

\*Tomorrow Begins Today Girls are faced with many complex decisions regarding education, career, and lifestyle. By exploring the options available to them now and in the future, girls will be prepared for wise decision-making.

### **PATCH REQUIREMENTS**

**BROWNIE GIRL SCOUTS** must do one activity from each of the three components to earn the patch.

#### **\*A Living History**

1. Find "hidden heroines" in your neighborhood
2. Investigate women's roles here and abroad
3. Record "oral histories" from relatives, friends, or residents of nursing homes or senior citizen communities. Ask questions such as: What was life like as a child in your home town? What games did you play? Were girls treated differently than boys? How? What crafts did they learn? How was family life different?
4. Find out why schools and agencies are named after certain people. Examples: Mahalia Atchison School, Tinton Falls; Margaret Vetter School, Eatontown; Ethel Jacobsen Elementary School, Long Beach Island.
5. Interview Girl Scout volunteers who remember Girl Scouting 30, 40, or even 50 years ago.
6. Brookdale Community College was built on land previously owned by Geraldine Thompson. Visit a local library to find out who she was and what contributions she made in her lifetime.

#### **\*It's The Law**

1. The League of Women Voters is happy to speak with troops/groups about the history of women's voting rights and will make an appropriate presentation for Brownie Girl Scouts. The local chapters are Red Bank, Holmdel, Middletown and Ocean County.
2. Have your troop/group visit The Monmouth County Advisory Commission on the Status of Women, Freehold, or the Ocean County Advisory Commission on Women, Toms River and find out what they do.
3. Women are often the backbone of their house of worship (ie church, synagogue). Discuss with women their roles in the church and how they have changed over the years.
4. Invite a female lawyer to your troop/group and ask about recent laws affecting women.
5. Invite a councilwoman to your troop/group and find out about her job responsibilities.

#### **\*Tomorrow Begins Today**

1. Invite diverse women to speak to your troop/group about their careers. Be sure to include women whose careers are their volunteer service such a PTA, Board of Education, Girl Scouts, etc.
2. Have each girl in the troop/group choose a career she might like to pursue and have them find out about the job responsibilities.
3. Learn about famous "first" women such as the first female astronaut, the first congresswoman, the first female doctor, etc.

**JUNIOR GIRL SCOUTS** must do all of the following activities to earn the patch.

#### **\*A Living History (Women's Stories, Activity 2)**

Make a chart of all the women in your family as far back as you are able to discover. Next to each name, record some information about each woman: her job, her accomplishments, her talents, or any other information you can find. What does this chart demonstrate about your family? Are you similar to any of these women? In what ways? Show your chart to your family and your troop/group.

#### **\*It's The Law (Junior Citizen, Activity 6 & 7)**

## Girl Scouts of the Jersey Shore

[www.girlscoutsjs.org](http://www.girlscoutsjs.org)

Visit a branch of the city, town, or county government that makes policy or laws for your community, or visit a branch of the government that enforces the laws of your community. Interview someone who works for your local government. What kind of job is it? Is it elected, appointed, or Civil Service position? What services does the job provide?

### \*Tomorrow Begins Today (Women Today, Activity 1 & 7)

Become an investigative reporter. Find out about the women who live and work in your community. Talk with women who have made unusual choices or who feel they have made a success of their lives. Locate and talk to a community activist or a woman who is famous for her artistic or creative talent. Are there women in non-traditional jobs? Make a list of the diverse careers and interests of the women in your community.

Make a list of women leaders – local, national, or international. What characteristics do they share? How do women develop strong leadership skills? Think of some ways in which women could develop strong leadership skills.

**TEEN GIRL SCOUTS** must do all of the following activities to earn the patch.

### \*A Living History

Ask your family members or older members of the community to tell you stories of their lives or stories they have heard told in their families. Compile an oral history and/or a pictorial history of these stories and share it in some special way with members of your family or community. You might do this by donating copies of what you have compiled to your local library or historical society, interest your library in having an oral history section, or encourage your historical society to start an oral history project if it does not already have one.

Interview people representing the diverse groups in your community about the lives of women and men approximately 25 and 50 years ago. You might ask: What was expected of girls and women? What work did they do? How did their lives differ from those of boys and men? What were families like and what were family members expected to do? What was education like? Dating? Marriage? Child Care? What changes have occurred in the community? What changes were brought about by technology, such as new machines to speed housework, and which by social change, such as a family's need for increased income? Find a way to share this information with others. You may want to make a display with pictures of the people you interview, make a recording or media presentation of the interviews for a local historical organization, or write a newspaper or book to record this oral history permanently.

### \*It's The Law

Some laws are designed to protect the civil rights of all people by preventing discrimination based on a person's racial or ethnic background, disability, or sex. Investigate the 1964 Civil Rights Act, especially Title VII, as well as Title IX in the Education Amendments Act of 1972. What rights do these titles or acts project?

Identify an on-going need (recycling waste, building school spirit, preventing child abuse, aiding people with disabilities, expanding Girl Scout membership, etc.). Recruit or join others to work together on the project. Show leadership by promoting a positive image through posters, presentations, news items, or other means.

### \*Tomorrow Begins Today

Interview at least three women who have different career lifestyles. You might speak to:

- A single business woman
- A woman who has changed jobs frequently by choice, because of a family relocation owing to her husband's employment, or because of loss of a job.
- A woman who works in a family-owned business or in a joint professional relationship
- A woman either married, separated, divorced, or widowed who has one or more children
- A woman who has made a change from a volunteer to a paid job, using skills and interests she developed as a volunteer

Plan and execute a way to share what you learned with others – a discussion, a visual presentation, a story, a picture essay, a panel discussion, or a council-sponsored event.

Talk with at least one person who is knowledgeable about career training opportunities. You might ask your school counselor, a representative of an industry or business, a spokesperson of a college, training institute, vocational school, or a person involved in on-the-job career and apprenticeship training programs.