

Silver Award Program Kit

Program Description: Discover what it takes to earn your Silver Award, the highest award a Girl Scout Cadette can earn. Learn about the requirements, guidelines, and tools needed to have a successful project. Find out how you can make a difference in your community.

Program Grade Level: Cadette (Grades 6–8)

Program Essentials Focus Area: Leadership

Program Duration: 2+ hours

Optimal Setting: Room with table and chairs

Optimal Group Size: 10–50

Learning Objectives:

- Girls will understand the requirements of the Silver Award.
- Girls will understand the steps to earning the Silver Award.
- Girls will understand the concepts of root cause, active leadership, and sustainability.
- Girls will understand the difference between service projects and take action projects.

Program Portfolio Links: Silver Award

Award Requirements Met: Completing this program kit meets the recommendation of attending a Silver Award workshop or webinar, or completing the Silver Award program kit.

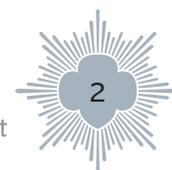
Girl Scout Leadership Outcome Indicators:

- ☑ Girls will develop a stronger sense of self.
- ☑ Girls will develop positive values.
- ☑ Girls will seek challenges in the world.
- ☑ Girls will develop healthy relationships.
- ☑ Girls will identify problems in the community, and create “action plans” to solve them.



Program Overview

Activity Duration	Activity	Supplies Needed
5 minutes	Welcome and Introduction	
5 minutes	Activity #1: Information Check <ul style="list-style-type: none"> A brief overview of the Silver Award 	<ul style="list-style-type: none"> Silver Award Guidelines (available at GirlScoutsRV.org)
30 minutes	Activity #2: Silver Award Steps and Team Challenge <ul style="list-style-type: none"> Work as a team to learn about the Silver Award 	<ul style="list-style-type: none"> Silver Award Puzzle Silver Award Team Challenge sheet and supplies
10 minutes	Activity #3: Active Leadership <ul style="list-style-type: none"> Learn about Active Leadership 	<ul style="list-style-type: none"> My Community Network worksheet Writing utensils
10 minutes	Activity #4: Root Cause <ul style="list-style-type: none"> Learn about Root Cause 	<ul style="list-style-type: none"> Whiteboard or large paper Writing utensils
15 minutes	Activity #5: Sustainability <ul style="list-style-type: none"> Learn about Sustainability 	<ul style="list-style-type: none"> Sustainability Worksheet Writing Utensils
10 minutes	Activity #6: Service vs. Take Action <ul style="list-style-type: none"> Discuss the difference between service and Take Action projects 	
15 minutes	Activity #7: Is it Silver? <ul style="list-style-type: none"> Play a Silver Award game 	<ul style="list-style-type: none"> Paper Markers
20 minutes	Activity #8: Project Brainstorm <ul style="list-style-type: none"> Brainstorm project ideas Optional: Community Mapping 	<ul style="list-style-type: none"> Silver Award Project Brainstorm worksheet Writing utensils Optional: large paper and coloring utensils



POSSIBLE ADAPTATIONS (special needs, materials, etc.):

NOTES TO THE FACILITATOR:

Make copies of the Silver Award Guidelines for each girl prior to the workshop.

Additional Resources to assist with the Girl Scout Silver Award:

- Girl Scout Cadette Journey Books: It's Your World—Change It!, It's Your Planet—Love It!, It's Your Story—Tell It!, and the Outdoor Journey
- Girl Scouts River Valleys Highest Awards webpage: GirlScoutsRV.org/Highest-Awards
- Questions? Contact Girl Scouts River Valleys at 800-845-0787 and ask to speak to program staff about the Silver Award or email girlscouts@girlscoutsrv.org.

Questions? Contact River Valleys at 800-845-0787 and ask to speak to a program staff about the Bronze Award or visit us online at GirlScoutsRV.org.

Activity #1: Information Check

Time Allotment: 5 minutes

Prep Needed:

- Make copies of the Silver Award Guidelines (one per girl)

Steps:

1. An important step in developing a quality Silver Award project is to understand the guidelines and requirements for the Silver Award.
2. Before getting started with the guidelines, ask the girls:
 - Why are you interested in earning the Silver Award?
 - What do you already know about the Silver Award?
3. Distribute the Silver Award Guidelines and review key information:
 - The Silver Award is the highest award for Girl Scout Cadettes (girls in grades 6–8) and the second highest award in Girl Scouting.
 - A successful Silver Award addresses the root cause of a community need outside of Girl Scouts in a new, sustainable way.
 - Girls may not take over a previous Bronze, Silver, or Gold Award project.
 - Girls will display active leadership—recruiting, coordinating, educating/inspiring other people—throughout their Silver Award project, and will put a minimum of 50 hours per girl of work towards the award.

