

Junior Digital Leadership

You can explore the digital world with a phone, tablet, or laptop. Digital means finding or sharing information online. It's also connecting with others. You can chat with friends, look up information, or watch funny videos. This is the power of technology!

People build technology and the digital world. They code websites and apps. They make digital art. And you can, too!

In this badge, explore how you can use technology to learn, share, act, and help others in the digital world.

Steps

1. Explore how you connect with others
2. Discover your digital footprint
3. Consider the source
4. Design a digital community
5. Create content for change

Purpose

When I've earned this badge, I'll know how to protect myself and others online. I'll know how technology can make the world a better place.



Words to Know

Advertisement or **ad**: Content created by a business to sell their product.

Avatars: Digital characters used online, especially in video games. They can wear different clothing, accessories, and hairstyles.

Bias: A belief or opinion that affects how we perceive and treat others—it can be an aversion or a preference.

Community: A group of people who come together around a place, idea, or goal.

Data: Another word for information.

Digital: Finding or sharing information online. It's also connecting with others through technology.

Digital community: Who and what you interact with online.

Digital content: Something created to be used or shared online, like a video, meme, or online presentation.

Digital footprint: The trail of what you do online. It's generated automatically when you move around and act in the digital world.

Digital landscape: All the things you do with technology, including the devices, platforms, and tools you use; who you connect with; and anything you do to put a message online.

Digital leadership: When you use technology to protect yourself and inspire and guide other people.

Digital world: Using technology like a tablet, smartphone, or computer.

Emojis: Digital images that show people, objects, feelings, and actions.

Hashtag: When a number sign is used before a word to sort information digitally, like #girlscouts.

Misinformation: When inaccurate facts are shared (often intentionally to mislead), like news stories or gossip that isn't true.

Point of view: A way of seeing things, created by someone's life experiences.

Private vs. public information: Private information isn't okay to share because it tells others your identity, like your address, phone number, school name, or passwords. Public information, like a favorite song or book, is okay to share with people you know and trust.

Slant: When a story is written to favor a certain group or opinion.

Stereotype: A characteristic or trait—whether positive or negative—that is associated with an identity group. It is often an oversimplification or exaggeration about the group.

Technology: Machines that help us do things. Digital technology includes computers, tablets, and smartphones.

Values: Things you believe in that guide how you act. They can be seen in what you say and do. Some values are kindness, fairness, and telling the truth.

Zine: Magazines created by individuals, groups, or communities that focus on a topic. They can be printed or shared online.

Step 1: Explore how you connect with others

Who are you? All of us have many identities. You can be a sister *and* a daughter. You can be a Girl Scout *and* a student. You can be a violin player *and* an animal lover.

Many of our identities connect us to a **community** or group of people. Communities come together around a place, idea, or goal. Schools, families, clubs, and volunteer groups are all communities.

There are communities in real life. There are also communities on the internet. People don't need to be in the same place to connect in a digital community. They can include people from all over the world.



Choices—do one:

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Design an avatar. Avatars are digital characters used online and in video games. They can be people. They can be animals. They can wear clothing and accessories. They can show something about the person behind the avatar. So, what will your avatar look like? What can you add to tell others about you? What can you add to show your communities?
.....

Create a zine cover. Zines are magazines that focus on a topic. They can be created by individuals, groups, or communities. They can be printed or shared online. Imagine you were making a zine about a community you're a part of. What would the title be? What would the headlines say? What would the articles be about? What photos or art would you include?
.....

Play “Guess the Community.” When you click a hashtag, it sorts information to show you other information about the topic. You can find other people interested in the same thing, too. For example, #girlscouts would show photos and information about Girl Scouts. In this way, each hashtag is a digital community. To play, choose three different communities, like your school, Girl Scout troop, and family. Make a list of hashtags for each. Then share your lists with someone else. Can they guess each community from the list of hashtags?

