

Girl Scout Gold Award ~ A community Enhancement Project

Collaboration: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and an ethical manner

Date Experience Completed October 2006-April 2008

Describe your educational artifact:

During the months of October 2006 to April 2008, I earn my Girl Scout Gold Award. For this award, which is much like the Boy Scout's Eagle Award, I worked on a project for my community. For my Gold Award project, I designed, fundraised and purchased 23 street banners to be hung though my town's main street. The purpose of the banners was to beautify the town and promote local clubs and organizations to people traveling though main street. My artifact is a copy of the National Girl Scout Gold Award

Alignment: Wisconsin Teaching Standard 10 - Collaboration: Teachers are connected with others and the community.

I believe that this artifact aligns with standard ten Collaboration: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and an ethical manner.

This experience helped me build relationships with my community which consists of teachers, parents, and local and state agencies. Even though this project was finished in 2008, I am constantly working with the community members I fostered relationships with by keeping the banners I fundraised up to date as well as a maintenance fun available. To make my project a success, I asked parents for their support and help at a spaghetti supper. I held the super to help fundraise for the project. I think this artifact demonstrated the standard of collaboration in a variety ways. I had to work with the community to gain their support, and many of the community members I worked with were teachers from my grade school and high school. I had to rely on organizations like the Girl Scouts, Knights of Columbus or country club golf course. I relied on 23 non-profit organizations to make donations to help pay for each banner representing their organization.

When designing the banners, I called local and state agencies to get the approval to use their logo on the banner their organization represented. I had to foster relationships with these companies and gained their trust to let me use their logo. I also worked with companies like Barilla to get a large donation to fund my spaghetti supper. The people I worked with in the community and at the state level I can now refer to them in the future if I need to do a fundraiser for my agricultural classes or FFA chapter.

During my fund raising time I worked with the City Council and City Chamber. The experiences I had working with these two governance groups will be helpful to me when I want to talk to the school board or need approval for an FFA project students may want to do in the community.

By the time I had completed my award, I had worked with parents of Girl Scouts grades kindergarten to twelve. I worked with Girl Scouts themselves, I worked with local businesses, the local bank, local families and the local governance groups. Not only did I

form relationships and networks with these people but I was able to influence other girls two work hard and learn how to host spaghetti suppers and tools necessary to running such an event. I also taught girls the process and things that need to be done when proposing a project. At the end of my project I went to the Girl Scout group below me and I taught them the steps to completing this Gold Award project, challenges they may face and things I learned along the way.

*** UW-Platteville - Knowledge, Skills, and Disposition Standards: KS.3.a. Communicates Clearly and Accurately.**

I believe this artifact aligns with KS3.a which states the teacher communicates clearly and accurately. I believe this artifact addresses this KSD because I had to communicate with parents and families in the community to learn about and understand my project. I had to propose the project to city council members, community members and parents whose children were involved in community clubs. After the parents and community accepted my proposal, they donated their time and money to my project. The parents and community worked with me and agreed to work during particular times at my spaghetti supper fundraiser. The community also donated their time to use the proper equipment in putting the banners on the street poles. In the end, the community and parents, as well as the students in the community participated in my Girl Scout Gold award ceremony. During this ceremony, they watched my parents present a pin to me as a Girl Scout Gold award recipient. Over the past two years, the community has helped me upkeep the banners they are so proud of. Other Girl Scouts can learn that a project can keep on giving and I hope I have motivated them to do a Gold Award Project too as I was the first in the history of my towns Girl Scouts. Today, people can pass through Ossian on US Highway 52 and see the banners that beautify the streets while promoting local organizations.

Secondary KSD Alignments:

KSD1.d Demonstrates Knowledge of Resources

KSD4.b Maintains Accurate Records

KSD4.c Communicates with families

KSD4.f Shows Professionalism

Explain what you learned about teaching/learning from this experience:

From this experience, I learned that not everyone has the same views. When I asked the community club for their opinion of a banner color, there was not one simple answer. Some people wanted maroon banners, while some wanted green and others wanted blue. After much discussion, I told them that since it was my project I would pick the final color. I decided upon blue and everyone agreed that it was a great choice. This experience made me see that many students may have different opinions as to how something should be done, and as a teacher, I make the final decision. It was through this project that I developed the ability to make large-scale decisions, which would potentially affect my community. I think teaching will be a little easier for me because I will not be

apt to let students make decisions for me. Making my own decisions with many other students telling me what I should do will help me have more control in the classroom.

Explain what you learned about yourself as a prospective educator because of this experience.

As a prospective educator, I learned that every individual is different. Some students would rather help do a project behind the scenes while another student may want to be on the front line where everyone can see them. I think this experience helped me accept and identify better the students who are different in their comfort zones and understand they tend to work better where they are comfortable but may need to be pushed out at times. I also learned as a prospective educator that I can not and will not tolerate students trying to walk over me. This experience has really helped me to put my foot down and say this is how the situation is going to be, especially if I am in a situation where people can't make up their mind.