

# Highest Awards Handbook 2025–2026

Calling All  
**GIRL BOSSES**

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## About This Handbook

This handbook is for girls in grades 6-12 who are earning their Silver or Gold Award through Girl Scouts of Eastern Pennsylvania's Calling All Girl Bosses program.

Calling All Girl Bosses is a special GSEP program designed to make it easier for older girls to grow as leaders, create meaningful change in their communities, and earn the highest awards. Calling All Girl Bosses launched in Philadelphia in 2024 and expanded to include Philadelphia, Reading, and Allentown for the 2025-2026 school year.

Although the Silver and Gold Awards follow national guidelines from Girl Scouts of the USA, each council has its own way of carrying them out. In Calling All Girl Bosses, the process is a bit different from the traditional route. For example, Calling All Girl Bosses participants don't use the GoGold or Smarter Select platforms to submit their awards.

This program is always improving to better support girls, families, and volunteers. While the requirements stay the same, the *way* girls complete them may change from year to year.

This guide outlines the process and tools you'll use to complete your Silver or Gold Award through Calling All Girl Bosses during the 2025-2026 program year. Keep in mind that forms, timelines, and steps may be different from other programs and may continue to evolve. The sample projects, proposals, and reports in this guide are just examples to help spark ideas. Your project should reflect what matters most to *you* and meet a real need in your community.

Earning one of these awards is a big deal—but the most important part is everything you learn along the way. Figuring out what you care about, learning how to ask for help, spotting challenges in your community, and coming up with your own solution—that's where the magic happens. The Silver or Gold Award just shows the world what you've already proven to yourself: you're a changemaker.



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### Proposal Forms

- Silver Report Proposal Form – Individual
- Silver Report Proposal Form – Team (Team Project Form #1)
- Silver Report Proposal Form – Individual Details (Team Project Form #2)
- Gold Award Proposal Form

### Final Reports

- Silver Award Final Report Checklist
- Gold Award Final Report Checklist
- Gold Award Report Form

### Rubrics

- Gold Award Rubric
- Silver Award Rubric

### Templates and Examples

- Budget Template
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- Donation Solicitation Letter Template
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- Sample Silver Award Proposal and Final Report
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# Highest Awards Overview

## What are the Girl Scouts Highest Awards?

The Bronze, Silver, and Gold Awards are the most prestigious honors in Girl Scouting. These awards give girls the chance to make their communities—and the world—a better place, all while building vital leadership skills. Each award project is unique, reflecting the passions and creativity of the Girl Scouts completing them.

The possibilities are endless when girls take the lead!


### As part of the Highest Awards process, girls:

- Identify an issue they care about
- Research how the issue impacts their community
- Choose a project that tackles the root cause of the issue to create lasting change
- Develop a detailed project plan
- Build a team to support their efforts
- Put their plan into motion
- Share their story to inspire others

## Benefits of the Highest Awards

Earning a Girl Scout Highest Award comes with incredible benefits that empower and elevate girls:

- **Empowers Problem Solvers:** Girls learn they have the power and agency to tackle real world issues and create meaningful change.
- **Develops Key Skills:** From project management to leadership, girls gain valuable abilities they'll use for life.
- **Boosts Resumes and Applications:** These awards stand out on high school and college applications, making a strong impression.
- **Unlocks Scholarship Opportunities:** Many colleges offer scholarships specifically for Gold Award Girl Scouts.
- **Offers Military Recognition:** Gold Award recipients who join the U.S. Armed Forces can enlist at a higher rank than other recruits.



*I learned I have to be willing to step out of my comfort zone to achieve my goals.*

## Who Can Earn the Highest Awards?

Any registered Girl Scout who meets the requirements can earn a Highest Award! You don't need to be in a troop, and you don't have to have earned any other awards before. In Calling All Girl Bosses, everyone will complete the **True North/Personal Leadership Award** at Workshop 1, which covers the required prerequisite—so you're good to go!

	BRONZE AWARD	SILVER AWARD	GOLD AWARD
<b>Earned By:</b>	Juniors (4-5 grade)	Cadettes (6-8 grade)	Seniors and Ambassadors (9-12 grade)
<b>Project Team:</b>	Projects are completed with your troop	Can be completed solo or with a team of up to four members	Girls work independently on projects
<b>Proposal:</b>	Girls work together to create a project plan	Must be submitted and approved before work can begin	Must be submitted and approved before work can begin
<b>Minimum Hours:</b>	20 hours	50 hours	80 hours
<b>Final Report:</b>	Submitted to and approved by the Troop Leader	Must be submitted and approved by GSEP Highest Awards Team	Must submit a final report and participate in a final interview
<b>Prerequisite:</b>	Complete one of the following: <ul style="list-style-type: none"> <li>• True North/Personal Leadership Award</li> <li>• Junior Aide</li> <li>• Take Action Award</li> <li>• Global Action Award</li> <li>• Junior Journey (for program year 2025-2026 only)</li> </ul>	Complete one of the following: <ul style="list-style-type: none"> <li>• Earn the Bronze Award</li> <li>• True North/Personal Leadership Award</li> <li>• Program Aide</li> <li>• Silver Torch</li> <li>• Take Action Award</li> <li>• Global Action Award</li> <li>• Cadette Journey (for program year 2025-2026 only)</li> </ul>	Complete one of the following: <ul style="list-style-type: none"> <li>• Earn the Silver Award</li> <li>• True North/Personal Leadership Award</li> <li>• Counselor or Volunteer in Training</li> <li>• Gold Torch</li> <li>• Take Action Award</li> <li>• Global Action Award</li> <li>• Senior or Ambassador Journey (for program year 2025-2026 only)</li> </ul>
<b>Final Deadline:</b>	September 30 following your 5th grade year	September 30 following your 8th grade year	September 30 following your 12th grade year

## Seven Steps to Earning the Highest Awards

The Girl Scout Bronze, Silver, and Gold Awards all follow a seven-step process that helps girls create real, lasting change in their communities. In Calling All Girl Bosses, you'll work through each of these steps during the workshops. You'll also need to spend some time between workshops making progress on your Take Action project. Volunteers will let you know what to focus on between sessions so you can stay on track and keep moving forward.

You can find more details about what to do for each step in the "How to Earn the Highest Awards" section of this handbook.

### **STEP 1**

#### **CHOOSE AN ISSUE**

Use your values and skills to choose a community issue you care about.

### **STEP 2**

#### **INVESTIGATE**

Learn everything you can about the issue you've identified. Talk to people involved with the issue and conduct research.

### **STEP 3**

#### **GET HELP**

Form a team to support your efforts and help you take action. You will need a Project Advisor – an adult expert on the issues your project addresses who is not related to you and not your Troop Leader. The rest of your team can include other experts, volunteers, friends, family, and community members.

### **STEP 4**

#### **CREATE A PLAN**

Identify the root cause of your issues and then create a plan to tackle it. Your plan will include specific goals, a proposed timeline and budget, and details about how you'll use and build your leadership skills.

### **STEP 5**

#### **PRESENT YOUR PLAN**

Submit your proposal and gather feedback. Expect to receive questions and suggestions to make your project even better. This input will help you get ready and make sure everything goes smoothly when you start.

### **STEP 6**

#### **TAKE ACTION**

Lead your team and carry out your plan. It's possible that you'll run into problems or need help – and that's ok! Your Project Advisor, team, GSEP staff, and Highest Award Coaches are here to support you.

### **STEP 7**

#### **EDUCATE & INSPIRE**

Tell your story and share your results. Submit a final report for approval.

# Community Service Versus Take Action

Take Action and community service projects are different, and both are essential to Girl Scouting. To earn the Highest Awards, girls must complete a Take Action project that they design and carry out.

