

DOLORES HUERTA GIRL SCOUT PATCH FOR GIRLS GRADES 6-12



Who is Dolores Huerta?

Dolores Huerta is the co-founder of the United Farm Workers (UFW), the first successful union of agricultural workers in the history of the United States. She used the slogan, ¡Si Se Puede! (Yes, It can be done!) to inspire thousands of people to work for social justice for farmworkers, women, and immigrants. Farmworkers are among the poorest workers in the United States. They work long hours in fields where temperatures can reach 100 degrees, yet they do not always have clean water, toilets, and a shaded area for breaks. Although farmworkers provide us with food for our tables, they often do not earn enough to feed their own children. Many farmworkers are immigrants, which make them especially vulnerable to abuses in the workplace. And many farmworkers are women and children, whose voices have often gone unheard. In the United States, although women make up 51% of the population, only 17% of the Senators and Representatives in the U. S. Congress are women.

Dolores Huerta has devoted her life to addressing these, and other social injustices. In recognition of her work, Dolores was the first Latina inducted into the National Women's Hall of Fame, and received the United States Presidential Eleanor D. Roosevelt Human Rights Award from President Clinton. And Dolores Huerta is a Girl Scout! She was a Girl Scout from the age of 8 until she was 18. "Now that I look back at everything I've done in my life, I can say it started when I was a shy 8-year-old in Stockton (CA.) and I became a Girl Scout," said Huerta at a 2007 Girl Scout fundraising luncheon in Bakersfield, CA. What can *you* learn from the work and legacy of Dolores Huerta that will help *you* make the world a better place?

HERstory

The Dolores Huerta Girl Scout Patch is a partnership between Girl Scouts Heart of Central California and the Dolores Huerta Foundation.

You've Got Leadership Skills

The Dolores Huerta Girl Scout Patch focuses on the life of Dolores Huerta and three issues that form the core of Dolores Huerta's legacy: the human and civil rights of farmworkers, women, and immigrants. Activities are designed so teenage girls like you can:

- Discover the challenges facing farmworkers, women, and immigrants.
- Connect with others to increase community awareness of these challenges.
- Take Action to help!

Yes, it can be done! By you!

The Dolores Huerta Girl Scout Patch is dedicated to Dolores Huerta and all the people for whom she provides a voice.

Important!

To earn the Dolores Huerta Girl Scout Patch, girls need to be registered as a Girl Scout. Annual membership is \$12. Financial assistance is available.

Girls in grades K-12 can earn the patch. There is a companion curriculum for girls in grades K-5. Both curriculums are available in English and in Spanish at www.girlscoutshcc.org.

What to do to earn this patch:

- Do the one REQUIRED activity.
- Select one topic area (Farmworkers, Women, or Immigrants) and do ONE activity of your choice from each of the THREE categories (DISCOVER, CONNECT, TAKE ACTION).
- Create a short REFLECTION after you've completed the activities.

Notes on planning your Project:

Make connections between the Discover, Connect, and Take Action “steps” when you are selecting which activities you’ll do. The activities are designed so you can choose a topic area and follow through with the three steps. There is a Progress Sheet at the end of this document.

Dolores Huerta Girl Scout Patch

Required

- Visit the Girl Scouts Heart of Central California web-site at www.girlscoutshcc.org and read the “*Dolores Huerta Biography*” in the section about the Dolores Huerta Girl Scout Patch. Then visit the Dolores Huerta Foundation web-site at www.doloreshuerta.org. Review the web-site, and read the biography of Dolores Huerta posted there.
- As you are reading, consider questions such as: Who was a major influence in Dolores’ life as she was growing up? Why? What was Dolores’ Girl Scout troop like? What did Dolores learn as a Girl Scout? How did Dolores first experience racism? Why did Dolores decide to organize farmworkers? What are some examples of social injustice? How did Dolores fight for social justice? What did Dolores accomplish through her efforts at lobbying legislators on behalf of farmworkers and immigrants? How did Dolores and Cesar Chavez begin working together? Why did they decide to form a union for farmworkers? What is a union? What rights and benefits did United Farm Workers (UFW) union contracts guarantee for farmworkers working at companies where there were contracts? What roles did Dolores play in the United Farm Workers (UFW)? How did Dolores begin fighting for women’s rights? How has Dolores been recognized for her role in working for social justice for farmworkers, women, and immigrants? What work is Dolores doing through the Dolores Huerta Foundation?

- The Girl Scout mission is: **“Girl Scouts builds girls of courage, confidence, and character who make the world a better place”**. How has Dolores demonstrated Courage? Confidence? Character? How has Dolores helped to Make the World a Better Place? Reflect on your own experiences. How have you shown Courage? Confidence? Character? How have you helped to Make the World a Better Place or how would you like to do that? Another option would be to have a discussion about how Dolores lives the Promise and/or the Law.
- Create a response based on what you have learned about Dolores Huerta and her life’s work. The response can take whatever form fits best for you and is reviewed by your leader. You can work individually or with others. After you have prepared your response, share with others in your troop, with a different troop, or with another group of youth or adults in your local community. You may want to present to a group of younger girls who are working on the patch.

