



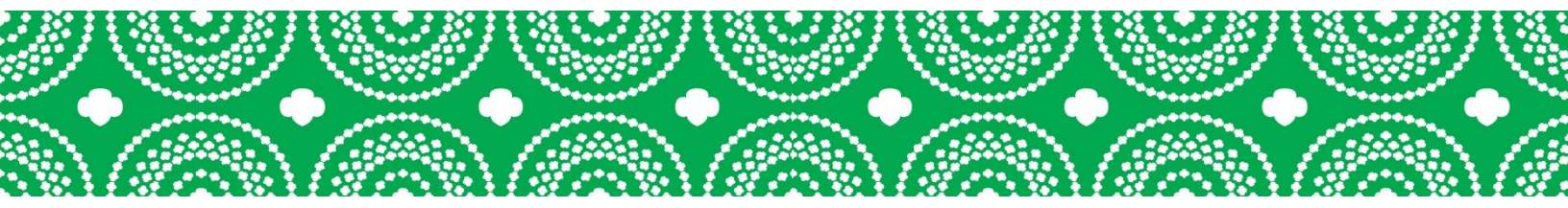
# The Tobin Endowment



## Girl Scout Seniors & Ambassadors

Girl Scouts of Southwest Texas  
811 North Coker Loop  
San Antonio, Texas 78216  
(210) 349- 2404 or 1-800-580-7247  
[www.girlscouts-swtx.org](http://www.girlscouts-swtx.org)

To learn more about The Tobin Endowment and their mission, visit [www.tobinendowment.org](http://www.tobinendowment.org)



Girl Scouts of Southwest Texas & The Tobin Endowment  
are proud to bring to you the...  
The Tobin Endowment the Arts Initiative



The arts inspires girls of all ages to explore visual expression and ideas in music, theatre and dance. The Tobin Endowment Arts Initiative incorporates education in visual and performing arts.

Through arts programs, girls focus on self-expression and discovery. The arts are vital to youth development and provide limitless possibilities for growth and exploration. Research shows that arts can reach students where other academic subjects cannot. With arts-integrated learning, students gain a greater depth of understanding of academic topics.

Girl Scouts who complete The Tobin Endowment Arts Initiative develop their artistic skills and learn about the performing arts through pathways which include painting, sculpture, jazz, blues, rap, classical music and dance.

## Steps to Earn the The Tobin Endowment the Arts Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at [lderemiah@girlscouts-swtx.org](mailto:lderemiah@girlscouts-swtx.org).

### Step One:

1. Read through the Activities
  2. Think about what you would like to do
  3. Choose 3 out of the 4 Units
  4. Complete 2 Activities from each unit chosen
- NOTE: Girls will complete a total of 6 activities

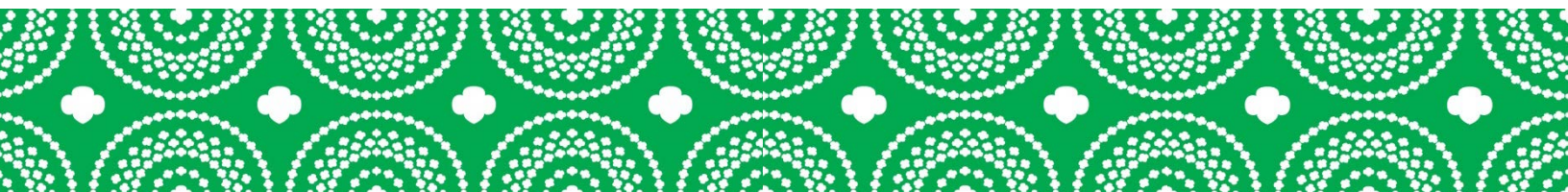
### Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:  
Girl Scouts of Southwest Texas  
ATTENTION: Program  
Phone: (210) 319- 5775  
Toll Free: 1-800-580-7247  
Fax: (210) 349- 2666  
[lderemiah@girlscouts-swtx.org](mailto:lderemiah@girlscouts-swtx.org)



### Step Three:

1. Receive you're the Tobin Endowment the Arts Patch!



## The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in the “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

### Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

### Connect

Girls care about, inspire, and team with others locally and globally.

### Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

### Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

### Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

### Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission:

**Building girls of courage, confidence and character, who make the world a better place.**

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# College Bound

### College Bound: Undergraduate Information

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Research at least three different colleges or universities that specializes in art, music, dance and drama.
2. Obtain admissions information from three or more schools and ask the admission counselor at the schools you chose about available campus tours.
3. Compare the three schools you chose. Pay attention to tuitions and fees, financial aid, housing, campus size and population and demographics.
4. Share the information you have gathered with your family.
5. Share the information with your guidance counselor and inquire about further actions.

**Note:** Distinguish yourself in the college admissions process. The Girl Scout Gold Award tells college recruiters that you are a leader who is organized, determined and dedicated to improving your community. Gold Award Girl Scouts rate their general success in life significantly higher and report higher success in reaching their goals within many areas.

**Accommodations:**

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss the options available to them, locally and nationally. Based on their advice, girls may want to focus on only two schools. Girls may call the admissions office and ask for information to be mailed to them. Parents/guardians should be made aware of all interactions the girls have with higher education institutions.

For girls that like more of a challenge, girls may wish to use the website [collegecost.ed.gov](http://collegecost.ed.gov) to compare prospective colleges and universities with the information they have already gathered. With parent/guardian consent, girls may wish to schedule a campus tour with the admissions office. Girls should practice filling out the admissions paperwork for the college or university they have chosen

## College Bound: Degree Planning

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Research at least three different undergraduate degree programs at the college or university of your choice.
2. Obtain a copy of each of the three-degree plans.
3. Compare the three-degree plans. Pay attention to course descriptions, prerequisites, and certifications.
4. Ask the school's counseling office about college credits such as AP/IB credits, transferrable credits, CLEP credits and any other questions you have.
5. Share the information you have gathered with your family.
6. Share the information with your guidance counselor and inquire about further actions.

**Note:** The Girl Scout Gold Award represents the highest achievement in Girl Scouting. Open only to girls in high school, this prestigious award challenges you to change the world or at least your corner of it. Gold Award Girl Scouts are eligible for college scholarships.

**Accommodations:**

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss their current academic standing and available college credits. Based on their advice, girls may want to focus on two-degree plans. Girls may call the campus counselor to discuss degree plans available to them. Parents/guardians should be made aware of all interactions the girls have with higher education institutions.

For girls that like more of a challenge, girls may wish to use the website [collegecost.ed.gov](http://collegecost.ed.gov) to compare prospective colleges and universities with the information they have already gathered. With parent/guardian consent, girls may wish to schedule a campus tour with the admissions office. Girls should practice filling out the admissions paperwork for the college or university they have chosen



## College Bound: Scholarships

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Research available scholarship opportunities that you may qualify for from Girl Scouts and at the college or university of your choice.
2. Pay special attention to the scholarships available for pursuing a degree in art, music, drama or dance.
3. Obtain at least two scholarship applications.
4. Share the information you have gathered with your family.
5. Share the information with your guidance counselor and inquire about further actions.

**Note:** The Girl Scout Gold Award will help you to earn college scholarships. The Girl Scout Gold Award represents the highest achievement in Girl Scouting. The Girl Scout Gold Award tells scholarship committee members that you are a leader who is organized, determined and dedicated to improving your community. Gold Award Girl Scouts rate their general success in life significantly higher and report higher success in reaching their goals within many areas.

**Accommodations:**

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to focus their research on their scholarship opportunities. With parents/guardians' permission, girls may call the financial aid office and ask about the payment processes. Parents/guardians should be made aware of all interactions the girls have with higher education institutions.

For girls that like more of a challenge, girls may wish to learn about financial aid and use the Expected Family Contribution (EFC) calculator found on [www.finaid.org/calculators](http://www.finaid.org/calculators) to evaluate their financial need. Girls may also attend a FAFSA seminar or invite a guest speaker to talk about FAFSA. With parents/guardians' permission, girls may go online to practice completing a FAFSA at [fafsademotest.ed.gov](http://fafsademotest.ed.gov) or complete the actual FAFSA at [fafsa.ed.gov](http://fafsa.ed.gov).