## *What's the difference between community service and Take Action Projects?*

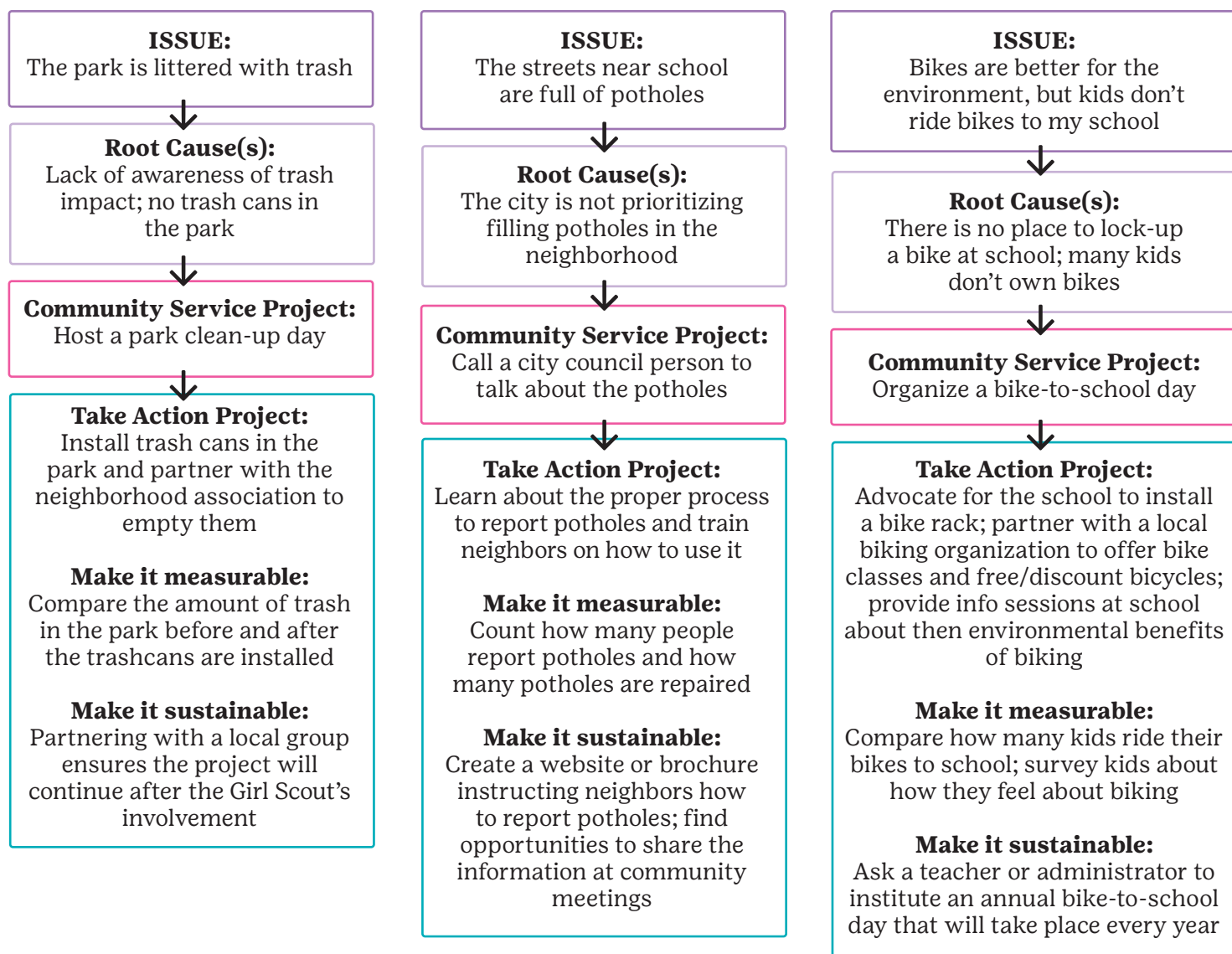
### COMMUNITY SERVICE PROJECTS:

- Make the world a better place right now
- Can happen one time
- Are usually short-term
- Fill an immediate need
- Often support an organization

### TAKE ACTION PROJECTS:

- Address a root cause of an issue
- Create a lasting effect
- Have a measurable impact
- Are done WITH the community, not just FOR the community

## COMMUNITY SERVICE VS. TAKE ACTION PROJECT EXAMPLES

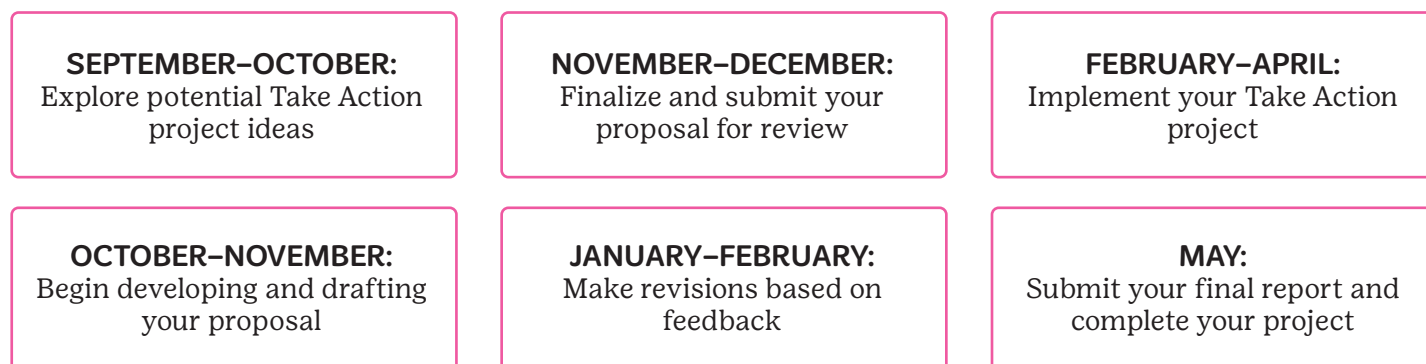




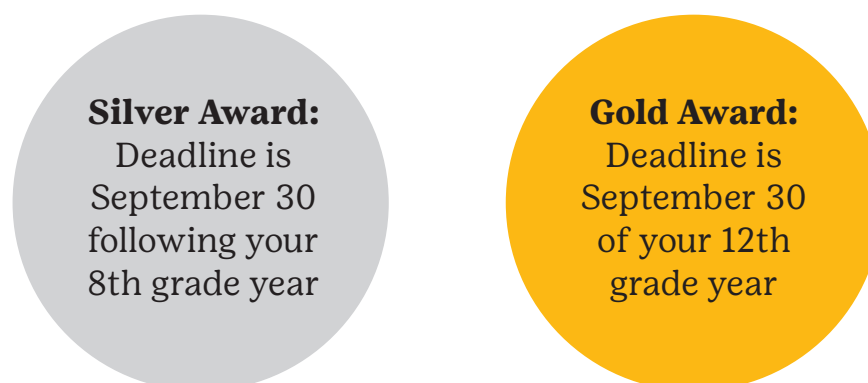
## Calling All Girl Bosses Highest Awards Timeline

The Calling All Girl Bosses program is designed to guide participants through the process of earning their Silver or Gold Award over the course of nine months. It's a challenging but achievable goal. During the 2024–2025 program year, more than 15 participants successfully completed their awards before the program concluded (and many more were actively working on their projects).

It's not necessary to complete your project by May, but if you are aiming to complete your award within the program year, here's the timeline to follow. The workshops are set up to guide you, but you'll also need to work outside of the workshops to stay on track:



Don't worry if you're not done by May. You still have time!



Whether you finish within the program window or take more time, the GSEP staff and Highest Awards coaches will support you every step of the way.