Step 2: Discover your digital footprint

Data is information that’s stored by a computer. Every time you click while using a device, you create data. You create data when you do your homework on the computer and when you connect with your friends on the phone.

Just like people’s feet can make tracks as they walk in the mud or snow, many things you do with technology can create a **digital footprint**. It’s a record of your digital activity.

Data isn’t always visible to everyone. But some of it can be visible to those who know how to look for it. That’s why it’s important to think about what data you share.

Choices—do one:

Make a video playlist for a friend. Video websites and platforms recommend videos to the user. They use data about you and what you watch to suggest similar videos. Interview a friend to learn more about their digital footprint. Write down all the information and anything else you know about them—that’s their data set! Then, use the data to make a list or playlist of three to five videos you think your friend would like to watch. Show your friend the list: What did they think? How well did the videos match the data they shared?

Design technology for your favorite character. Make a list of information or data about your favorite character from a movie, TV show, book, or video game. Then choose a problem they encounter in the story. How could a new digital program, device, or technology help? Sketch or create a model of your idea.

Create an app for you. Apps are digital programs that solve problems or provide a service. Look at all your data on “My Digital Data Tracker”: what’s a brand-new app that could help you? Design an app with three to five special features that are just for you.



My Digital Data Tracker

Device(s) I have or use:

Phone Tablet Computer Other: _____

Time (start/end)	Device and app, program, or website	What did you do? What did you see?	What data did you share? With whom did you share it?

Protect Yourself and Your Data

Surprised by your data? Check out these tips to stay safe and take care of yourself online.

Ask for help from an adult. Ask for permission or have an adult nearby when you're online. Reach out if you or a friend needs help. Tell an adult if someone you don't know tries to contact you.

Be thoughtful about what you share online. Only share public information, like a movie you saw or what you had for dinner, with people you know and trust. Don't talk to strangers or share private information like your phone number, email, or password. Review your privacy settings with an adult.

Think before you click or share. Don't click on links or attachments from people you don't know. Don't share anything that could make others feel bad, like gossip, bad words, or anything unkind.

Build a supportive digital community. You and your friends deserve to have a safe and positive experience online. If someone bullies you or someone you know online, tell them to stop and tell a trusted adult.

Balance your time. Pay attention to how much time you spend in the digital world. Spend time every day connecting in the real world: talk with family, get outside with friends, do a craft, or find a new hobby.

Step 3: Consider the source

Everything online, from photos and videos to ads and articles, is created by people with their own points of view. When you see or read something, you only get that point of view. Brands and companies create ads to sell their products. Blogs and websites might post current events but only show one side of an issue, misrepresent facts, or include their own opinion.

This is why it's important to think about the message of what you see online. Don't just take it at face value, and remember, there are other perspectives. For example, does it seem believable? Does anything seem out of place? Does it pressure people to buy or believe something? Could it make people feel bad about themselves?

Sometimes the message or viewpoint is obvious, like an ad with a button to buy. Other times, the clues are harder to spot. By carefully considering what's true or not, you can protect yourself and stand up for others.

Choices—do one:

Create an ad from multiple viewpoints. Choose a random object. What would an ad to buy it look like? What would an ad warning about it look like? What would an ad simply sharing facts look like? Make an ad for each point of view. What headlines, facts, opinions, and photos did each include? How did you put the viewpoint into each ad?

Examine a current event you're interested in. Look at three online articles or videos for the same news story that approach it in different ways. What are the headlines, facts, and opinions? What language or photos does each source use? Think about how stories are shared and re-shared online. How could seeing only one point of view affect your digital experience?

Twist a story. Online, stories are shared from person to person. Sometimes, people twist them on purpose before sharing. This is called **misinformation**. Choose a story and assign each person in a group a different way to change the story as you whisper it from person to person. For example, will the problem become bigger or smaller? Will details be added in or taken out? How will the story change for each viewpoint? Then think about the impact misinformation can have when shared online.