# Career Exploration

## Career Exploration: Employment Search

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Visit the following employment web sites and research the career opportunities.
  - a. <https://www.tobincenter.org/about-us/employment>
  - b. <http://www.arts.texas.gov/jobs-opportunities/jobs/>
  - c. <https://www.samuseum.org/about/employment>
  - d. <http://sasymphony.org/contact/employment-opportunities/>
2. Search employment web sites and use key words to search for art employment.
3. Pay close attention to internships
4. Identify different positions that interest you.
5. Research 2 of the positions that interest you the most.
6. Pay close attention to the position description, qualifications, and primary location.
7. Share the information you have gathered with your family.
8. Share the information with your guidance counselor and inquire about further actions.

**Note:** The Girl Scout Gold Award tells employers that you are a leader who is organized, determined and dedicated to improving your community. Gold Award Girl Scouts rate their general success in life significantly higher and report higher success in reaching their goals within many areas.

**Accommodations:**

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss their interests and passions to help narrow the field of available career opportunities. Girls may wish to research only one position and evaluate their future educational plans to coincide with the position requirements.

For girls that like more of a challenge, parents/guardians may encourage girls to supplement their career planning with available self-assessment, career planning guides, employment trends, industry and occupation specific information and researching careers and employers. Girls may also find resources and services specifically for youth, teens and young adults. Girls should ask their guidance counselors about internships, resources and services available to them.

## Career Exploration: Arts Careers

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Research career opportunities in the arts field.
2. Choose at least three career opportunities that interest you. Arts careers consist of more than the painter, musician, singer or dancer. EXAMPLES: lighting, costume designing, curator, architect.
3. Pay close attention to the essential functions, preferred experience and education, as well as starting pay and company benefits.
4. Research two of the positions that interest you.
5. Pay close attention to the job summary, essential functions, preferred experience and education as well as other competencies.
6. Share the information you have gathered with your family.
7. Share the information with your guidance counselor and inquire about further actions

**Note:** The Girl Scout Gold Award tells employers that you are a leader who is organized, determined and dedicated to improving your community. Gold Award Girl Scouts rate their general success in life significantly higher and report higher success in reaching their goals within many areas.

**Accommodations:**

For girls wanting a little more guidance, girls should speak with their parents/guardians and guidance counselor first in order to discuss their interests and passions to help narrow the field of available career opportunities. Girls may wish to research only one position and evaluate their future educational plans to coincide with the position requirements.

For girls that like more of a challenge, parents/guardians may encourage girls to seek part-time employment to supplement their college expenses. Girls may calculate a monthly budget based on their financial need for school and living expenses to formulate the amount of income they must earn. If appropriate, girls may self-assess their employment suitability.

## Career Exploration: Career Planning

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Compare the salary or pay and benefits of the 3 careers in the Arts that you chose. Example: Graphic artists need a Bachelor degree and average \$47,640 a year or \$22.90 per hour. Graphic artists are expected to have a very slow job growth outlook in the next ten years.
2. With your parent/guardians' assistance, chart your probable monthly expenses, i.e., rent, food, gas and utilities.
3. Use the financial information you have gathered to map out a monthly budget.
4. Evaluate the amount of money you will have for savings
5. Reflect on the advantages and disadvantages of each of your careers.

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For girls that like more of a challenge, parents/guardians may encourage girls to supplement their career planning with available self-assessment, career planning guides, employment trends, industry and occupation specific information and researching careers and employers. Girls may also find resources and services specifically for youth, teens and young adults. Girls should ask their guidance counselors about internships, resources and services available to them.

# Advocacy

## Advocacy: United Way

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Visit <https://www.unitedway.org/get-involved/take-action> to learn about local and national opportunities for service.
2. Feel connected to your community, locally and globally, by forming healthy relationships through volunteerism.
3. Use this opportunity to advocate for yourself and others on issues that are important to you.
4. You should feel empowered to make a difference in the world.
5. Share your leadership experience with friends, family and the community.
6. Celebrate your accomplishments!

**Note:** For more information about volunteering your time, please contact the Resource Office Center or your United Way Office.

## Advocacy: San Antonio Against Slavery

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

### Directions:

1. Visit <https://www.saagainstslavery.com/about-us.php> to learn about local and national opportunities for service.
2. Feel connected to your community, locally and globally, by forming healthy relationships through volunteerism.
3. Use this opportunity to advocate for yourself and others on issues that are important to you.
4. You should feel empowered to make a difference in the world.
5. Share your leadership experience with friends, family and the community.
6. Celebrate your accomplishments!