# Highest Awards Roles

While Girl Scouts take the lead on their projects, there's an entire network behind them to encourage and guide their success. Here's how each person plays a part:

<b>Girl Boss Role</b>	<p>Leads the project by:</p> <ul style="list-style-type: none"> <li>• Attending all workshops</li> <li>• Exploring ideas and choosing a project based on their passions</li> <li>• Taking ownership of their work</li> <li>• Staying organized and focused between sessions</li> <li>• Coordinating and delegating to their project team</li> <li>• Developing their plans and documenting their progress</li> </ul>
<b>Parent/Caregiver Role</b>	<p>Supports the Girl Boss by:</p> <ul style="list-style-type: none"> <li>• Helping them stay on track and motivated between workshops</li> <li>• Making sure they arrive to workshops on time</li> <li>• Supporting with transportation or purchasing supplies</li> <li>• Letting staff and volunteers know about any needed accommodations</li> <li>• Asking how they can stay engaged between workshops</li> <li>• Encouraging them to reach out for help when needed</li> <li>• Helping them understand feedback on their proposal or final report</li> </ul>
<b>Calling All Girl Bosses Volunteer Role</b>	<p>Volunteers guide and encourage participants by:</p> <ul style="list-style-type: none"> <li>• Facilitating in-person workshops</li> <li>• Tracking girls' progress and providing encouragement</li> <li>• Asking questions to help girls refine their thinking</li> <li>• Helping girls turn their ideas into action plans</li> <li>• Following up between workshops when needed</li> </ul>
<b>Highest Awards Coach Role</b>	<p>Coaches provide feedback and expert support by:</p> <ul style="list-style-type: none"> <li>• Reviewing project proposals and final reports</li> <li>• Giving constructive feedback to strengthen girls' work</li> <li>• Offering personalized coaching to develop realistic, impactful projects</li> <li>• Making sure girls meet the criteria to earn the awards</li> <li>• Participating in Gold Award final interviews</li> </ul>
<b>GSEP Staff Role</b>	<p>Staff coordinate and oversee the program by:</p> <ul style="list-style-type: none"> <li>• Organizing workshops and assigning coaches</li> <li>• Supporting volunteers and coaches throughout the year</li> <li>• Managing the submission and review process</li> <li>• Communicating approvals and updates to girls and families</li> </ul>

# Take Action Grant Program

As a Girl Boss, you can apply for a Take Action Grant to **help pay for the supplies** you need to complete your Silver or Gold Award.

Grants are awarded in amounts of **\$100** or **\$200**, and you'll need to **turn in a budget** that explains what you need the money for. You can't get more money than your budget shows, and the grant might not cover all of your costs.

When you're getting ready to submit your proposal, GSEP staff and Girl Boss volunteers will explain how to apply for the grant. If your grant is approved, you'll get the money on a Visa gift card at one of the workshops.

**Grant funds should only be used to cover the approved expenses outlined in your project budget.**

If unexpected costs arise, you may use the funds as long as they directly support your project.

Please remember to keep track of all expenses for your final report.

As a Girl Scout, we trust you to follow the Girl Scout Law and use this money responsibly.

If you have any remaining funds when you've completed work on your project, you can "pay it forward" by:

- Assisting another Girl Boss with her project,
- Supporting someone in need or improving your community, or
- Donating the funds to your Girl Scout troop.

If you choose to withdraw from the Calling All Girl Bosses program or are unable to complete your Highest Awards project, the grant funds must be returned to GSEP or your troop.

If you have questions about Take Action Grants, email [girlbosses@gsep.org](mailto:girlbosses@gsep.org).

*What helped me to complete my Gold Award in just nine months was all of the support that I received from volunteers. They constantly motivated me to keep working towards my goals and to complete my project on time.*



# How to Earn the Highest Awards



## Choose an Issue

During Workshops 1 and 2, you'll begin to explore issues that you might want to tackle for your Silver or Gold Award. You'll identify your passions, consider your skills and talents, think about your values, and consider issues that are present in your community.

The project you choose should:

- Solve a real problem in your community
- Focus on a root cause, not just the symptoms
- Identify who you're helping and involve them in your solution
- Make a clear, measurable difference
- Continue after you're done
- Give you chances to lead and make big decisions
- Be doable and a good fit for your skills

**Important Note** – *Your Silver or Gold Award project cannot:*

- Be a fundraiser or generate profit for any organization, group, or individual
- Be a recruitment push for any organization
- Be an endorsement for a consumer product or political candidate
- Replicate or support a program that already exists. For example, you cannot simply make blankets for an organization that accepts donated blankets.
- Be only about collecting donations, cleaning, decorating, or making something look nicer. These things can be part of your project, but not the whole project.



## Investigate

**Once you've got an idea – research it!**

- Find out what's causing the problem and what people are already doing to help. Who's working on this issue now?
- Look for a gap. Is there something that still needs to be done that no one else is doing?
- Talk to your community! Interview people who are affected by the issue, and ask for advice from adults who know a lot about the topic.

If your project is about something serious or needs special knowledge, you'll need to talk to experts. For example:

- If your project is about mental health, talk to a counselor or mental health professional.
- If it's about women's health, learn what local organizations are already doing and think about how you can add to their work or do something they haven't done yet.

***Be sure to document your research so you can include it in your proposal.***



## Get Help

One big part of earning a Highest Award is showing leadership. That means you won't do everything by yourself – you'll build a team to help you reach your goals. These teammates could help you run a workshop, plant a garden, design flyers, or build benches.

Your parents can help with things like driving or picking up supplies, but your team should include more than just your family.

### SILVER AWARD TEAMS

If you're working on your Silver Award, you can either do your project by yourself or with a group of up to four girls. If you work in a group, each girl needs to:

- Fill out her own project proposal (explaining her part),
- Work at least 50 hours,
- Lead her own part of the project.
- Your group will also need to submit a team proposal that shows how you will all work together.

**Helpful Tip:** *Working in a group can be harder than working alone because the project has to be bigger, and you'll have to coordinate your schedules. If you're interested in the same topic as a friend, another option is to complete parallel individual projects that focus on different root causes of an issue. This way, you can support each other without doing the exact same project.*

No matter how you do it, you'll need a team that includes:

- **2-3 people or groups who will help you.** Some of these should not be family members.
- **A confirmation letter or email from any organization you are helping** (for example, if you're collecting items for an animal shelter, you'll need a note from them saying they'll accept your donation).
- **Optional: A Project Advisor.** This is an adult who knows a lot about your project topic or has special skills that can help. This person can be a teacher, principal, community leader, or someone who works in the area you're focusing on. It can't be your Troop Leader or a family member.

### GOLD AWARD TEAMS

If you're earning your Gold Award, you'll work on your own project and lead it from start to finish. You'll still need a team to help you and a Project Advisor who knows about your topic.

Gold Team Requirements:

- **A Project Advisor.** This is an adult expert who understands the issue your project is about, or knows how to help with the solution. Your advisor could be a teacher, community leader, or someone who works in a related field. This person cannot be your Troop Leader or a family member. You'll need

a letter, email, or signature from them to include in your proposal.

- **3-5 Team Members.** These are people who will help you along the way. Some of them should not be family members. Make sure to define the key roles and responsibilities of each team member clearly.

***Let your team support you – but remember, you're the leader of your project!***



## STEP 4

# Create a Plan

In order for you to be successful in implementing your project, the Girl Scout Gold and Silver Awards require you to plan out your project before you ever get started. The following elements are required parts that you'll need to think through and include in your proposal.

## TIMELINE

When you fill out your project proposal, you'll need to include a timeline. This is your plan for when you'll do each part of your project. It helps you stay organized and think through all the steps you'll need to take, how much time each one will take, and when your big milestones will happen.

A timeline also helps you work backward. For example, if you want to give a presentation at your school's Earth Day fair, you can figure out what needs to happen before that day so you're ready in time.

To earn your award, your project must take:

- **At least 50 hours for the Silver Award**
- **At least 80 hours for the Gold Award**

As a Calling All Girl Bosses participant, **you can count 30 hours of workshop time** toward those totals. Don't forget to include the workshops in your timeline!