How To Spot the Slant

You can find slants in magazines, on TV, and online. A **slant** is when a story is written to favor a certain group or opinion.

As you look, you might find:

Misinformation. This is when inaccurate information is shared, like gossip, a fake news story, or a wild headline, to intentionally mislead you.

Bias. This is a belief or opinion that interferes with someone being fair. Think of being right- or left-handed: most scissors and desks are made for right-handed people, making it more difficult for left-handed people—that's not fair. Online, biased information promotes one perspective, opinion, or group of people over others.

Stereotypes. These are general ideas about a group that are often inaccurate or exaggerated, like “all Girl Scouts do is sell cookies.” Stereotypes are often influenced by bias, and perpetuating stereotypes can be harmful.

► **For more fun:** Look at online ads or other online content. Can you spot the slant?

To spot the slant, ask yourself:

What are you looking at? A news story? An ad? A video? A sponsored post?

Who created it? Who is the author or creator? What's the source?

How is it tagged? Is it an ad with words like “Sale,” “Ad,” or “Sponsored”? Is it a story tagged with words like “Editorial” or “Opinion”?

How does it make you feel? Do you feel more informed? Do you feel worried or upset? Does it seem helpful or unkind?

What's the message? What is the story saying or asking you to do? What language is used to share the facts? Can you find any bias or stereotyping? Is there a wild headline or any misinformation?

What do you do now? If you've decided that something isn't real or factual, what will you do? For example, you could point out what's not true or tell others not to consume or share misinformation.



Step 4: Design a digital community

Values are things you believe in that guide how you act. They can be seen in what you say and do. Some values are kindness, fairness, and telling the truth.

In a community, people come together around something they have in common. By sharing values, community members know what's important to the group. They know how to respond to a problem. They know how to care for one another.

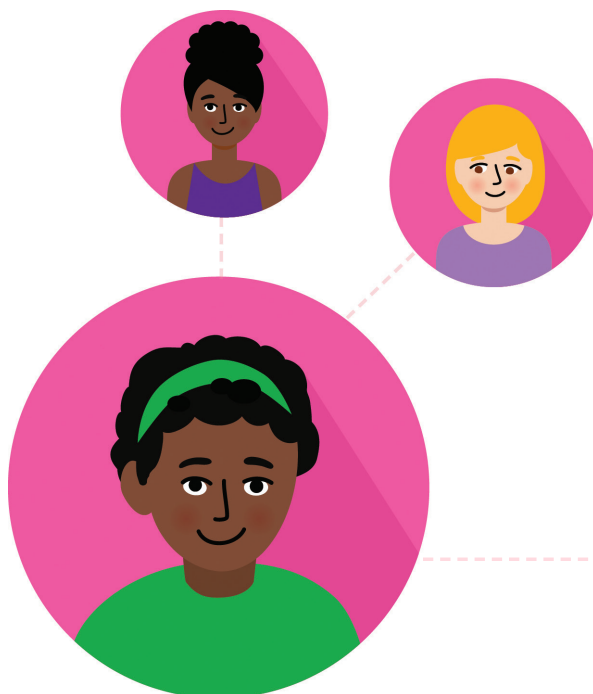
Think about the many communities you belong to. What values are important? How do you reach your goals? How do you stay safe? How do you welcome new people and make sure everyone feels like they belong?

Choices—do one:

Film a welcome video. Poll people in your community to find out what's important to them and how they feel about being a part of the community. What made them feel welcome, and what did not? Then explore how to bring your community together online. How can technology help? What rules and guidelines would keep everyone safe? Then, make a welcome video about your community, sharing your values and any rules. Explain how your community would respond to different situations, like bullying, embarrassing photos, or gossip.

Create SWAPS for your troop. Girl Scouts sometimes make SWAPS or small gifts to exchange with one another. SWAPS stands for Special Whatchamacallits Affectionately Pinned Somewhere or Shared With A Pal. Imagine you need to create a SWAP for the digital world, like a virtual camp or event! How can a SWAP showcase your troop's interests and values? Make a real-world SWAP that's inspired by technology or a digital SWAP, like a digital image, avatar, or sticker.