Activity #2: Silver Award Steps and Team Challenge

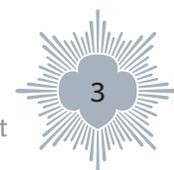
Time Allotment: 30+ minutes

Prep Needed:

- Make copies of the Silver Award Puzzle Sheet (one per group) and Team Challenge Sheet (one per group).
- Cut puzzle pieces apart and place in an envelope (one per group).
- Divide out supplies, so that each team has access to the materials noted below.

Materials Needed:

- Silver Award Puzzle Sheets, cut apart and placed in envelopes (one per group)
- Team Challenge Sheets (one per group)



- Writing utensils
- Paper (10 sheets per group)
- Masking tape (multiple rolls to share amongst groups)
- Straws (three per group)
- Mini marshmallows (approximately 1/4–1/2 of a bag per group)
- Toothpicks (approximately 75 per group)
- Optional: Prizes for winning team

Steps:

1. Divide the girls into equal teams of four to six girls. Ask each team to come up with a team name.
2. Pass out the Silver Award Team Challenge Sheets, envelopes with puzzle pieces and other materials to the teams.
3. Tell girls that they are going to work in their teams to meet the challenges posed on the Team Challenge Sheet. Each time a team completes a challenge successfully, they can cross it off on their Team Challenge Sheet, and then take one puzzle piece out of their envelope and place it on their table. They should repeat this process for each challenge until they have all nine puzzle pieces out on their table.
4. At this point, the team should assemble the puzzle, which consists of the nine steps to the Silver Award.
5. The team to complete the puzzle first is the winner, and can receive a prize (optional). Give the rest of the teams a few more minutes to complete the challenge, and then review the steps to the Silver Award in order. These steps are found on page 1 of the Silver Award Guidelines:

1. Go on a Cadette Leadership Journey. This includes completing all of the steps for the Journey awards and completion of the Take Action project.
2. Identify issues you care about (beyond the Girl Scout community).
3. Build your Girl Scout Silver Award team (four girl maximum) or decide to go solo.
4. Explore your local community. (Community outside of Girl Scouts)
5. Choose your Silver Award project based on your interests and community need.
6. Develop your project. Address the root cause of a community issue in a sustainable way. Display active leadership by involving others in the community in your efforts.
7. Make a plan and submit your project proposal for approval.
8. Put your project into motion.
9. Reflect on your project when you submit your Final Report, share your story and celebrate.

NOTE: Doing all nine challenges will take more than 30 minutes. If you need to shorten this activity, select three challenges for teams to complete. With each challenge they complete, teams can select three puzzle pieces from the envelope.

Activity #3: Active Leadership

Time Allotment: 10 minutes

Active leadership means leading, coordinating, educating and inspiring others, and involving others in your efforts.

Prep Needed:

- Make copies of the My Community Network Worksheet (one per girl).

Materials Needed:

- My Community Network Worksheet and writing utensils (one per girl)

Steps:

1. Remind girls that throughout the Silver Award process, they will need to demonstrate active leadership. Girls often think that active leadership means completing all of the work themselves when, in fact, it is the



opposite. Active leadership is displayed when girls involve others in their efforts. Girls must recruit, coordinate, educate and/or inspire others to move their cause forward, so it's important for them to develop skills for successful teamwork.

2. Ask girls to think about the team challenges they just completed.
 - What skills do they have that enabled them to work well in a team?
 - What skills can they improve?
 - How can they be good team leaders?
3. Next, ask girls to brainstorm a list of the people, groups, or organizations that can potentially help them carry out a Silver Award project. Who would form a good team for a Silver Award project? Girls can use the My Community Network Worksheet to start brainstorming, either in small groups or individually. Note: Girls define the community they wish to reach—their school district, religious community, neighborhood, etc.—and whether the project is done on a local, national, or global scale.
4. The more a girl knows about the community issue she wants to address, the more specific her community network can be. As girls move forward with project planning and start narrowing in on one issue, they will be able to narrow down the potential network that they create today. Remind them to hang onto their My Community Network Worksheets as they move forward with their projects.

