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# **Quest for Silver Leader's Guide**

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# Quest for Silver

## A Guide for Leaders

### SECTION I. TIPS

Before you start

#### **Understand the Requirements**

- Read the handbook.
- Read the Girl's Guide "Quest for Silver".
- Study Section II in this guide (you may copy anything in this packet for the girls).
- Call the Program Specialist at the Service Center, 597-8603, ext. 30.
- Understand that this typically takes at least two years to complete.

#### **Encourage, but don't require**

- It is the girl's choice.
- Invite a Senior Girl Scout who has earned the award to talk with the troop.

#### **If the girls are uncertain, set them up for later success**

- Encourage program activities that will fulfill the first 4 requirements.
- After a year, the girls might see the goal as more achievable.

*(The rest of this packet assumes your girls have decided to work towards their Silver Award.)*

Guiding girls through the first 4 requirements

#### **Get them started.**

- The first steps are usually the hardest.
- As the year progresses, show them how normal troop activities can fit into the overall scheme.
- **Expose the troop** to several different service opportunities to give them ideas later for their Silver Award Project.
  - ✓ Take advantage of the service requirement of the IP's by selecting ones that take the girls out into the community.
  - ✓ Take advantage of council-sponsored service activities.

#### **Help them get organized**

- **Create a system.** 3 ring binders and tote bags are a couple of ways to organize their documentation.
- **Document as you go along.** Teach them how much harder it is to try to recollect. Log everything —schoolwork, volunteer hours, adults who can verify—in a single place.
- **Document their hours.** This is critical, especially with the Leadership Award and the Silver Award Project.

#### **Understand the paperwork**

- **There is one required form:** The Final Report Form.
  - ✓ This must be sent to the Service Center upon completion of all requirements.
  - ✓ Encourage neatness and thoroughness.

- **Other forms are optional:**

- ✓ The Project Plan form in the Girl's Guide.  
Strongly encourage the girl to complete this form and submit it to the Service Center. Too often the final report comes in and the project has some severe flaws. By reviewing the project in advance it not only helps the girl through the planning process, it may keep from having severe disappointments later on.
- ✓ The Activity Log and the Budget and Expense Report.  
Girls are required to keep a log of their activity, but they can devise their own log. The Expense Report is strongly encouraged.
- ✓ The logs in this packet.  
These are merely suggested logs that the girl may use to track her activities. You will need to decide if the girl can adequately devise her own system or if she may need additional help.
- ✓ The Progress Chart in the Girl's Guide.  
This is a visual chart some have found helpful in encouraging the girls through the many steps. Once the chart is over half-covered, typically girls start seeing that "light at the end of the tunnel." Sometimes it is helpful to not begin using this chart until there are several items that have been completed – a jump-start gets things off on a positive note.

**Adapt requirements:**

- In answer to a question about the eligibility of young women with mental retardation earning recognitions such as the Girl Scout Gold Award:  
*"Every girl, whether she has mental retardation or not, should have flexibility in fulfilling the requirements. The first consideration for any girl should be whether or not she is interested in earning a particular recognition. If she is, then she must be allowed to fulfill the requirements in a way that is meaningful for her."*  
Girl Scout Leader, Spring 1995, p. 6

**Celebrate every step!**

- **Use visuals** such as
  - ✓ the "Progress Chart" in the Girl's Guide (buy some bright star stickers or use markers),
  - ✓ the wheel in their handbook on page 136 (color it in), or
  - ✓ something else of your or their devising
- **Have lots of parties.**



**You may need to assist the girl in selecting a project.**

- **Help each girl recognize her skills, abilities, and talents.**
  - ✓ Sometimes other girls in the troop can help. Try an activity where each girl in the troop writes down what she sees as a special ability of every other girl. Share these.
- **Help each girl determine her interests and concerns.**

- ✓ Ask leading questions such as “if you could be queen of your school, neighborhood, world for a day, what problem would you solve?”
- **Guide each girl in selecting a project** appropriate for her abilities.
  - ✓ The project should challenge her abilities and skills.
  - ✓ It should be more difficult than anything she has tried before.
  - ✓ The project should not be unachievable.
  - ✓ Emphasize quality over quantity.

### **Be wary of group projects**

- Each girl must have a specific set of responsibilities.
- Each girl must spend a minimum of 30 hours actively working on the project, with at least 7 hours in the implementation of the project.
- Evaluate the skills and maturity level of all the girls in the group to determine if they will be able to work together.
- Each girl will need to complete her own Girl Scout Silver Award Report Form.
- It is usually difficult to find a project that more than 2-3 girls can do together.