Create an emoji community. Emojis are digital icons or images. They can show people, objects, feelings, and actions. What are some emojis you know? Which could show your community's values? A heart for love? A tree for caring for nature? Choose five emojis that represent your community. Then talk to your community to explore problems that might happen online and offline. How can you use your values to react? Would everyone respond in the same way?





Parts of a Digital Community

A community is made up of people. Like communities in the real world, many digital communities also have:

- **A goal or purpose.** Community members may want to learn. They may care about the same thing and want to take action. They may have similar interests or just want to feel connected with other people.
- **An audience and network.** A community can be big or small. It might only include certain people as members, like a school has students and teachers. It can also be open to everyone.
- **Rules and guidelines.** Most digital communities have guidelines for how people interact with each other. For example, they may have rules about what you can post or actions that will get you removed, like bullying or spamming.
- **Values.** Values guide how community members act. Digital communities can show positive values by being supportive, authentic, and constructive. They can encourage empathy, or imagining how someone might feel, by how they treat one another.
- **A platform.** Where does the digital community connect? This is the community's digital platform. Is it a website? A messaging app? A video conferencing program? A video game?
- **Features.** Features are tools for the digital community. These are things like a group calendar, photos, or messaging. Features help community members connect.

Make a Digital Difference

How can you make a difference online? You can share your idea with others to build community. Communities can work together to create change. Together, you can learn, create, and act.

With technology, you can:

- Teach people about things you care about.
- Ask people to volunteer for an important cause.
- Encourage people to support a cause you care about.
- Ask people to sign a digital petition. That will show support for an idea or cause.
- Get people to contact and share ideas with community leaders.

Important note:
If you want to share your project online, ask a trusted adult to help you.

Step 5: Create content for change

Technology can share a message with many more people online than you can in person. It can go across the world and back in only seconds!

You can make and share a message with digital content. **Digital content** is anything made with or for technology, from an email or video to a poster or website.

For Step 5, choose a topic you care about and learn more about it. Then create digital content to tell others about it and how they can help. You could create a slideshow or video. You could write a blog or make a vlog (video blog). You could create digital art, like posters or buttons. Use “My Digital Content Plan” on page 11 to plan and create your content.

Choices—do one:

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Film a video to raise awareness. Short videos can be shared online to tell an audience about a problem. Find out more about a topic and film a short video. Include facts and actions for others to help.
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Build awareness with a conversation. Research to learn about people who work on a topic you care about. Who could you invite to speak? Who would you want to invite to attend? Then host the conversation with an expert, online or in-person. After, create a resource, like a handout based on the event, to share with attendees and anyone else you'd like to get involved.
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Create any digital content to share your message. Choose a topic, audience, and goal. Brainstorm different ways to share your message, from an email campaign to a poster. Whatever the topic, use technology to create something that shares information and spreads awareness.

My Digital Content Plan

What's my topic?

Who is my audience?

How will my content help solve a problem?

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How will my content help people impacted by the problem?

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What format will my content be?

What are my steps to create the content? What tools or platforms will I use?

How will my content spread the message I want to share?

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Made possible by a generous grant from Instagram.

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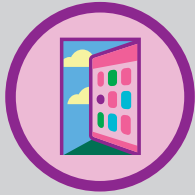
First published in 2021 by GSUSA
420 Fifth Avenue, New York, NY 10018-2798
www.girlscouts.org

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Printed in the United States

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Volunteer's Guide to the Junior Digital Leadership Badge*

Tips and ideas to help you guide your troop through this badge.

Step 1: Explore how you connect with others • 30–40 minutes

Ask: Who are you? How do you connect with other people?

