Public Policy Badge

Life Skills – Public Policy grades 11-12

Goal: learn about public policies and how you can influence legislation that matters to you.

Notes: This badge sheet follows the GSUSA badge steps. GSOFCT has worked in conjunction with Catherine Marx, Partnership Specialist, U.S. Census Bureau, New York Regional Census Center to link the 2020 Census to this Badge. You'll find virtual links that support various badge steps and Ms Marx is volunteering to virtually visit troops*, connecting what the US Census does and the Public Policy Badge.

Activity 1, Find out how activists advocate for change

2020 Census is happening now – What does it mean to your community and/or funding for programs

        a. Take an issue in your community – discover how the Census data will impact the public policy. Examples: highway funding, job programs, school lunch funding, special education, community health care

        b. Policy view - Talk with a non-profit organization, community activists, education official, government leader about the link of Census results to their funding source. How does the 2020 Census impact programs, people and community?*

Activity 2, Engage as a global citizen

Go inside the U.S. Census Bureau

        b. Catherine Marx and/or U.S. Census Bureau colleague will join troop meeting to discuss*

            i.   What is the U.S. Census Bureau

            ii.   Why is the Census safe, easy and important

            iii.   What is happening in Connecticut Communities to promote the Census

            iv.   What laws protect and guide the U.S. Census

Activity 3, Dig into national and state policy

Look into the U.S. Census Bureau

        b. Using the Statistics in Schools complete one activities https://www.census.gov/schools/
            EXAMPLES INCLUDE

i. <u>How the Census Impacts My Community</u>
https://2020census.gov/content/dam/2020census/educators/activities/sshs-1-teacher.pdf
• Understand the historical context for why the census was included in the Constitution. • Identify the impact of census counts on their communities. • Analyze significant historical documents. • Read and interpret data in a table.

ii. <u>Women in the Workforce 1940-2010</u>
https://www.census.gov/programs-surveys/sis/activities/history/women-in-the-workforce.html
Examine graphs on education, earnings, and workforce participation for men and women between 1940 and 2010. Specifically, students will study a graph of the percentages of managers who were women from 1940 to 2009 to understand the connection between the increase in these percentages and the feminist movement of the 1960s.

iii. <u>Exploring questions for the 2020 Census</u> –
https://www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/exploring-questions-2020-census.html
Introduction to the 2020 Census – learn about the questions planned for the 2020 Census and why how the decennial census benefits students, their families, and their communities, highlighting why participation is important.

Activity 4, Explore local or community policy

<u>Report on the 2020 Census in your community</u>
a. Follow the news on the Census in Connecticut, why is it important, what are the challenges
b. Find a local group helping to promote the Census and interview them

Activity 5, See public policy creation in action

<u>Get involved with the 2020 Census</u>
a. Tell you family and friends why the 2020 Census is safe, easy, and important
b. Create a video about what you have learned
c. Write a letter to your local government/community group showing what you have learned

Resources

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Where to purchase this badge:
https://www.girlscoutshop.com/search?keywords=public%20policy