Even though your timeline is just a plan, try to **be as specific as you can**. Each task should be listed with fewer than 8 hours at a time. Don't forget to include time for things like sharing your project story and getting your final report ready. A timeline template is included in the Resources section of this handbook.

*Go for it!  
Start your project  
early and stay  
the course.  
It's worth it!!*



# **SAMPLE GOLD AWARD PROJECT TIMELINE:**

Date	Activity	Teammate(s) Needed	Resources Needed	Hours of Work
Sept 2025-May 2026	Calling All Girl Bosses Workshops	N/A	N/A	30
March 1, 2026	Team Planning Meeting	All team members	Notebooks and pens, schedule	2
Week of March 9	Purchasing and organizing supplies	Me and my mom	Money	2
Week of March 15	Teaching my team how to knit	All team members	Needles, yarn, instruction sheets	4
Week of March 22	Designing and printing flyers for knitting classes	Me and Jayda	Computer, paper, money for copies	4
Week of March 29	Visiting Shadybrook Senior Center to talk to residents about the knitting classes	Me and Shawn	Flyers, ride to Senior Center	3
Week of March 29	Visiting Green Acres Senior Center to talk to residents about the knitting classes	Me and Shawn	Flyers, ride to Senior Center	3
April	Prepping supplies for knitting classes	Me	Baskets/bins, needles, yarn	5
Three Saturdays in April	Teaching knitting classes at Shadybrook Senior Center	All team members	Instruction baskets, instruction sheets, snacks, ride to Senior Center	9
Three Saturdays in April	Teaching knitting classes at Green Acres Senior Center	All team members	Instruction baskets, instruction sheets, snacks, ride to Senior Center	9
Week of April 27	Making instructional knitting video	Me and Lyla	Phone, computer, needles, yarn	4
May 3, 2026	Presentation and knitting class for my Girl Scout troop	Me	Computer, needles, yarn, instruction sheet	2.5
May 4, 2026	Presentation and knitting class for the Community Service Club at my school	Me	Computer, needles, yarn, instruction sheet	2.5
April 30, 2026	Delivering knit items to St. John's shelter	Me and my mom	Ride to shelter	1
May 8, 2025	Final Report preparation and submission	Me	Computer	4
			<b>TOTAL HOURS:</b>	<b>85</b>

## MEASURABLE GOALS

Your project needs to include at least one goal that you can measure. That means you'll be able to show how your project made a difference. Your goal should be clear, with steps and actions to help you reach it.

### Using the SMART format can help you write a strong goal:

- **Specific** – *What exactly do you want to achieve?*
- **Measurable** – *How will you track your progress?*
- **Achievable** – *Is it something you can really do? Do you have the resources, skills, and time needed?*
- **Relevant** – *Does it match the purpose of your project?*
- **Time-bound** – *When will you finish it?*

### Here are some examples of SMART goals:

- I will reduce the amount of litter in Grant Park by 50% by May 2025 by comparing how much trash is there now with how much is there in May.
- I will add 20% more trash cans to the park by May 30.
- Between March and May 2026, I will involve 100 people in activities like park clean-up days and anti-littering workshops.
- By April 15, I will collect 200 signatures on a petition asking the city to pick up trash in Grant Park more often.

These goals are clear, specific, and have a deadline—just like all good SMART goals! There are lots of ways you can measure the difference your project makes. Here are some tools you might use:

- Online or paper surveys
- Checklists or feedback forms
- Before-and-after photos or videos
- Attendance sheets or sign-in logs
- Social media or website stats
- Quizzes or interviews
- Observation notes or tracking sheets

All of these things help you *prove* your project made a difference!



## BUDGET

Your budget is your plan for how much your project will cost and how you'll get the supplies or money you need. It should include everything you'll need to complete your project. You'll need to show where each item will come from and how you'll pay for it. If you do need to buy things, you must follow GSEP's rules for money earning.

### Ways You *Can* Pay for Your Project:

- **Use Your Own Money:** Use money you've saved or earned (like from babysitting or doing chores). Your family can help too.
- **Ask for Donated Supplies (Not Money):** Friends, family, and people in your community can donate supplies or gift cards. You can't ask them for cash.
- **Use the Official GSEP Donation Letter:** Ask a business for a donation, you must use the special GSEP letter found on the Gold Award page of the GSEP website. That's the only way to ask businesses.
- **Help from the Organization You're Supporting:** If you're working with a group (like a school or shelter), they might give you supplies—but they can't give you money.
- **Charge a Small Fee for Events:** If you run a workshop or event, you can charge a small fee to cover your costs (not to make a profit). Be sure it's affordable for everyone in your community.
- **Ask Your Troop for Help:** You can ask if your troop can support your project.
- **Apply for a Take Action Grant:** As part of *Calling All Girl Bosses*, you can apply for a Take Action Grant to help pay for your project. You can learn more about that on page 10 of this handbook.

### Ways You *Cannot* Pay for Your Project:

- You cannot ask groups or businesses for cash directly.
- You cannot create a fundraising website or use crowdfunding.
- You cannot hold raffles or games of chance.
- You cannot do a fundraiser where a business gives a percentage of their sales to your project (like a restaurant night at Applebee's).

You'll need to turn in a budget with your project proposal to show what you think your project will cost. Later, when your project is done, you'll also turn in a final budget to show what you actually spent and how you got the money or supplies.

***Make sure to include everything you used—even if you already had it at home or someone gave it to you for free.***

### SAMPLE BUDGET

Item	Source of Funding	Amount
Computer	Already owned	\$600
Paper, ink, copies (40 copies)	Purchased with Take Action Grant funds	\$20
Knitting Needles (20 sets)	Purchased with Take Action Grant funds	\$100
Yarn (20 skeins)	Some donated, some purchased using gift card	\$50
Snacks/Food for workshops	Family contribution	\$100
TOTAL EXPENSES		\$870

## MAKE IT SUSTAINABLE

One thing that makes a Take Action Project different from community service is that it must be sustainable. That means that **your project will continue after your involvement ends**. In your Silver or Gold Award proposal, you'll need to explain how your project will keep making a difference after you've finished.

There are several ways to ensure sustainability:

1. **Create a permanent solution**
2. **Educate and inspire change**
3. **Advocate for a rule, regulation or law**

Making a video, booklet, or website is a great way to share your message, but it's not enough by itself to count as sustainable. For it to really last, it should be used over and over again—like as a training tool, a guide, or something that people in your community will keep using. In addition, you'll need to make sure people will still be able to find it after your project is done.

If an organization will continue your project after you're done, you'll need a letter from them saying they agree to keep it going. A Letter of Commitment template is included in the resources section of this Handbook.

## GLOBAL LINK

If you're working on your Gold Award, you'll need to **identify how your project connects with something happening in the country or around the world**. This Global Link section is optional in the Silver Award.

Thinking about the bigger picture helps you see how your project fits into what's going on in other places. It also helps you think about how your idea might work in other communities like yours.

Here are some questions to help you find your global link:

1. *Can you find other places facing the same issue?*
2. *What research or data from national or global sources highlights the importance of your project?*
3. *Are there any global movements or organizations that focus on the issue you're addressing?*
4. *Could your project serve as a model for other communities facing similar challenges?*
5. *What resources or statistics can you show that support the need for your project?*



## Present Your Plan

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### SUBMITTING YOUR PROPOSAL

Once you've created your plan, you'll need to put it together in your proposal and submit it for review.

For the Calling All Girl Bosses program, participants will complete a Silver or Gold Award proposal template in Word or Google Doc format. All sections of the template should be complete, including the names of your team members and project advisor (Gold Award only), your proposed budget, and your planned timeline. Sample templates for the Silver and Gold Award are included in the resources section of this handbook and will also be provided to you at Workshop 4.