Activity #4: Root Cause

Time Allotment: 10 minutes

A root cause is the basic, fundamental or underlying factor of an issue.

Prep Needed:

- Gather materials and supplies

Materials Needed:

- Whiteboard or large paper
- Markers

Steps:

1. Silver Award projects work to address the root cause of an issue. To figure out what the root cause may be to any given issue, it is helpful to ask the question “Why?” When we work towards solving the root cause of a given issue, we begin to create lasting change.
2. Copy the following project example chart where everyone can see it. As a group, brainstorm potential root causes for each issue. Add the ideas to the chart. Oftentimes there can be more than one answer.

Community Issue	Root Causes
Animal shelter is full of abandoned or surrendered pets	?
Neighborhood park is littered with trash	?
Local nonprofits needs new or gently used clothing for their clients	?



3. Ask the following “Why” questions:
 - Why is the shelter full of pets?
 - Why is the park full of trash?
 - Why does the nonprofit need clothes for their clients?
4. Refer to the root causes listed below as needed.

Community Issue	Root Causes
Animal shelter is full of abandoned or surrendered pets	<ul style="list-style-type: none"> • Not enough room at the shelter for more animals • Limited access to spaying/neutering programs for pets • Community is unaware of shelter’s adoption program • Neighborhood park is littered with trash
Neighborhood park is littered with trash	<ul style="list-style-type: none"> • Not enough trash cans and recycling-bins in park. • Park lacks “no littering” signs • Neighborhood needs education on problems with littering
Local nonprofits needs new or gently used clothing for their clients	<ul style="list-style-type: none"> • The clients don’t have enough money for new clothes (no job, low income, etc.) • Community doesn’t know how to donate clothes to nonprofit • Community is unaware of needs of the clients

5. Ask girls for several examples of issues they might want to pursue for their Silver Award projects. Repeat this activity with the examples given by the girls.

Activity #5: Sustainability

Time Allotment: 15 minutes

A project is sustainable when it continues after your involvement ends. A sustainable project has a lasting impact in the community.

Prep Needed:

- Make copies of the Sustainability worksheet (half-sheet, one per girl)



Materials Needed:

- Sustainability worksheet
- Writing utensils

Steps:

1. Explain that sustainability is an important part of developing a quality Silver Award project. Sustainability is achieved at a higher level than the Bronze Award. At the Silver Award level, girls must make plans for their project to be sustained. Girls can do this by working with others and collaborating with community organizations. Note: We will not hold it against a girl if these plans fall through down the road, but we do want to make sure that she at least puts the plans in place.
2. Split the girls into small groups of four to six girls.
3. Assign each group one of the project examples from the sustainability worksheet. Make sure that each example is used by at least one group.
4. Give the groups some time to come up with possible ways to make the given project example sustainable.
5. Once groups are finished, come back together in a large group and share the different ideas on sustainability.
6. Possible ways to make the projects sustainable are listed below.

Project	Ways to make it sustainable
Create a pet adoption campaign with posters, pamphlets and a website	<ul style="list-style-type: none">• Find an animal shelter staff or volunteer group to continue the campaign.• Give the campaign materials to schools, community centers, etc. and ask them to consider promoting the campaign.• Find someone who will continue managing the website
Organize volunteers to hold a park clean-up day	<ul style="list-style-type: none">• Get a commitment from a person or volunteer group to continue cleaning up the park.• Work with the park staff to set up regular clean-up days.
Teach a class on making baby clothes and donate them to a nonprofit	<ul style="list-style-type: none">• Give the instructions for making the clothes to a person or volunteer group who will continue making them.• Find a teacher who will continue to offer the class



Activity #6: Service vs. Take Action

Time Allotment: 10 minutes

A service project addresses an immediate, short-term need in the community.

A Take Action project addresses the root cause of a community issue and has long-term impact.

An easy way to remember the difference between service projects and Take Action projects is to identify whether the project is being done for the community or with the community. If a girl is doing something for the community, she is most likely working on a service project. If she is doing something with the community, she is working on a Take Action project.

Community service projects typically address an immediate need in the community, for example, girls:

- Paint walls to cover up graffiti
- Make holiday greeting cards for senior citizens

Although these projects address a need in the community, they do so for only a short period of time. Take Action projects pick up from where a short-term project leaves off.