### **You may need to help the girl find an advisor.**

- **Help her find an expert** in the field in which her project is most focused.
- **If the Advisor is unfamiliar** with Girl Scouts, you will need to stay involved to insure that the policies of Girl Scouts are being met.
- **Leaders can be advisors**, although time may be a problem. Feel free to say no.
- **Parents** typically make lousy advisors for their own daughter. They may love them too much to be objective. Their advice may not be accepted easily or the girl might be too accepting of the advice and do it without question. Sometimes parents are just too hard on their own children.
  - ✓ This is a particularly difficult dilemma for leaders. Even though you may be the most logical person to be your daughter’s advisor, try to find someone else, for example, a co-leader or a leader of another troop.

### **Help through the tough parts of planning a project.**

- **Ensure that they are properly documenting their efforts.**
  - ✓ Encourage them to keep good notes and good documentation.
  - ✓ Utilize the forms in their packets.
- **Give budgeting guidance.**
  - ✓ Review the budget for the project and help the girl itemize everything and understand how she will pay for these items.
  - ✓ Review the GSUSA policy on fundraising in the *Leader’s Digest*.
- **Prepare them for calling adults and soliciting help.**
  - ✓ A dry run can help.
  - ✓ Be with them during the first few calls and reaffirm that it wasn’t so difficult!
- **Stress the importance of following-up.**
  - ✓ They will probably learn that adults don’t return phone calls or will forget
  - ✓ A sample follow-up letter is in the Girl’s Guide.

**Advise, but don't lead**

- **Always remember that this is the girl's project.**
  - ✓ She is to plan it and execute it.
  - ✓ You are there to ask questions, insure safety, and provide encouragement.
  - ✓ Tell her plainly (and listen to this yourself), "I will be there to advise you every step of the way, but I will not do it for you."

**Encouraged girls to have others help them in their project.**

- **This utilizes their leadership skills.**
- **Both girls and adults** (as well as others outside of Girl Scouting) can be recruited.
- **Ensure that the girl is maintaining responsibility** for the project.
- **Ensure that adult helpers understand that the girl is responsible for the project.**

**Communicate, communicate, communicate**

- **Stay in touch** with the girls as they work on their projects.
  - ✓ Anyone can get stalled and need a "jumpstart".
  - ✓ Sometimes it just takes a phone call to get a girl who has gotten discouraged up and running.
- **Verify** that the girls understand the requirements.

**Encourage, encourage, encourage**

- **There is no failure here.**
- **The project will most likely not go exactly as planned**, but that does not mean failure.
- **The process itself is a learning experience.**
  - ✓ The girls will realize that they can set a lofty goal, break it down into manageable pieces, then progress through until they've achieved the goal.
- **Help the girl understand that it was a success**, that many people were helped, and that she has gained valuable skills.
- **If the girl does not finish the award, don't make her feel any less a Girl Scout.**

**Awards Ceremony**

- **The Council provides the Silver Pin.**
  - ✓ Allow at least 2 weeks for the report to be reviewed.
- **Help the girl(s) plan their ceremony.**
  - ✓ Help to make it a special celebration.
- **Invite younger girls** to the ceremony to give them inspiration.
- **Encourage the girls to attend the Gold Award Ceremony** in which they will be publicly recognized.

**Pat yourself on the back!**

- **You've made a real difference in the lives of these young women.**



## **SECTION II. UNDERSTANDING THE AWARD REQUIREMENTS**

### **Interest Projects**

Requirement 1. Earn 3 Interest Project Patches related to the project you will do for the Silver Award.

#### **Common Questions:**

##### **Q. What are the requirements for earning an Interest Project (IP)?**

A. Refer to your IP book, p. 7

##### **Q. What does it mean to be “related to the project”?**

A. The IP must in some way support the skills and knowledge necessary to implement your Silver Award Project. For example, if your project is related to sports, not all IP's must be sports-related IP's. There are other facets to implementing such a project, e.g., communication skills, health and well-being issues, child care knowledge, organizational skills. IP's that focus on these areas also will support the project. However, at least 1 IP should be in a sports area so that you learn the necessary skills to assure success of your sports-based project.

Sometimes it is only 1 requirement within the IP that relates (e.g., Why in the World Skill Builder #1 would relate to any outdoor project).