Share: All of us have many identities, like sister, daughter, Girl Scout, student, violin player, and animal lover. Many of our identities connect us with a community. In a **community**, people come together around a place, idea, or goal. **Digital communities** let people gather online so people don't need to be in the same place to connect. Every community is made up of different people with their own strengths and skills. A **digital leader** uses technology to support and inspire people in their digital communities.

Choices—do one:

- **Design an avatar.** Show examples of **avatars** and explain that avatars are digital characters used online. Point out how different clothing, accessories, and other details all say something different about an avatar, as do the avatar's actions. Use the questions in the Junior Booklet to help them plan and create their avatars. Then ask the Juniors to share their creations. Have them point out anything they've added to represent technology or communities they're a part of. Ask about their roles in the communities, how they feel in each, and how community members treat one another. Emphasize any parts of their avatars that connect Juniors to digital communities, like school or entertainment.

Materials: *Examples of avatars; paper; colored pencils or markers*

- **Create a zine cover.** Show examples of **zines** and explain that zines are magazines, usually created by individuals, groups, or communities, that focus on a topic. They can be printed or shared online. Ask Juniors to choose one community to design a cover for a special edition of a zine. Ask questions like, "What's your title? What are the headlines? What would the articles be about? What photos or art would you include?" Once Juniors create their covers, have them share and discuss the different elements they chose to include in their covers.

Materials: *Examples of zines; paper; colored pencils or markers; smartphones, tablets, or computers with kid-friendly graphics app (optional)*

- **Play "Guess the Community."** Show examples of hashtags and explain that they're used next to words to sort digital information by topic. To explore, have Juniors create a list of words that represent three different communities they belong to. Encourage them to include words that share what they care about, what they do together, and how they communicate and treat one another. Then have Juniors trade their lists with one another or share with the troop to guess each community described. If Juniors chose the same communities, have them compare the words they used to describe them.

Materials: *Examples of hashtags; paper; pencils*

Step 2: Discover your digital footprint • 25–35 minutes

Ask: Imagine you're a detective investigating the digital world. What kind of clues might you find?

Share: Many things you do with technology can create a **digital footprint**. Just like your feet make tracks as you walk, things you do on a device, the internet, or with technology create tracks of data. **Data** is just another word for information. Data isn't always visible to everyone. But some of it can be visible to those who know how to look for it.

Do: Have Juniors fill out "My Digital Data Tracker" in the Junior Booklet by memory or by looking at any apps or devices they have. Then discuss different kinds of data and go over the tips in "Protect Yourself and Your Data."

Choices—do one:

- **Make a video playlist for a friend.** Ask Juniors, "Have you ever watched a video online and noticed recommendations for other videos? Did they match what you were interested in?" Have Juniors interview one another in pairs about the way they use technology. Remind Juniors to take notes and ask questions that

*Detailed choice activities, meeting tools, and additional resources and materials can be found within the Volunteer Toolkit on my.girlscouts.org.

explore their data on “My Digital Data Tracker.” Then, Juniors can use their interview notes to create a recommendation list of 3–5 videos for their partner. Have them share their list with their partner to gather feedback. Ask, “Would your partner click on and watch each video on your list?” For virtual meetings, create a video list together as a troop or have pairs meet in breakout rooms (if your video-conferencing app has them).

Materials: *Paper; pencils; smartphones, tablets, or computers with kid-friendly video platform (optional)*

- **Design technology for your favorite character.** Ask Juniors, “Who is your favorite character from a movie, TV show, book, or video game? How much do you know about them?” Have them create a list of information about their favorite character—this is their data! Ask, “What kinds of problems or obstacles does your character face? Can technology be used to help them?” Have Juniors create a sketch or model of an app, device, or some other kind of technology to help their character with one of the problems. They can draw or use simple materials, like cardboard, tape, and string. After, have Juniors share their creations.