Some choices for creating a response include: An oral presentation; a PowerPoint or video presentation; an essay or article; a poem, story, dance, skit or song; or a drawing, painting, clay sculpture, or mural.

Topic Areas

Farmworkers - Please note: Choices under #1 can be done by **any** girl no matter where she lives whether or not she has direct contact with farmworkers. Choices under #2 can be done by girls from farmworker families, or by girls who live in areas with farmworker communities.

Discover

1. Visit the National Farm Worker Ministry’s web-site, www.nfwm.org. Click on “Farmworker Conditions”. Watch the short power-point, “A Brief History of Farm Labor in the U.S.” Then scroll to the end of the page where you will find a list of topics on farmworker conditions (below-poverty wages, child labor, etc.) *Choose one or more conditions to read about.* Other helpful web-sites are: www.ufw.org; www.cesarchavezfoundation.org; and www.crla.org. Books are also excellent resources. Two ideas are: 1) Voices from the Fields: Children of Migrant Farmworkers by Beth Atkin. This book includes stories, poems, and photos by migrant farmworker children. 2) The Grapes of Wrath by John Steinbeck. This classic story set in the 1930’s of a family who loses their farm during the depression, and migrates to California to find work continues to be relevant today.
2. If you have family members or family friends who have worked as farmworkers, ask them if you can interview them. If they are comfortable, you could video tape your interview. Be sure not to share a video taped interview with others without the permission of the person you interviewed. Some sample questions are: “What is your name? When did you begin working in the fields? Where did you work? Did you migrate to find work? What crops did

you work in? What were your jobs? What were the working conditions like? Did you ever work at a ranch with a union contract? Were conditions different? If so, how? What was the most difficult part of doing farm work? What was the most satisfying part of doing farm work? Is there anything else you would like to add?" Add other questions you are interested in. If the person you are interviewing currently works as a farmworker, ask him or her what concerns they have about their work.

Connect

1. Create your own oral presentation, PowerPoint, video, essay, or skit about what you have learned about farmworker history and conditions. Share the presentation with one to three groups. Consider Girl Scout groups, school or church youth groups, or adult groups. You might want to include information about your Take Action step in your presentation, and ask for help.
2. Create a presentation, poem, story, drawing, painting or some other response about what you learned from your interview. Share with your troop and one other group of girls or adults. You might want to include information about your Take Action step in your presentation, and ask for help. Write a thank you letter to the person you interviewed.

Take Action

1. Identify an issue currently affecting farmworkers and take action. For ideas, visit any of the following web-sites: www.nfwm.org and click on YAYA (Youth and Young Adult Network); www.ufw.org; or www.doloreshuerta.org; Depending on current issues, ideas for action could include lobbying elected officials through an e-mail campaign, for example, to ask for enforcement of health and safety laws for farmworkers, or visiting your elected officials to advocate for legislation that will benefit farmworker families.
2. There are farmworkers working in many parts of the United States. Find out what is happening in the area where you live. The National Farm Worker Ministry web-site at www.nfwm.org may help you identify local issues facing farmworkers and local groups. If you live in a farmworker community, ask your family and neighbors who work in the fields what their concerns are. Look for groups already working to help farmworkers, such as church groups, unions, community centers, or student clubs. Work on a project with a local group, or start a project of your own. This project could range from a food or clothing drive to a petition drive to improve local farmworker housing.

Women: Elected Officials and Activists

Discover

1. Many organizations exist to advance women's rights and increase their influence in political activity. Did you know that women could not vote in the United States until 1920? The Suffragette Movement changed that. And that in the U.S. Congress, only 17% of the elected officials are women? The good news? Of these women in Congress, 66% are former

Girl Scouts. Visit any of the following web-sites, or others to learn about women and political activity: www.whitehouseproject.org, www.lwv.org (League of Women Voters), www.now.org (National Organization of Women), www.msmagazine.com, and www.aauw.org (The American Association of University Women). Or you might want to read Nine and Counting: The Women of the Senate by Senator Barbara Boxer, Senator Dianne Feinstein, and Girl Scouts of the USA.

2. Interview at least one woman who is a current or past elected official to learn what their experience was like. If possible, interview a Hispanic/Latina woman. Consider women who have been school board members, city councilwomen, mayors, or representatives of other elected bodies. Some sample questions are: "Why did you choose to run for office? What inspires you? What do you hope to (or did you) accomplish? What did you have to do to run for elected office? What were the challenges and opportunities of campaigning for office? What are the challenges and satisfactions of serving as an elected official? What would you say to young women about running for an elected office?" Or you could choose to interview a local woman activist, if possible a Hispanic/Latina woman. Some sample questions are: "Why did you begin your work as an activist?" "What issues are the main focus of your work?" "What kind of strategies have you used?" "Have you involved others in your advocacy efforts?" "If so, how?" "What do you hope to (or did you) accomplish?" "What inspires you and keeps you going?" "What advice would you give to girls and young women about being an advocate?"