##### **Q. If I don't know what my project will be, how can I be working on the right IP's?**

A. This is not as tough as it seems. Some strategies to use:

- ❖ Earn IP's that interest you. This will lead you to an interesting Silver Award Project.
- ❖ Earn IP's that lend themselves to almost any project and that will be truly helpful when it comes time to implement your project (e.g., Conflict Resolution, Understanding Yourself & Others, Do You Get the Message, Emergency Preparedness)
- ❖ Most importantly, when you do determine what you want to do for your project, find at least one IP that most directly relates to your project and earn it.

##### **Q. Can I count the IP that I earned as part of my “Bridging to Cadettes”?**

A. No. The IP must be completely earned as a Cadette Girl Scout.

##### **Q. Can the service project activity of an IP be my Silver Award Project?**

A. No. First of all, all 3 IP's must be completed prior to beginning your Silver Award Project. Secondly, remember the rule of no “double dipping!”. You can, though, build on a service project to create your own Silver Award Project.

##### **Q. Do I have to finish one IP before starting another?**

A. No. They can be worked on concurrently with other IP's and with the other 3 requirements that must be completed prior to beginning the Silver Award Project.

## Challenge

Requirement 2. Earn the Cadette Girl Scout Challenge.  
(Cadette G.S. Handbook, pages 132-134)



### Common Questions:

**Q. How many hours of service do I need for Section 4?**

**A.** There is no minimum requirement.

**Q. Do I have to do the sections in the order in which they are listed?**

**A.** No. Although it is recommended that you do them in the order listed, it is not required.

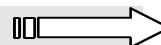
## Careers

Requirement 3. Select one of the following options:

Option 1: Earn the *From Dreams to Reality* patch  
(Cadette G.S. Handbook, Page 127)

or

Option 2: Complete any 5 career activities in any Interest Projects.



### Common Questions:

**Q. In my (older) handbook, the first activity in Dreams to Reality says to do 2 activities from the Career Exploration Interest Project, but I can't find that IP.**

**A.** The handbooks and the IP books do get out of sync. That IP has been discontinued. To complete this activity, you now do any two career activities from any Interest Project or combination of Interest Projects.

**Q. Similar question: In my (older) handbook, the second Silver Award requirement says I can either earn the *Dreams to Reality* patch or earn the Career Exploration IP, but I cannot find that IP.**

**A.** This alternative has been replaced with the option "Complete any 5 career activities in any Interest Projects" (Option 2 above).

**Q. What patch do I receive if I select option 2?**

**A.** There is no recognition patch nor a pin.

**Q. Can a career activity that I completed for an IP be counted towards this requirement?**

**A.** The activities you choose may not have been activities you have done to earn that Interest Project. And, if you haven't earned the Interest Project from which you are selecting the career activities, but think you might want to earn it later on, you may not count these career activities toward earning the Interest Project in the future.

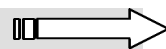
## Leadership

Requirement 4. Select one of the following options:

Option 1: Earn the *Cadette Girl Scout Leadership Award*  
(Cadette G.S. Handbook, page 131)

or

Option 2: Earn the *Leadership Interest Project Patch*  
(Cadette/Senior G.S. IP Book, pages 38-39)



### Common Questions:

**Q. In earning the Leadership Award, do the hours I spend planning an event count towards the 25 hours of leadership?**

**A.** Planning is an integral part of successful leadership. You may count the hours that you spend planning a project, but you must carefully log this time. You are on your honor to count only the time spent actively planning.

**Q. I'm confused on the difference between *service* and *leadership*.**

**A.** Please see the separate clarification document, Section III in this guide.

**Q. Do the hours I spend serving as a program aide count both towards the program aide patch and the Leadership Award?**

**A.** No. You must decide towards which award you will apply your hours.

**Q. In my (older) handbook, the second activity of the leadership award says to complete the leadership inventory activity in the Leadership IP. I can't find that inventory.**

**A.** That was removed from the IP. In its place, you now are to do any one activity from the Leadership Interest Project.

**Q. I have an older version of the Cadette Handbook and it gives as a sample project to serve as a Program Aide. Do I need to have completed the Program Aide patch to have the hours count towards the Leadership Award?**

**A.** This was a confusing example and was dropped in later printings.

**Q. Do the 3 hours I spend assisting younger girls have to be on the same day or even with the same group?**

**A.** They do not have to be on the same day, but they do need to be within the same "setting." This may mean it's with a different group of girls, but you would be doing essentially the same project with each group. Or it may be that you are working with the same group of girls over the course of several weeks but perhaps leading them in various activities.

The idea is to be able to define it as a "project." You will need at least 2 of these "projects" and they must be in different settings.



## Silver Award Project

Requirement 5. Design and carry out a Girl Scout Silver Award project.