Materials: *Paper; markers or colored pencils; DIY materials like cardboard, tape, and string (optional); smartphones, tablets, or computers with kid-friendly design or app development program (optional)*

- **Create an app for you.** Ask Juniors to share apps they know or use and what problems they help to solve. Explain that apps are digital programs that solve all different types of problems, from answering a question to telling you the weather. Have Juniors look at the data on their tracker and brainstorm new apps they would be interested in. Help Juniors to narrow down their list by asking questions like, “What app would be most fun? What would be most useful?” Have Juniors choose one app idea and design the app’s home screen, including 3–5 special features that are tailored to their personal interests. Ask Juniors to share what they’ve created.

Materials: *Paper; pencils; markers or colored pencils; smartphones, tablets, or computers with kid-friendly design or app development program (optional)*

Step 3: Consider the source • 20–30 minutes

Ask: What’s the wildest story you’ve ever heard? Did you believe it? Why or why not?

Share: Everything you see online is created by people with their own **point of view**, or way of seeing things. Your point of view is created by your life experiences. Someone’s point of view can influence what they share online, too. Sometimes people just want to make you laugh or share happy news online. Others are motivated by making money and getting you to think like them. They might even share something entirely untrue.

Do: Show Juniors examples of online ads for the same kind of product or different online news stories about the same topic. Discuss how they are different and what point of view each shows. Review “How To Spot the Slant” in the Junior Booklet and have Juniors split into small groups to analyze the example. Bring them back together to compare what they find with one another. Ask, “Did you all see the same thing?”

Choices—do one:

- **Create an ad from multiple viewpoints.** Have Juniors work in three groups to create ads. Have the troop choose a random object. Then ask, “What would an ad to get people to buy it look like? What would an ad warning people about it look like? What would an ad simply sharing the facts look like?” Have each group create an ad for the object from one of the three viewpoints. They can draw, act, or create digitally. Have the groups share before asking, “What facts did each group include? What else was added in? How was the viewpoint added into each ad?” After, discuss if a different point of view is the same thing as bias. For virtual meetings, groups can meet in breakout rooms (if your video-conferencing app has those) or each Junior can choose their own point of view.

Materials: *Paper; pencils; markers or colored pencils; smartphones, tablets, or computers (optional)*

- **Examine a current event you’re interested in.** Help Juniors identify a current event they’re interested in and find three different online articles or news videos that approach it in different ways. Then have them assess each article or video using the tips in “How To Spot the Slant” in the Junior Booklet. Ask Juniors to share what they found and give a thumbs up or down about whether or not they’d share each article based on whether they think it is true and unbiased or slanted. Discuss how the stories are shared and re-shared online and how seeing only one point of view could impact the way someone sees the world.

Materials: *News stories from three different sources or digital devices for Juniors to find news stories; paper; pencils*

- **Twist a story.** Before the activity, choose a story and write a statement on a card for each Junior to alter the story, like make the problem bigger, make the problem smaller, add or take out details, make a character look guilty, or change the order of events. Then, discuss with Juniors how misinformation spreads in the real world and online. Remind Juniors that sometimes people twist a story on purpose before sharing it with others online. Give each Junior a card, sit in a circle, and go around a circle, whispering the story from person to person. Each Junior will purposefully change what they hear to match the instruction on their card. After the story has made it around the circle, discuss what changed, going person by person to explain each change made. Explain that information shared in the real world and online can change the same way. For virtual meetings, you can use

the private chat function of your video-conferencing app to send the instructions to Juniors and for them to send the message on to the next individual. Or, play aloud and have Juniors guess each person's motive. Discuss the impact misinformation can have when it's shared online.

Materials: *Notecards; pen*

Step 4: Design a digital community •

30–40 minutes

Ask: Have you ever gone somewhere and felt welcomed? What made you feel like you belonged?

Share: In a community, people often have common **values** or things they believe in that guide how they act. People have values and so do communities. Shared values guide how a community acts in the outside world, but also guide what happens inside the community, like how they treat each other and solve problems.