Connect

Create an oral presentation, PowerPoint, video, essay, skit, or work of art based on what you learned about the role of women in politics, as voters, advocates, and/or elected officials. Use what you learned from your interview, if you were able to do one, and your research. Share your presentation with one to three groups of teen girls. Possible groups include Girl Scout troops, government classes at school, or community youth groups. You might want to include information about your Take Action step in your presentation, and ask for help.

Take Action

Complete one of the following options, or another approved by your Leader.

- Elected officials participate in the creation of policies, ordinances, and laws. Create your own proposal for a law by visiting www.clerkkids.house.gov. Click on *How Laws are Made* to learn the law-making process. Click on *Fun and Games*, then *Build a Bill* to create your own proposal for a new law. Share your new law and why you think it is necessary with at least one youth or adult group.
- Serve as an officer in a school, church, or other youth organization. This will give you a chance to practice the leadership skills you are learning in Girl Scouts, and, maybe one day you will run for President!
- Select an issue that you are interested in that affects girls and/or women, perhaps one you learned about while doing your interview and research.

Look for groups already working on this issue, and learn what they are doing, and what help they need. Work on a project with a local group, or start a project of your own. This project could range from collecting clothing and toys for women and children who live in a battered woman's shelter, to lobbying for legislation to guarantee equal pay for women.

Immigrants

Discover

Talk to a member(s) of your family. Ask questions such as: "What country (ies) did our ancestors come from?" "Why did they immigrate to the United States?" If your ancestry includes Native-Americans, ask how the immigration of others affected them. If your family includes African-Americans or others who came as slaves or indentured servants, ask how that has impacted your family. If you are adopted, you could explore the ancestry of your adopted parents to get a sense of the immigrant experience. Whatever your family background, ask what challenges your ancestors faced and what contributions they made. After you have talked to family members, consider what your life might be like today if your ancestors had not come to the United States. Create a piece of art (story, poem, drawing, collage, etc.) that reflects your ancestors' experience or how your life would be different.

Connect

Watch a movie or read a book about a girl who is a recent immigrant or daughter of recent immigrants. Some possible movies are "Real Women Have Curves", and "Bend it like Beckham." Some book ideas are: 1) New Kids in Town: Oral Histories of Immigrant Teens by Janet Bode; 2) Journey of Hope: Memoir of a Mexican American Girl; and 3) Voices from the Field by Beth Atkins. If you are a recent immigrant, discuss the similarities and differences in your experience with the experience of the girl(s) in the movie or book. If you are not a recent immigrant, discuss what you learned about the challenges facing girls who are recent immigrants.

Take Action

Consider what you could do at your school, church, or Girl Scout troop to welcome girls and their families who are recent immigrants. Examples could range from inviting recently immigrated students to eat lunch with you at school, asking new girls about their culture, or organizing a "Cultural Diversity Day". Create an oral presentation, PowerPoint, video, essay, skit, or visual art about the challenges immigrants face when they come to the United States, and the contributions they make. Draw upon what you learned from your interview with a family member, what you learned from the movie or book you explored, and what you know from your own experience. Share the presentation with one to three groups. Consider Girl Scout groups, school or church youth groups, or adult groups. Ask members of the groups to join you in your efforts to welcome new immigrants.

Reflection

Girl Scout Promise and Law

The Girl Scout Promise and Law are shared by every member of Girl Scouts. The Girl Scout Promise is the way Girl Scouts agree to act every day toward one another and other people, and the Law outlines a way to act toward one another and the world.

The Girl Scout Promise

*On my honor, I will try:
To serve God* and my country,
To help people at all times,
And to live by the Girl Scout Law.*

The Girl Scout Law

*I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,
And to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.*

**The word "God" can be interpreted in a number of ways, depending on one's spiritual beliefs. When reciting the Girl Scout Promise, it is okay to replace the word "God" with whatever word your spiritual beliefs dictate.*

Your thoughts

What part of the Promise and Law relates to what you did to earn this Dolores Huerta Girl Scout Patch? Write a brief reflection on how what you did relates to a part of the Promise and Law. Share your reflection with your leader or your troop.

You might also like

If you enjoyed earning the Dolores Huerta Girl Scout Patch, you might also enjoy the Girl Scout Ambassador Journey book, [Your Voice, Your World: The Power of Advocacy](#), published by Girl Scouts of the USA, 2008.

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Your Progress Sheet

- Step 1 Learn about Dolores Huerta
- Step 2 Create a response based on what you learned and share it with others
- Step 3 Decide on your topic area: farmworkers, women, or immigrants
- Step 4 Do the Discover step for your topic
- Step 5 Do the Connect step for your topic
- Step 6 Do the Take Action step for your topic
- Step 7 Reflect on your experience earning the Dolores Huerta Girl Scout Patch