- Girls who painted the walls to cover up graffiti can create a club that travels around the city painting murals on buildings that have been defaced.
- Girls who made the greeting cards could work with a local youth organization to connect them with a senior residence and implement regular intergenerational gatherings.

For each Take Action project, girls publicize and get people in the community to come out and support it. They can even get community leaders involved. When girls pursue Take Action projects, they take time to identify and understand the root cause of the issue they are addressing. Girls also must make plans for the project to be sustainable.

Steps:

1. As a large group, discuss the difference between service and Take Action projects. Refer to the background information above.
2. Review the provided Service vs. Take Action projects listed below.

Service Project	Take Action Project
Making kitty blankets to donate to the local animal shelter	Teach classes about animals and the issues facing shelters at local schools, clubs, and organizations. Start a local campaign to get pets spayed and neutered. Work with the shelter to keep the classes and campaign going.
Picking up trash at the local park	Install more trash cans and signs about picking up litter, do a local anti-littering education campaign, set up a volunteer system for regular clean ups and recruit organizations, businesses, and clubs to get involved.
Donating new or gently used clothes to a local nonprofit	Find out what kind of clothing is most needed. Organize a specialized clothing drive (for babies, teens, etc.) and work with various organizations, clubs and businesses to publicize it. Work with the nonprofit to set up an annual drive.

Activity #7: Is it Silver?

Time Allotment: 15 minutes

Prep Needed:

- Gather materials and supplies

Materials Needed:

- Paper (six sheets for each group)
- Markers
- Optional: instead of paper and markers, girls can use small whiteboards (one per team)
- Optional: prize for winning team

Steps:

1. Split the girls into teams of approximately four to eight players.
2. In this game, you or another adult will read the provided project examples out loud.
3. Teams will have one minute to decide if the project is an example of a successful Silver Award project.
4. Once they have made their decision, they will write the answer on a sheet of paper (or small whiteboard):
“Silver” if they think the answer is yes and “Not Silver” if they think it is no.
5. Teams will hold up their answers at your direction. Teams will earn one point for answering correctly.
6. If the answer is “Not Silver,” teams who answered correctly can try for a bonus point by describing how they could turn the project into a Take Action project.
7. Keep track of the points. If you’d like, you can give the winning team a prize.



Is it Silver? Project Examples

Example 1:

Amy and Becca were concerned about the lack of after-school science programs in their community. They organized a science fair for elementary school students. They partnered with their local library to host the event and invited a Women in Science group from the nearby college to do demonstrations at the event. They held a contest at the fair for students to come up with ideas to improve kids' lives. The girls created an instruction manual for the science contest to give to the library, which agreed to hold the event each year.

Example 2:

Mikayla and Deja wanted to help children who are in the hospital. They wanted to make them feel welcome at the hospital during a difficult time in their lives. Each girl made 20 fleece blankets and they delivered them to their local hospital to give to the children.

Example 3:

Stacey wanted to generate more interest in music among the youth at her church. She teamed with her church to organize a youth choir which would sing at Sunday Mass. She recruited for the choir by talking to her friends in church, giving presentations at Sunday School and putting notices in the service bulletin. She worked with her school music teacher to put together binder of choral songs for the choir to practice. She led the first rehearsals of the choir. The church decided to continue the choir and uses the resource binder Stacey put together.

Example 4:

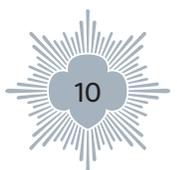
Reba, Peyton, and Jennifer were interested in addressing body image and self-esteem among teenage girls. They worked with a team of girl and adult advisors to research and create presentations about healthy body awareness and self-confidence, which they recorded and uploaded to YouTube. They asked teachers at their middle school and at elementary schools to show the presentations during health classes. The health teachers they worked with agreed to show the videos during future classes.

Example 5:

Justina noticed a lot of younger kids in her community eating "junk food." She decided to teach youth about the importance of healthy eating. She made an activity booklet that included healthy eating tips, snack options, recipes, and information on the food groups. She photocopied the activity booklet and dropped off a set at her old elementary school. She thinks the school will keep using the booklets.

Example 6:

Lindsay got the idea for a library for kids in the ER when she had to spend time there with nothing to do. She realized having books available would help soothe anxious children, whether they were patients or waiting for family members. She worked with hospital staff to organize a book drive, and also worked with her student council to do a book drive at her school. The hospital staff found a location for the new library and will let kids know that books are available for them while they wait. The hospital's volunteer group agreed to manage the library, including cleaning, organizing, and restocking the books.