### Common Questions:

#### Q. What is a Silver Award Project?

- A. The Silver Award Project is a service project created, planned and implemented by a Cadette Girl Scout. It is your chance to put into action the things you have learned as a Cadette Girl Scout and your chance to change something and to make a difference in the world, even if it is a very small difference.

#### Q. How long should the project take?

- A. Your project must take a minimum of 30 hours. Out of the 30 hours, 7-10 hours must go towards the actual project implementation. The remaining 20-23 hours will be your planning and preparation time. 30 hours may seem like a long time, but a well thought-out, meaningful project will easily take this long, and Girl Scouts have found that more time is often required to successfully complete their projects.

#### Q. What is meant by “project implementation?”

- A. This is the time spent actually performing the objective of the project. It does not include the time spent on such activities as planning the project or gathering the materials for the project.

#### Q. Can we do a project as a troop?

- A. Yes, but it is difficult to have a project that would allow each girl to contribute an independent 30 hours. Each girl must have specific responsibilities, and each girl must spend the minimum requirement of 30 hours including the minimum 7 hours of implementation time. These hours cannot include sitting around while someone else is doing her part. Each girl must also complete a separate Report Form.

#### Q. Can others help me with my project?

- A. You are encouraged to use your leadership skills to enlist and direct others to help you complete your project. However, the Silver Project is your own, and each step in planning and implementing it is your responsibility.

#### Q. Do I need an advisor?

- A. Yes. You are encouraged to use resource people whose knowledge or careers can make your Silver Award the best that it can be. Your leader can act as your advisor. If you are an individual member, ask the council to help you find an advisor for the process.

#### Q. We really want to help raise money for our local hospital, because someone in our troop is sick. Can we do this?

- A. You need to follow national and council guidelines for fundraising. You cannot raise money for another organization according to GSUSA policy. However, you can volunteer for that organization. Instead of marching in a walkathon, what about

volunteering to help with registration, first aid, or making sure everyone has water and a snack along the route?

It is really important that you clear any fund raising plans with the council.

**Q. Do we need to submit a plan to the council for approval?**

- A.** No. However, it is strongly encouraged that you submit the optional planning form included in the Girl's Guide. This will help avoid confusion.

You do need to submit a project report at the end of your work. This form is included in this packet. It needs to be signed by your leader or consultant.

**Q. How do I get money for doing my project?**

- A.** Before you begin your project, complete a budget for the project. Have it approved by your advisor. You may need to do extra fund raising; these activities must be approved by the council and your leader can help you with that. You may wish to ask your troop for some of its funds, but understand if their decision is no. You cannot ask the community directly for any funds. Do not request any donations from any businesses without the approval of the council office.

**Q. How do I assure that my project will be safe for the participants?**

- A.** First of all, you and your advisor will need to carefully review *Safety Wise*. If you have any further concerns, your leader or the council office can help.

Secondly, if non-Girl Scout members will be participating in your project, you must purchase additional insurance. Contact the Program Specialist, (719) 597-8603, ext. 30, for more information.

**Q. The place I want to have my project wants me to sign a contract. What do I do?**

- A.** All contracts must be approved and signed by the executive director.

**Q. Do I need to complete the Silver Award before I work on the Girl Scout Gold Award?**

- A.** This is kind of a trick question. You cannot work on the Silver Award as a Senior Girl Scout, nor can you work on the Gold Award as a Cadette Girl Scout. However, you don't have to have the Silver Award under your belt to begin the Gold Award as a Senior Girl Scout. It is helpful, as some of the processes are the same, and many of the skills you developed for the Silver Award are a foundation for working on the Gold Award.

**Q. Once my project is completed, am I done?**

- A.** No. You must evaluate your project and submit your Silver Award Report Form, included in the Girl's Guide, to the Program Specialist at the Service Center. Allow at least 2 weeks for it to be reviewed. Once your report has been accepted by the council office, you may plan your ceremony. The Council supplies your Silver pin.

## **SECTION III. CLARIFICATION OF LEADERSHIP AND SERVICE ACTIVITY**

In response to several questions, it is hoped that the following information will help clarify this aspect of the Cadette Girl Scout program. The source of this information is found in GSUSA books, GSUSA supplemental materials to councils, and the program department at GSUSA.