**Note:** For more information about what modern day slavery is and how to help, email [info@SAAgainstSlavery.com](mailto:info@SAAgainstSlavery.com)



**Advocacy: Family Violence Prevention Services Inc.**

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Visit <http://www.fvps.org/> mission to learn about local and national opportunities for service.
2. Feel connected to your community, locally and globally, by forming healthy relationships through volunteerism.
3. Use this opportunity to advocate for yourself and others on issues that are important to you.
4. You should feel empowered to make a difference in the world.
5. Share your leadership experience with friends, family and the community.
6. Celebrate your accomplishments!

**Note:** For more information about volunteering your time, please contact <http://www.fvps.org/get-involved/volunteer/>

# Leadership

## Leadership: Discover

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. Girls will create a community map, also known as a drawing or list that shows a community's needs and resources.
2. Girls should focus on one location in your community that you are most familiar.
3. Girls should supplement your maps by using the internet, library and personal contacts.
4. The most important identifications on the maps should be:
  - a. Community issues
  - b. Community experts
  - c. Supportive groups
  - d. Community organizations
  - e. Public places
5. After drafting the community map, girls should write down their interests and passions next to the identifications. Girls may list their personal friends, family and contacts.
6. Using the map, girls will be able to formulate a project idea!

**Note:** Project ideas should focus on promoting the Arts. Girls will develop a stronger sense of self, positive values and critical thinking skills. Girls will seek challenges in the world and gain practical life skills. This activity is completely girl-led!

**Accommodations:**

For girls wanting a little more guidance, girls should complete this activity in a group with the assistance of parents/guardians or leaders. Brainstorming will be easier with people to bounce ideas off of and create constructive criticisms. Girls will be better prepared for planning with different points of view.

For girls that like more of a challenge, with the permission of parents/guardians, girls may volunteer at charitable organizations in their community in order to discover the organization's mission and values. Girls should reflect on their experiences and decide which community service best fits their interests and passions.

## Leadership: Connect

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Parent/Guardian Permission

**Directions:**

1. With parents/guardians' permission, girls will reach out and communicate with the community experts, organizations and supportive groups from their community map.
2. Girls will present their project ideas and partner with an expert, organization or group for a take action project.
3. Girls will build a team of family, friends and colleagues to complete their take action project.
4. Girls will act as the leader of their take action project and provide professional and constructive instructions to all team members.

**Note:** Project plans should address art, dance, music and drama access issues. Girls feel connected to their community and develop healthy relationships to advance diversity in a multicultural world, promote cooperation and teambuilding and learn to resolve conflicts.

**Accommodations:**

For girls wanting a little more guidance, girls should form a team of leaders in which each member is assigned specific tasks to complete for the take action project. Girls may be in charge of creating flyers, finding a venue for an event or obtaining in-kind donations. Girls will be in charge of their own assigned tasks and will build her team according to her goals.

For girls that like more of a challenge, with the permission of parents/guardians, girls may volunteer at charitable organizations in their community in order to market their take action project and recruit more team members. Girls should reflect on their experiences and decide which community service best fits their interests and passions.

## Leadership: Take Action

**Materials:** Number of materials is contingent on the desires of the girls and the number of girls participating.

- Internet
- Library
- Transportation
- Parent/Guardian Permission

**Directions:**

1. With parents/guardians' permission, girls will take action to finish their project!
2. Girls will be expected to take the lead to carry out the plan.
3. After completing the project, girls will take time to reflect on their accomplishments.
4. Girls may wish to ask for feedback from others.
5. Girls should evaluate their success.
6. Girls will share what they have done with others.

**Note:** Project plans should address art, dance, music and drama access issues. Girls will be able to identify community needs, be a resourceful problem solver, advocate for themselves and others. Girls will feel empowered to make a difference in the world while inspiring and educating others to act.

**Accommodations:**

For girls wanting a little more guidance, girls should act with their troop/group to complete for the take action project. Girls should be able to express why their project was important to the community and what issue they addressed. Girls should celebrate what they have accomplished and invite others to celebrate with them!

For girls that like more of a challenge, with the permission of parents/guardians, girls should create education materials to distribute within their community. The materials should create a measurable and sustainable impact on the community, inspiring others to act. Girls may think about turning their take action project into a Gold Star Award project!



**YOU DID IT!**



**CONGRATULATIONS!**



# End of Booklet

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