When you're done, save your proposal file with your first and last name and upload your proposal to the Google Folder or email it to [girlbosses@gsep.org](mailto:girlbosses@gsep.org).

### GETTING FEEDBACK

After you turn in your proposal, it will be **reviewed by GSEP staff and/or volunteer Highest Awards Coaches**. This usually takes about two weeks. They'll use a special checklist (called a rubric) found in the Resources section of this handbook to make sure your project meets all the requirements for the Silver or Gold Award.

They're checking to see:

- If your project meets the rules and goals of the award
- If your plan is realistic and doable
- If you've thought through all the important parts of your project

**After your project is reviewed, you'll get an email with next steps.** Your project will be marked as APPROVED or REVISIONS NEEDED.

**Most projects need at least one round of changes—sometimes more—and that's totally normal!** This is how real-world projects work too. It's much better to fix things in the planning stage than after your project has already started.

You'll get helpful notes about what parts of your proposal need work. A coach might also make recommendations to help you make your project even stronger or suggest talking to a local leader or organization that connects to your topic.

If anything is confusing or you need help, you can:

- Talk to a Highest Awards coach or volunteer at your hub
- Attend office hours to speak with GSEP staff
- Email us at [girlbosses@gsep.org](mailto:girlbosses@gsep.org)

We're here to support you! If you don't receive feedback within two weeks of submission, feel free to follow-up to make sure that we've received your proposal.



## TAKE ACTION

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Now the fun begins and you're ready to start work on your project!

Here are some helpful tips to keep you on track:

- **Don't wait to get started** – get moving while you're feeling motivated!
- Make a folder (online or on paper) to **keep everything in one place**
- **Save all your receipts** to help you keep track of your budget
- **Take lots of pictures** while you work so you can show what you did
- If you're trying to change how people think or act, don't forget to do a "before" **survey** so you can compare it to the "after"
- **Write down** any **quotes** or **comments** from people who were part of your project
- Remember to **say thank you** to anyone who helped you



## Educate and Inspire


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### TELLING YOUR STORY

After you finish your project, one of the best ways to make an even bigger impact is by sharing what you did!

You'll get a chance to show off your project at Workshops 10 and 11. We also encourage you to make a short presentation to share with your Girl Scout troop, school, Service Unit, or the organization that supported your project.

**Telling your story to younger Girl Scouts is an awesome way to show leadership, help others learn, and inspire them to do their own Take Action projects.** Plus, any time you spend sharing your project can be counted towards your project hours.



*It's a great sense of accomplishment when you achieve your highest award goal.*

### SUBMITTING YOUR FINAL REPORT

The last step in your Silver or Gold Award project is **submitting your final report**. If you're working on a Gold Award, you'll also have a short interview with GSEP staff or Highest Awards coaches. Don't worry—it's just a chance to talk about your project and share what you learned along the way.

The final report steps are a little different for the Silver Award and the Gold Award. You can **find a checklist** for each one in the Resources section of this handbook along with examples of final reports submitted by other Girl Bosses.

## SILVER AWARD FINAL REPORT

If you're doing your Silver Award through the Calling All Girl Bosses program, you don't need to fill out a form for your final report. Instead, you can send us a PowerPoint, video, or even an email that explains your project and what you accomplished.

### Be sure to include:

- ☐ Your name
- ☐ Your project name
- ☐ Your team members' names (if you worked on a team project)
- ☐ The problem your project focused on and why it matters
- ☐ Who your project was meant to help
- ☐ What you did and who helped you
- ☐ How you showed leadership
- ☐ How you measured your success

Examples:

- *How many workshops did you lead?*
- *How long were they?*
- *How many people came?*
- *What did they learn?*
- *How many books did you collect?*
- *How many people visited your website?*

- ☐ How your project will keep going after you're done
- ☐ (Optional) How your project connects to a national or global issue

### You'll also need to send:

- ☐ A time log showing at least 50 hours of work
- ☐ A budget that shows what you spent and where you got the money or supplies
- ☐ 2 to 5 good-quality photos of you working on your project (please send the photo files separately, even if they're in your presentation too)
- ☐ Examples of any extra materials you made like flyers, planning sheets, or thank-you letters from organizations you worked with

**When everything is ready, email it to [girlbosses@gsep.org](mailto:girlbosses@gsep.org). Use the subject line: [Your Name] + Silver Award Final Report**

We'll review your report within two weeks. If we have any questions, we may email you or ask to chat on Zoom. Once everything is approved, we'll send you confirmation that you are officially a Silver Award Girl Scout!

## GOLD AWARD FINAL REPORT

Once you finish your Gold Award project, it's time to turn in your final report! You'll need to fill out the Gold Award Final Report Form, which you can find in the Resources section of this Handbook.

Many Girl Scouts also make a PowerPoint or Google Slides presentation to go along with their report. It's a great way to tell your story and gives you a tool to share your project with your school, troop, other Girl Bosses, or younger Girl Scouts.

### What You'll Need to Submit:

- ☐ Final Report Form
- ☐ Final Presentation (video, PowerPoint/Google Slides deck, poster, binder, webpage, etc.)
- ☐ Time Log
  - At least 80 hours total
  - No time blocks longer than 2–3 hours
  - Include what you did and who helped
- ☐ Budget & Expenses
  - List all supplies (even if they were donated or borrowed)
  - Your total income and expenses should be equal
- ☐ Sustainability Plan
  - Explain how your project will keep going after you're done
  - Include a Letter of Commitment from the person or group continuing the work
- ☐ Supporting Documents
  - Copies of any flyers, lesson plans, project plans, thank-you letters, or donation confirmations
- ☐ 5-10 good-quality photos showing your project in action

After you submit everything, someone from the GSEP staff will review your report within two weeks. They'll let you know if they need anything else and help set up a time for your final interview.

At the interview, you'll talk with GSEP staff and Highest Awards coaches about your project. Be ready to share:

- What you did and what you learned
- How your project made a difference
- How you showed leadership and solved challenges
- How your team or community members helped
- How your project will last beyond your involvement

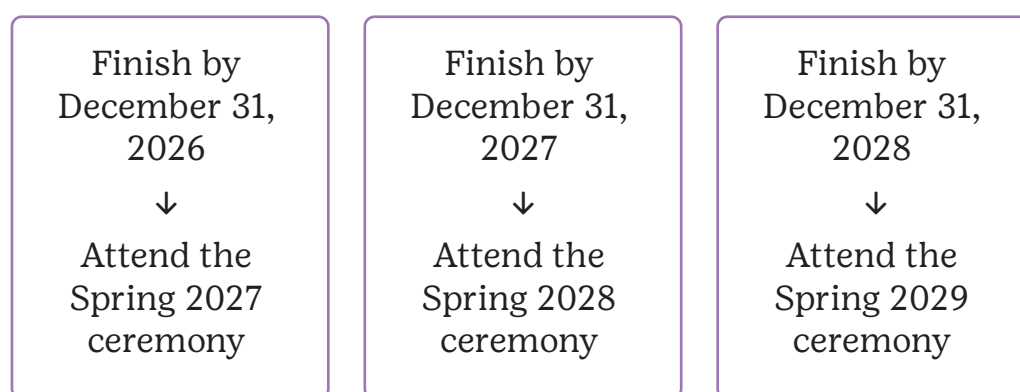
Once everything is approved, you'll get an official email letting you know you are now a Gold Award Girl Scout—something only 5% of Girl Scouts achieve!

# Post Project

## Highest Awards Ceremony

After you earn your Silver or Gold Award, you will be invited to a special event called the Highest Awards Ceremony. This celebration happens every spring and brings together Girl Scouts from all over our council who have completed their Silver or Gold Awards.