Do: Discuss “Parts of a Digital Community” in the Junior Booklet. Ask Juniors to share examples from their own online and offline communities.

Choices—do one:

● **Film a welcome video.** Have Juniors choose a community to poll, like the troop itself or their class at school. Help them to focus their research on the community's values and how it uses technology to share these values. After, help them to understand their data and use it to make a welcome video. Encourage Juniors to share information and talk about any values, rules, or guidelines for how the community responds to different situations. After, watch the video together and talk about how well it welcomed new members to the community.

Materials: *Smartphone or tablet with video-recording ability; video-editing app; if polling digitally, then access to a messaging, email, or survey app; paper; pencil*

● **Create SWAPS for your troop.** Use the Junior Booklet to explain SWAPS if your troop isn't familiar with them. Then help the troop to imagine they're creating SWAPS for the virtual world. Ask, “What values would you want others to know about? What can you share about our community?” Brainstorm values that are important, such as those in the Promise and Law, and decide how they can translate those values into a SWAP. Have them use craft materials to create their SWAPS or a graphic design app to create a digital image, avatar, or “sticker” to share with other Girl Scouts digitally.

Material: *Paper, pencils, and markers for planning; assorted craft materials to create SWAPS OR laptops or tablets and graphic design app*

● **Create an emoji community.** Share examples of emojis and make sure everyone knows what emojis are. Have Juniors brainstorm emojis they know for people, objects, places, feelings, and anything else. Then have them identify a community and brainstorm five values that are important to the community. Have them also

identify problems community members might encounter online and in real life. Help Juniors to choose an emoji to represent each value. Have Juniors draw each emoji on a sheet of paper to each create a set of reactions. Then share the scenarios out loud and have Juniors show the emoji they would use to respond. Have Juniors compare and decide if they should change or add any other emojis to their set.

Materials: *Examples of emojis; paper; colored pencils or markers; community problem scenarios*

Step 5: Create content for change •

50–60 minutes

Ask: How can you use technology to make your community and the world a better place?

Share: When you use technology to create something to share online, you're creating **digital content**. Digital content lets you share information or ideas with lots of people at once. Think about ads, memes, posters, flyers, or videos. How can they tell a story? How can they solve a problem or help others? How can they motivate people?

Do: Go over “My Digital Content Plan” in the Junior Booklet and show examples of digital content that supports a cause, like educational or inspirational videos, email or text campaigns, and stickers or frames for social media. Have Juniors brainstorm and write down any ideas.

Choices—do one:

Important note: Remind Juniors that if they want to share their project online, they should ask a trusted adult to help.

Juniors choose a topic they care about and create digital content to tell others about it. For example, they could:

● **Film a video to raise awareness.** Ask, “Have you ever seen a commercial or video teaching about a cause?” Juniors can start by researching their topic to discover what is causing the problem, who is affected, and how to help. Then they can use what they've learned to make a short video with facts and actions to get others involved. When their videos are complete, share with the whole troop and discuss next steps to make a difference together.

Materials: *Tablets, smartphones, or computers with video-editing app; paper; pencils*

● **Build awareness with a conversation.** Juniors can start by researching to learn more about the topic and identify people or organizations who are already working on the problem. Help Juniors to create a set of questions and invite an expert (or panel!) to participate in a conversation. Have them choose an audience for the conversation and invite them to participate, too. Finally, help them to organize the logistics to host a conversation with an expert, online or in person.

Materials: *Tablets, smartphones, or computers with video-conferencing app; paper; pencils*

● **Create any digital content to share your message.**

Juniors can choose any kind of digital content to share a message about a cause or topic they care about. Use the questions and prompts in the Junior Booklet. Follow the same process of research, planning, and creation as in the other choices.

Materials: *Tablets, smartphones, or computers with kid-friendly design apps; paper; pencils*

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First published in 2021 by Girl Scouts of the United States of America, 420 Fifth Avenue, New York, NY 10018-2798, www.girlscouts.org