Is it Silver? Project Examples Answer Key

Example 1: Silver!

Community Issue	Students need more awareness of STEM
Root Cause	Lack of after-school science programs
Active Leadership	Amy and Rebecca partnered with the library and a college women's science group to put on the event.
Sustainability	The girls created an instruction manual for the contest that was given to their local library, which agreed to host the event in future years.
Take Action	This is a Take Action project

Example 2: Not Silver

Community Issue	Unclear
Root Cause	Unclear
Active Leadership	The girls did not show active leadership. They completed all of the work themselves.
Sustainability	The project is not sustainable as there is not plan in place for it to continue after their work is done.
Take Action	This is not a Take Action project. This is a service project.
Bonus! Make it Silver.	First, choose a clear issue and address the root cause. Create an event that raises awareness about common childhood diseases. Demonstrate active leadership by building a team of others to research, develop, and carry out the event, which could include blanket-making. Work with hospital staff to find a group of volunteers who could continue holding the event.

Example 3: Silver!

Community Issue	No youth choir at Sunday mass
Root Cause	Lack of interest in music programs and no resources available
Active Leadership	Stacey teamed with her church to organize the youth choir. She recruited youth to participate in the choir, and worked with her teacher to put together a resource binder.
Sustainability	Stacey created a resource binder that has music for rehearsals. The church also decided to continue having the youth choir.
Take Action	This is a Take Action project



Example 4: Silver!

Community Issue	Negative body image and self-esteem among teenage girls
Root Cause	Not enough programming promoting confidence and informing girls on body image.
Active Leadership	Reba, Peyton, and Jennifer teamed up with others to create the presentations and worked health teachers in their school district to deliver their information about body image.
Sustainability	The girls created a YouTube video that the health teachers agreed to use in future classes.
Take Action	This is a Take Action project

Example 5: Not Silver

Community Issue	Too much junk food/not enough healthy eating
Root Cause	Not enough healthy eating resources geared toward youth
Active Leadership	Justina did not show active leadership when she created the booklet by herself. She needs to include others from the community.
Sustainability	Justina did not talk to her school about her project and keeping it going.
Take Action	This project is in the beginning stages of a Take Action project
Bonus! Make it Silver.	This project needs to show active leadership. Work with others such as a nutritionist to get ideas for the booklet. Talk to more schools about the project and find a time to share the booklets with students, such as at lunch or recess. Ask the schools to keep distributing the booklets to new students.

Example 6: Silver!

Community Issue	Nothing for kids to do while waiting in the ER
Root Cause	No resources provided for entertaining or distracting worried kids
Active Leadership	Lindsay asked the hospital to set up a kids' library in the ER. She worked with the hospital staff and her student council to organize book drives. She spoke with hospital volunteers about maintaining the library.
Sustainability	The new library will be maintained by the hospital staff and volunteers
Take Action	This is a Take Action project



Activity #8: Project Brainstorm

Time Allotment: 20 minutes

Prep Needed:

- Make copies of the Project Brainstorm Worksheet

Materials Needed:

- Project Brainstorm Worksheet
- Writing utensils

Steps:

1. Have girls brainstorm possible project ideas for the Girl Scout Silver Award. They should jot down ideas that they can reference at a later date.
2. Break into groups based on the following:
 - **Girls who do not have an idea for a Silver Award project.** This group should brainstorm possible issues that could be addressed in the community. The community mapping activity listed below is a good place to start. Have an adult lead girls through the community mapping activity.
 - **Girls who have a few ideas for potential Silver Award projects.** This group should share their ideas and get feedback from others. What ideas will make a strong Silver Award project?
 - **Girls who are confident in one Silver Award project idea.** This group should apply what you have talked about today to their project idea. What issue have they chosen and what is the root cause? Brainstorm ways to include active leadership and make the project sustainable.