- You can **invite your family** to come and cheer you on. The ceremony is usually held in a place that is central to our nine-county footprint.
- You will need to **wear your official Girl Scout uniform**. That means your vest or sash, a white shirt, and khaki bottoms like pants or a skirt.
- The **ceremony only happens once each year**. If you finish your project by December 31, you will be invited to the ceremony the following spring. For example:



*It is a big moment to be proud of your hard work and celebrate with others who made a difference too.*

## Finishing Your Project After Calling All Girl Bosses Ends

What if you're still working on your project after the program ends? Calling All Girl Bosses is set up to **help you complete your Silver or Gold Award in about nine months**—but that doesn't mean you have to finish it that quickly. Many Silver and Gold Award projects take over a year to complete, and that's perfectly okay.

If your project isn't finished by the time the program wraps up in May, don't worry. We're still here for you. Even after the workshops end, you can **continue to get support from GSEP staff and Highest Awards coaches** for as long as you need. Just email us at [girlbosses@gsep.org](mailto:girlbosses@gsep.org) if you'd like help.

**Silver Award:**  
Deadline is  
September 30  
following your  
8th grade year

**Gold Award:**  
Deadline is  
September 30  
of your 12th  
grade year



# RESOURCES

## PROPOSAL FORMS

- Silver Report Proposal Form – Individual
- Silver Report Proposal Form – Team (Team Project Form #1)
- Silver Report Proposal Form – Individual Details (Team Project Form #2)
- Gold Award Proposal Form

## FINAL REPORTS

- Silver Award Final Report Checklist
- Gold Award Final Report Checklist
- Gold Award Final Report Form

## RUBRICS

- Gold Award Rubric
- Silver Award Rubric

## TEMPLATES & EXAMPLES

- Budget Template
- Timeline/Timelog Template
- Donation Solicitation Letter Template
- Letter of Commitment Template
- Sample Silver Award Proposal and Final Report
- Sample Gold Award Proposal and Final Report



**Calling All Girl Bosses 2025-2026  
Silver Award Proposal**

**SOLO PROJECT PROPOSAL FORM**

This proposal form should be completed by girls who are working independently on their Silver Award projects (not as part of a team). You will still need to recruit people to support you in completing your project.

Silver Award proposals should be uploaded to Google  
or emailed to [girlbosses@gsep.org](mailto:girlbosses@gsep.org).

Need help? Reach out to a CAGB volunteer or Highest Awards coach or email  
[girlbosses@gsep.org](mailto:girlbosses@gsep.org).

**Your Information**

Girl Name:

Girl Address:

Girl's Email Address:

*If you do not have a personal email address, type NA.*

Girl's Phone Number:

*If you do not have a personal phone number, type NA.*

What grade are you in?

Your School Name:

Have you earned the Bronze Award (yes or no)?

## Silver Award Take Action Project

**Project Title:**

**What is your project?** Please include a 3-4 sentence description of your project, including the desired result and how it addresses the root cause of your issue.

What is your proposed **Start Date**? (Most CAGB girls will begin work in January 2025)

What is your proposed **Completion Date**?

**What Issue** will your project address? Why does it matter? Please include a 3-5 sentence description. (*See the Cadette Workbook for Earning Your Silver Award, Step 4.*)

Who is your **Target Audience**? Who will your project help? (Please include a 1-2 sentence description AND include the name of the agency/group that will benefit from the project, if applicable).

*Note: Before submitting your proposal, you must receive approval from the organization that is benefiting from your project. For example, if you are making no-sew blankets for a hospital as part of your project, you must check with the hospital to ensure that they will accept them before submitting your proposal.*

What is a **Root Cause** of the issue? Please include a 3-4 sentence description. A Silver Award Take Action Project must address a root cause. (*See the Cadette Workbook for Earning Your Silver Award, Steps 3 and 4.*)

## Your Team

You need to identify at least two people who will help you as part of your project team. These are NOT your Community Partners or the Calling All Girl Bosses volunteers. They are people you'll be leading to achieve your goal! They can be fellow Calling All Girl Bosses participants, but they don't need to be. Examples include girls in your troop, classmates, a neighbor, a teacher. They should be people BEYOND your family members. Be sure to include them on your To-Do List.

Name of Team Member 1:

How do you know Team Member 1?

Name of Team Member 2:

How do you know Team Member 2?:

Name of Team Member 3 (optional):

How do you know Team Member 3?:

Name of Team Member 4 (optional):

How do you know Team Member 4?:

## Community Partners

Enter the names of community members or organizations that you contacted or partnered with to research your issue and find the root cause (*See Cadette Workbook for Earning Your Silver Award, Step 3.*):

NAME	ORGANIZATION	HOW MIGHT THEY HELP?

## Goals

What is your measurable goal? How will you know that you have reached it? Please include a 3-4 sentence description.

*Think in terms of how big? how many? how much? Or, if you are educating others, what do you hope they will learn? If you are presenting a program, how many sessions will there be? How long are the sessions planned? How many people do you hope to reach? Refer to your SMART GOAL worksheet.*

## Sustainability

*"Sustainable" means that the benefits of your project will continue after you are no longer working on it. For example, do you have an agreement for a younger GS troop to take over the planting, weeding and watering in the future for a pollinator garden you've created? Or have you started a club at school, and gotten an agreement from a teacher or younger student to continue it after you are no longer in the school?*

How will your plan make your project sustainable? You may choose more than one method.

- ☐ I will create a permanent solution that can be used after my project is complete.
- ☐ I will educate and inspire others in the community or within Girl Scouts to be part of the change.
- ☐ I will advocate to change a rule, regulation or a law and encourage others to join.

Specifically, what will you do to make your project sustainable? Please include a 2-4 sentence description. (See the *Cadette Workbook for Earning Your Silver Award, Step 5.*)

## Leadership

How will your unique talents and leadership skills be used in this project? Please include a 2-4 sentence description.

## Budget & Supply List

What supplies will you need to complete the project? Supplies include everything you will need to reach your goal. Supplies can be anything from paper and ink to make information flyers to sewing needles, sewing thread, and fabric for a craft you are making, or shovels, rakes, topsoil, and plants for a garden project.

Silver Award projects sometimes require money or nonmonetary donations of goods. If your project requires this, then please estimate supplies/donations needed and potential costs. A budget worksheet with actual supplies and costs will be required with the Final Report. (See *the Cadette Workbook for Earning Your Silver Award, Step 5* and your *BUDGET PLANNER worksheet*.)

SUPPLIES (include how many of each item you'll need)	SOURCE (buy, borrow, or own)	COST (if you need to buy it)	VALUE (if you're going to borrow or if you already own it)
<b>TOTAL:</b>		\$	\$

What is the total COST of the supply items you will need to buy? That is, those supplies that you don't already own or that won't be donated or borrowed. This may be \$0.00 if you don't need to BUY anything.

How do you plan to meet these costs?



### Time Commitment

Type or sign your name here to indicate you are aware that you should spend approximately 50 hours working on your Silver Award project and will maintain a time log. *(See the Cadette Workbook for Earning Your Silver Award, Step 6 and the time log.)*

Your Name \_\_\_\_\_

### National and/or Global Link

Try It: Describe how you will try to make a National and/or Global link. *(See the Cadette Workbook for Earning Your Silver Award, Step 5.)* **[Optional]**

## Timeline/Project Plan

Make a plan and develop a project To-Do List from start to finish. What steps do you need to take to reach your goal? Be sure to list each task involved, in chronological order. Include the full name of anyone who helps you with a task, but only count the hours that YOU are actively doing the task. *Refer to your TIMELINE PLANNER worksheet.*

REMEMBER: Your plan is just that - a plan. If it changes over time, that's OK!

[illegible]

## Proposal Agreement

I have read and understand all the requirements and guidelines specific to the Girl Scout Silver Award as outlined in the Cadette Workbook for Earning Your Silver Award and council specific requirements. I am aware of all deadlines for the Girl Scout Silver Award.