### **Service and Leadership Clarification**

<b>Service</b>	<b>Leadership</b>
<ul style="list-style-type: none"> <li>• Service is helping or assisting others.</li> <li>• Girl Scouts give service without expectation of payment or reward.</li> <li>• Service can be done individually or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership is any attempt to influence the behavior of an individual or group. The role could be that of a facilitator, organizer, initiator, evaluator, etc.</li> <li>• Planning time can be included in leadership hours as long as the hours are physically documented in a time log.</li> </ul>

### **Other Considerations**

A question to consider when determining whether an activity is service or leadership is:

***Did you assist with activities that someone else planned (service), or did you do the planning yourself (leadership)?***

- The girl decides how her work is applied toward her recognitions. The girl will want to do some planning ahead of time to determine how this will be accomplished. How the girl interprets her role determines whether the activity is service or leadership.
- The girl may split hours for service and leadership while working at an event. However, she cannot have the same hour(s) count for both leadership and service, i.e., no duplication.

### **Examples of Service and Leadership**

#### **Example 1:**

A girl is a Unit Leader at a day camp—she is providing leadership.

#### **Example 2:**

A girl works 30 hours at one particular day camp. Of that, she was responsible for choosing songs, games, or program activities and then carrying out those plans for three hours (logged as leadership) and for 27 hours she carried out the plans and ideas that someone else has prepared (service).

#### **Example 3:**

A girl has taken Program Aide training. If she is assisting at a troop meeting, she is providing service. If the troop leader has asked her to choose and lead all of the songs and games at the next meeting, she will be acting in a leadership role.

#### **Example 4:**

A girl is treasurer for her high school student council. She only spends five minutes during the meeting giving the report and then spends 15 minutes after the meeting writing checks and talking to people about receipts. She has 20 minutes of leadership time to log.

## **SECTION IV. OPTIONAL LOG FORMS**

The following are sample forms that the girls may choose to use to keep track of their activities.

It is your option if you would prefer to have the girls devise their own system, use this one, or use one of your own.

Other samples logs can be found at:

<http://members.xoom.com/usagskuwait/silver1.doc>

Feel free to modify and to copy these.

## Interest Project Log

Date Completed: \_\_\_\_\_

Date Patch Received: \_\_\_\_\_

### Interest Project:

Activity Number				What I Did	Date Completed	Initials of Adult Advisor
Skill Builder	Technology	Service Proj.	Career Expl.			

## Cadette Girl Scout Challenge

Date Completed: \_\_\_\_\_

Date Pin Received: \_\_\_\_\_

Cadette Handbook, page 132-134

Challenge Section	What I Did	Date Completed	Initials of Adult Advisor
Section 1. Knowing myself better			
Section 2. Relating to Others Better			
Section 3. Developing Values for Living			
Section 4. Contributing to my Community			
Section 5. Knowing about Girl Scouting			

### Wrap-Up

1. What did you learn about yourself? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How did your Challenge work affect others? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How did you apply your talents? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How do your accomplishments relate to the ideals of Girl Scouting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How would you improve what you did? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. How will the things you learned help you in the future? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Dreams to Reality

Cadette Handbook, page 127

Date Completed: \_\_\_\_\_

Date Patch Received: \_\_\_\_\_

Directions: To earn this recognition, select 5 activities from the 6 below:

Activity	What I Did	Date Completed	Initials of Adult Advisor
1. Complete any two career activities from any Interest Project(s).			
2. Find out about at least 5 careers. Identify the type of training required and salary range.			
3. Spend a day at work with someone who has a job in which you are interested. Discuss job responsibilities and note how time on the job is spent.			
4. Research 2 fields in which women are not the majority.			
5. Interview 3 mothers with salaried positions. Find out how they balance their jobs and families, how they came to be in their current positions, and what their future dreams are.			
6. Collect several advertisements for at least 3 different positions that interest you. Compare the ads to get a general profile of each position.			

**Career Requirement, Option 2****Date Completed:** \_\_\_\_\_**Complete any 5 career activities from any Interest Projects.**

<b>Interest project</b>	<b>Activity Number</b>	<b>What I Did</b>	<b>Date Completed</b>	<b>Initials of Adult Advisor</b>
1.				
2.				
3.				
4.				
5.				



**Leadership Award****Log of Project Hours**

Cadette Handbook, page 131

**Leadership Project:** \_\_\_\_\_**Project Description:** \_\_\_\_\_

Note: you will need at least 2 of these logs, one for each leadership project. Copy total hours onto Summary Sheet.

Date	Hours	My Plan (things I want to do)	What I Did	Notes (what I might do differently next time)

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**TOTAL HOURS (copy onto Summary Sheet)**

(Must total at least 3 hours)

## Summary of Leadership Projects

**Date Pin Received:**

Hours	Project Summary	Initials of Adult Advisor
	<b>TOTAL HOURS</b>	

**Evaluation: What did you learn? (Be sure to include skills learned):**

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