Optional Community Mapping Activity

Time Allotment: 10–15 minutes

Prep Needed:

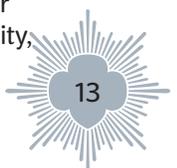
- Gather materials and supplies

Materials Needed:

- Large paper and coloring utensils

Steps:

1. A community map is a drawing that shows a community's needs and resources. The key to making a community map is observation. Girls should look for the things people need to improve their lives. The purpose of a community map—regardless of whether a community is rural, urban or suburban—is for girls to identify needs and find resources they can use for Take Action projects. A community map is simply a starting point for determining community needs and finding a project that girls are passionate about. When creating community maps, girls should think about what needs exist for each street, park, home, school, community center, etc. they identify.
2. Divide participants into small groups based on geographic location (place girls who live in the same community in the same group).
3. Give each group a large sheet of paper or newsprint and markers.
4. Have participants find a spot where they can spread out and work. Because there will not be time to go out and explore a real community, encourage participants to use their imaginations to envision how their community looks. Remember, the community is defined by the girls. It can be a school, neighborhood, city, religious community, park, etc.



5. Within each group, girls will need to describe and draw the features and characteristics of the community they would like to “explore” and map out.
6. Each team should work together to draw the map. Participants shouldn’t worry about scale or details—simple boxes and lines work just fine. Teams can draw the buildings, streets, landmarks, businesses, libraries, schools, and parks that are located in the community. They can be even more specific and draw a school with its classrooms, cafeteria, and school grounds.
7. After teams have created their community maps, ask them to look at what they drew and identify any needs they see by circling them on the map. For example, a group might circle the school cafeteria and note that a lot of bullying happens there.
8. Groups can also look at their maps to identify potential resources they can use when completing their project, such as teachers.
9. Give girls 10–15 minutes for this activity. Be available for questions. You can walk from team to team and make suggestions, or just observe their progress.

Closing

Steps:

1. To close, review the main points you covered during today’s session. Have them take home the Silver Award Guidelines for their use and review.
2. Remind girls that council staff is happy to provide them with guidance and assistance as needed throughout the Silver Award process. Write the Silver Award email address on the board and have girls write it down: girlscouts@girlscoutsv.org.
3. Ask if there are any last questions.



Silver Award Puzzle Sheet

<p>Go on a Cadette Leadership Journey. This step helps you understand how to show leadership by discovering, connecting, and taking action.</p> <p>You will gain skills that will help you to create, plan, and develop your Silver Award project.</p> <p>This step includes completing all of the steps for the Journey awards and completion of the Journey Take Action project.</p>	<p>Identify an issue you care about. Explore your interests and tune in to the topics you care about.</p> <p>Ask yourself how your interests relate to issues affecting your community.</p> <p>Imagine new solutions for issues that interest you and affect your community.</p> <p>The Silver Award project must take place outside of the Girl Scout community.</p>	<p>Build your Silver Award team. Form a team of Girl Scout Cadettes (4 girl max) or decide to go solo.</p> <p>If working solo, independently connect with people in the community to form a community network.</p> <p>Make sure your team is committed to respecting all points of view, contributing to the project, accepting suggestions,</p>
<p>Explore your community. Because a community is made up of people, you'll be looking for what people need. What will improve their lives, help them out, or make them happier?</p> <p>Find out where your interests and community needs overlap, and try finding specific problems, opportunities, or solutions you want to address.</p>	<p>Choose your Silver Award project. Identify the root cause or underlying reason for the issue that your project will address.</p> <p>Have your team ask, "What is our project?" "Why does it matter?" and "Who will it help?"</p> <p>Think about the leadership skills you will use during your Silver Award Take Action project.</p>	<p>Develop your project. Now that you've chosen a project, it's time to make a plan! How will you display ACTIVE LEADERSHIP as you work to address the root cause of a community need in a new and sustainable way?</p> <p>Develop a timeline, set up a budget, and locate resources for your project.</p> <p>Take some time to fine-tune your project now and it will make it easier to actually get it done.</p>
<p>Make a plan and submit your project proposal. Build a list of what you need to do and how it can be done, and then figure out who will be doing what. Also decide when each task needs to be finished.</p> <p>Before you begin your project, complete the Girl Scout Silver Award Project Proposal Form and submit to Girl Scouts River Valleys for approval.</p>	<p>Put your project into motion. After you have received Council approval and your plan is set...do it!</p> <p>Remember to keep track of your individual hours and project expenses. In addition, you may want to document your project by taking photos, shooting video, or making a scrapbook.</p>	<p>Reflect, share your story, and celebrate. Congratulations, you have completed a project that makes a difference! Take some time to reflect on what you have accomplished.</p> <p>Complete the Silver Award Final Report, including reflection questions, timelog, and budget, and submit it to Girl Scouts River Valleys.</p>

Silver Award Team Challenge

Work as a team to complete each of the following challenges. You may use any of the provided materials, unless otherwise noted. When you have completed a challenge, remove one puzzle piece from the envelope and place on your table (unless otherwise directed by your leader). Repeat until you have all nine puzzle pieces out on the table.