Should any major plans change, I will email [girlbosses@gsep.org](mailto:girlbosses@gsep.org) and/or notify my Highest Awards coach. I agree that I will not continue work on my project before receiving approval of my proposal.

By typing my full name below, I affirm that all the information above is accurate and that I agree to all the requirements for the Silver Award Project!

Your Name: \_\_\_\_\_

Submission Date: \_\_\_\_\_

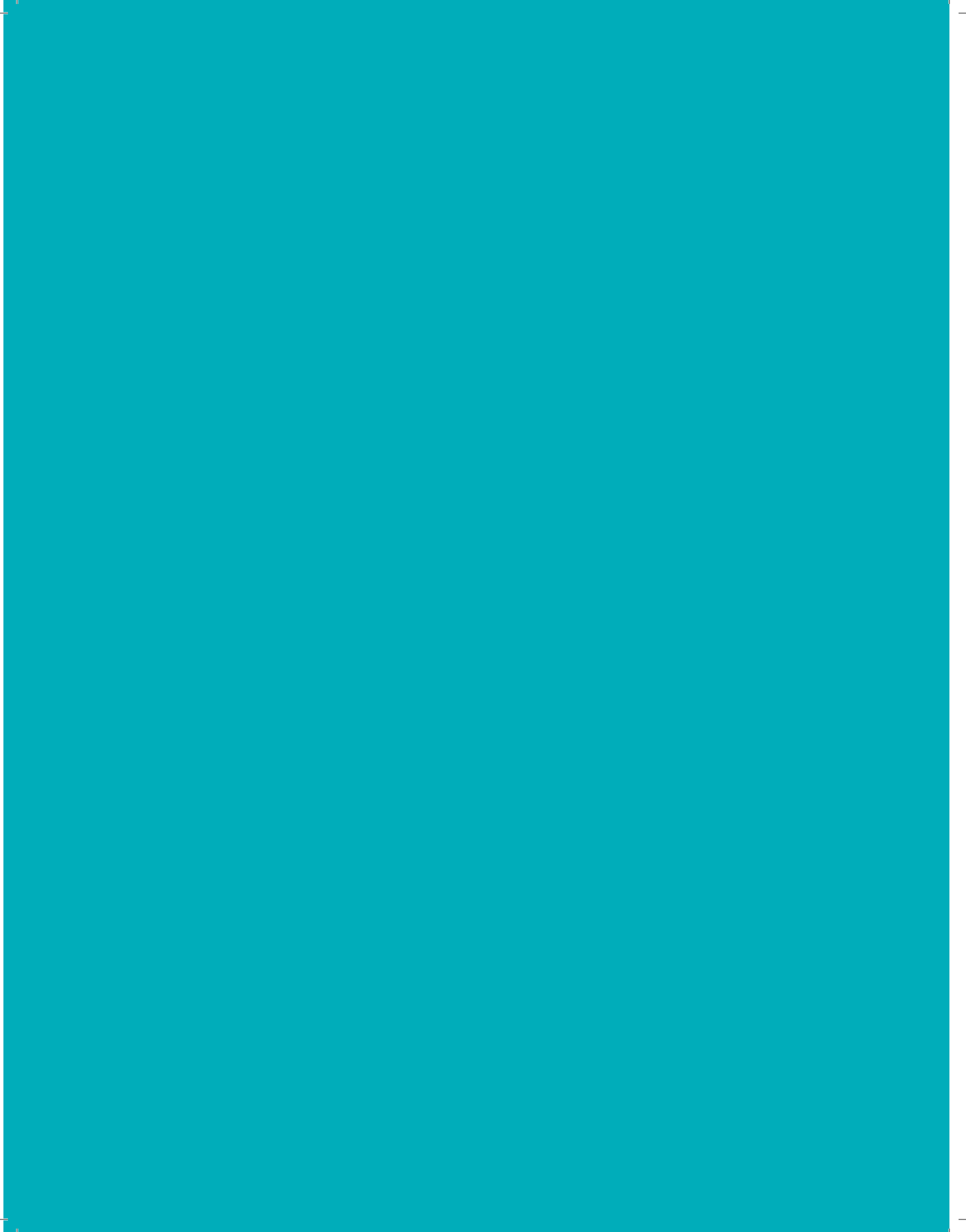
*You did it!*

*Please check your work to make sure you responded to all of the questions above.*

*When you're ready to submit your proposal, save the file with this name:*

*YourName\_proposal\_1. Then upload the file to the CAGB Google Folder or email it to [girlbosses@gsep.org](mailto:girlbosses@gsep.org).*

*Congratulations on getting one step closer to your Silver Award!*





**Calling All Girl Bosses 2025-2026  
Silver Award Proposal**

**TEAM PROJECT PROPOSAL FORM  
(Team Project Form #1)**

This proposal form should be completed by girls who are working in teams of up to four girls to complete their Silver Award projects.

Girls who are submitting proposals as a team must submit two forms:

1. This Silver Award Team Project Proposal Form, PLUS
2. Silver Award Individual Team Member Details Form

The team should work together to complete this form. The team form only needs to be submitted once (not by each team member). Once this form is completed and submitted, each girl will also need to complete an INDIVIDUAL TEAM MEMBER DETAIL FORM to complete the proposal process.

Silver Award proposals should be uploaded to the CAGB Google Folder or emailed to [girlbosses@gsep.org](mailto:girlbosses@gsep.org).

Need help? Reach out to a CAGB volunteer or Highest Awards coach or email [girlbosses@gsep.org](mailto:girlbosses@gsep.org).

**Team Information**

How many girls are working on this project to earn the Silver Award?

*You may work together in groups of 2-4 girls to complete your Silver Award. If you are working independently on your project, complete the Solo Project Proposal Form.*

Girl 1 Name:

Girl 1 Address:

Girl 1 Email Address:

*Do not use a school email address. If you do not have a personal email address, type NA.*

Girl 1 Phone Number.

*If you do not have a personal phone number, type NA.*

Girl 1 Grade:

Girl 1 School:

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Girl 2 Name:

Girl 2 Address:

Girl 1 Email Address:

*Do not use a school email address. If you do not have a personal email address, type NA.*

Girl 2 Phone Number.

*If you do not have a personal phone number, type NA.*

Girl 2 Grade:

Girl 2 School:

---

Girl 3 Name:

Girl 3 Address:

Girl 3 Email Address:

*Do not use a school email address. If you do not have a personal email address, type NA.*

Girl 3 Phone Number:

*If you do not have a personal phone number, type NA.*

Girl 3 Grade:

Girl 3 School:

---

Girl 4 Name:

Girl 4 Address:

Girl 4 Email Address:

*Do not use a school email address. If you do not have a personal email address, type NA.*

Girl 4 Phone Number.

*If you do not have a personal phone number, type NA.*

Girl 4 Grade:

Girl 4 School:

### Silver Award Take Action Project

**Project Title:**

**What is your project?** Please include a 3-4 sentence description of your project, including the desired result and how it addresses the root cause of your issue.

What is your proposed **Start Date**?

What is your proposed **Completion Date**?

**What Issue** will your project address? Why does it matter? Please include a 3-5 sentence description. (*See the Cadette Workbook for Earning Your Silver Award, Step 4.*)



Who is your **Target Audience**? Who will your project help? (Please include a 1-2 sentence description AND include the full name and address of the agency/group that will benefit from the project, if applicable). *Note: Before submitting your proposal, you must receive approval from the organization that is benefiting from your project. For example, if you are making no-sew blankets for a hospital as part of your project, you must check with the hospital to ensure that they will accept them before submitting your proposal.*

What is a **Root Cause** of the issue? Please include a 3-4 sentence description. A Silver Award Take Action Project must address a root cause. *(See the Cadette Workbook for Earning Your Silver Award, Steps 3 and 4.)*

### Community Partners

Enter the names of community members or organizations that you contacted or partnered with to research your issue and find the root cause *(See Cadette Workbook for Earning Your Silver Award, Step 3.)*:

NAME	ORGANIZATION	HOW MIGHT THEY HELP?