Note: You must complete the challenges one at a time, in order, unless otherwise directed by your leader. You may only move on to the next challenge once you have completed the previous one. Check the box when complete.

☐ TEAM CHALLENGE #1

Without talking, arrange yourselves in order by birthday, from youngest to oldest.

☐ TEAM CHALLENGE #2

1. Place a piece of masking tape on the floor. You should have about one foot of masking tape per person in your group. So, if you have four girls on your team, you should place a four-foot long piece of tape on the floor.
2. Stand single-file on the piece of tape.
3. Arrange yourselves in order from shortest to tallest WITHOUT stepping off of the tapeline. You can lift your foot, but you cannot place it on the floor anywhere other than the tape.

☐ TEAM CHALLENGE #3

1. Place two objects 5 feet apart. The objects could be tables, books, shoes, or anything else with some height.
2. Using no more than the following items, build a bridge connecting the two objects.
 - Three straws
 - Two pieces of paper
 - Two pieces of tape. Each piece can be no more than approximately two inches long.
3. The bridge should span the distance between the objects WITHOUT touching the floor.

☐ TEAM CHALLENGE #4

1. Build the tallest tower you can in three minutes, using only the provided marshmallows and toothpicks.
2. Your tower must be at least one foot (12 inches) tall and stand on its own (no one can hold it upright).

☐ TEAM CHALLENGE #5

1. For this activity, you must have an even number of participants. If your group consists of an uneven number of participants, one person should be the team leader and give direction.
2. Place a row of sheets of paper on the floor. You should have one more sheet than you have people. For example, if you have a group of five, one of you is the team leader and the other four are participants. You should have four sheets of paper, plus an extra, for a total of five sheets of paper.
3. Each person stands on one sheet of paper, with the extra one in the middle of the row. The team leader can stand off to the side, helping guide and give direction to her team members.
4. You must work as a team to reverse the order in which you are standing on the sheets of paper. While doing this, you must follow these rules:
 - Only one person may move at a time.
 - You may only step onto an empty sheet.
 - You can only step over one person.

☐ TEAM CHALLENGE #6

1. On a blank piece of paper, draw a grid of nine dots in three rows of three dots.
2. Connect all of the dots without raising the pen from the paper.

☐ TEAM CHALLENGE #7

1. Stand in a circle.
2. Each girl must place her right hand into the center of the circle and take another hand.
3. You cannot hold the hand of the person standing next to you
4. Repeat with your left hand.
5. Your team is now in a large knot, and must unravel yourselves into a circle or a figure eight without ever letting go of hands.

□ **TEAM CHALLENGE #8**

1. Sit in a circle with your eyes looking downward. You cannot make eye contact with anyone else in the group.
2. One team member should start by calling out, “one.”
3. Another team member must continue by saying, “two.”
4. If any two players say a number at the same time, your team must start over.
5. To successfully complete this challenge, your team must count to 20 without two or more people calling the same number twice.

□ **TEAM CHALLENGE #9**

1. Place a small object on the floor by your team.
2. Everyone but one person on the team must close their eyes. The only person who can speak is the person who has their eyes open.
3. Everyone on the team must touch the object without touching each other. If team members touch each other before everyone is touching the object, they must start over.



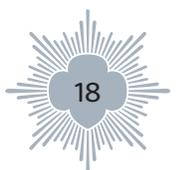
My Community Network

Make a list of people, groups, or organizations in your community who you could potentially involve in a Silver Award project. As you focus in on a specific community issue, your community network will become more specific as well. Hang onto this sheet to keep track of your potential Silver Award project network.

Community Groups or Organizations

School Groups or Clubs

Other Community Resources (people, buildings, etc.)



Sustainability Worksheet

Project	Ways to make it sustainable
Creating a pet adoption campaign with posters, pamphlets, and a website	
Organizing volunteers to hold a park clean-up day	
Teaching a class on making baby clothes and donating them to a nonprofit	

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Silver Award Project Brainstorm

Issues I am concerned about in my community.

Resources in my community (people, organizations, etc.)

Project Ideas

Community Needs