## Goals

What is your measurable goal? How will you know that you have reached it? Please include a 3-4 sentence description.

*Think in terms of how big? How many? How much? Or, if you are educating others, what do you hope they will learn? If you are presenting a program, how many sessions will there be? How long are the sessions planned? How many people do you hope to reach? Refer to your SMART GOALS worksheet.*

## Sustainability

*"Sustainable" means that the benefits of your project will continue after you are no longer working on it. For example, do you have an agreement for a younger GS troop to take over the planting, weeding and watering in the future for a pollinator garden you've created? Or have you started a club at school, and gotten an agreement from a teacher or younger student to continue it after you are no longer in the school?*

How will your plan make your project sustainable? You may choose more than one method.

- ☐ I will create a permanent solution that can be used after my project is complete.
- ☐ I will educate and inspire others in the community or within Girl Scouts to be part of the change.
- ☐ I will advocate to change a rule, regulation or a law and encourage others to join.

Specifically, what will you do to make your project sustainable? Please include a 2-4 sentence description. (See the Cadette Workbook for Earning Your Silver Award, Step 5.)

## Leadership Roles

The Silver Award is a Take Action Leadership Project. When working as a small team, each girl must have a leadership role. Think about each girl's unique talents, skills, and interests. What is the best leadership role for each girl? Which part of the project will each girl manage, design, and oversee?

GIRL ONE	GIRL TWO	GIRL THREE	GIRL FOUR
Name:	Name:	Name:	Name:
Leadership Role:	Leadership Role:	Leadership Role:	Leadership Role:

## Budget & Supply List

What supplies will you need to complete the project? Supplies include everything you will need to reach your goal. Supplies can be anything from paper and ink to make information flyers to sewing needles, sewing thread, and fabric for a craft you are making, or shovels, rakes, topsoil, and plants for a garden project.

Silver Award projects sometimes require money or nonmonetary donations of goods. If your project requires this, then please estimate supplies/donations needed and potential costs. A budget worksheet with actual supplies and costs will be required with the Final Report. (See *the Cadette Workbook for Earning Your Silver Award, Step 5 and the Budget worksheet.*)

SUPPLIES (include how many of each item you'll need)	SOURCE (buy, borrow, or own)	COST (if you need to buy it)	VALUE (if you're going to borrow or if you already own it)
<b>TOTAL:</b>		\$	\$

What is the total COST of the supply items you will need to buy? That is, those supplies that you don't already own or that won't be donated or borrowed. This may be \$0.00 if you don't need to BUY anything.

How do you plan to meet these costs?

## National and/or Global Link

Try It: Describe how you will try to make a National and/or Global link. (See *the Cadette Workbook for Earning Your Silver Award, Step 5.*) **[Optional]**

*You did it!*

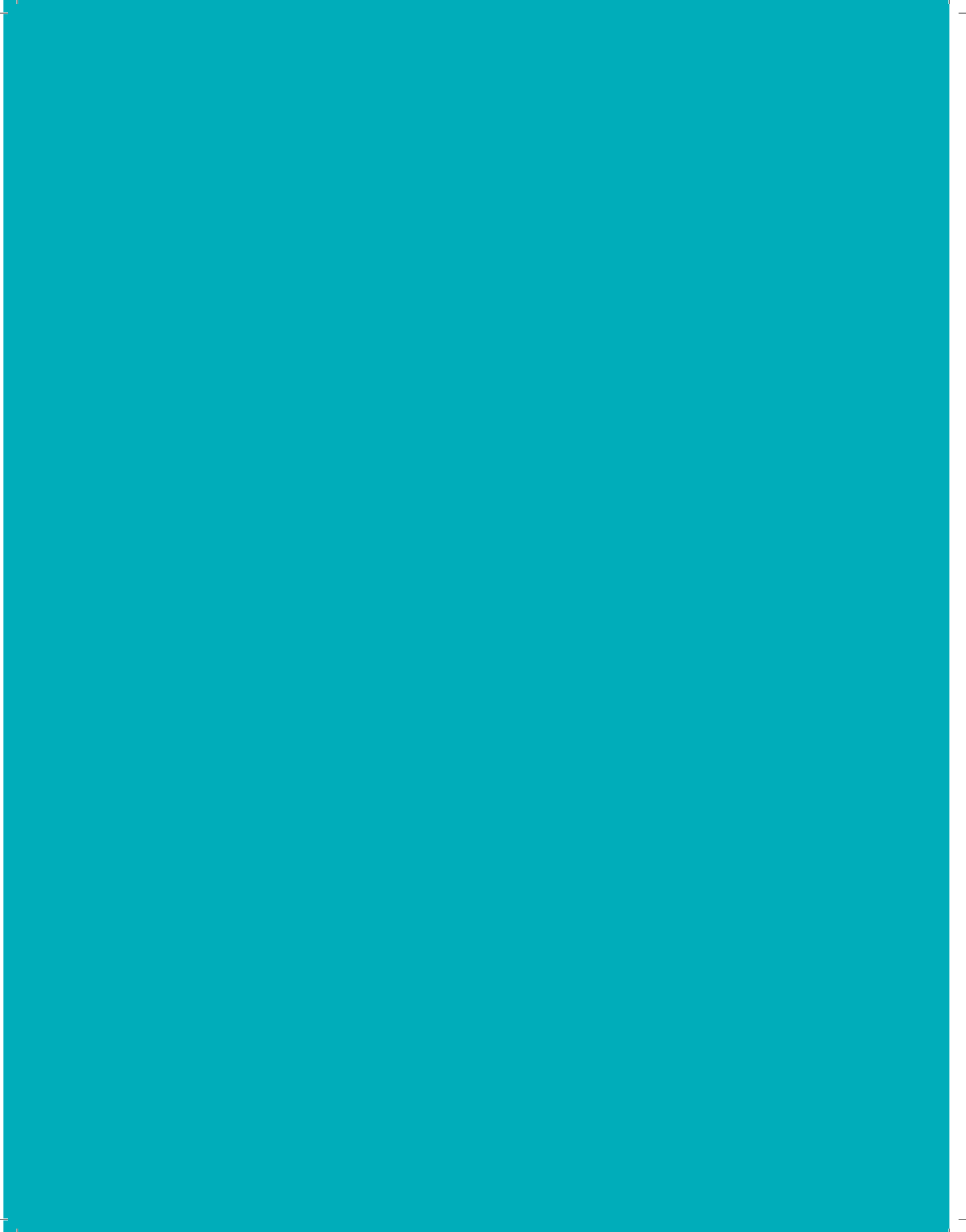
*Please check your work to make sure you responded to all of the questions above.*

*When you're done, save the file with this name:*

*TeamProposal\_GirlName1\_GirlName2\_GirlName3\_GirlName4. Then upload the file to the CAGB Google Folde, or email it to [girlbosses@gsep.org](mailto:girlbosses@gsep.org).*

***Don't forget that each girl must also submit the Individual Team Member Details Form to complete your proposal.***

*Congratulations on getting one step closer to your Silver Award!*





**Calling All Girl Bosses 2025-2026  
Silver Award Proposal**

**INDIVIDUAL TEAM MEMBER DETAILS FORM  
(Team Project Form #2)**

Girls who are working in small teams to complete their Silver Award must submit two forms:

1. This Individual Team Member Details Form, PLUS
2. Silver Award Team Project Proposal Form (to be completed by the group)

Each girl should submit their own Individual Team Member Details form, in addition to the Silver Award Team Project Proposal Form.

Silver Award proposals should be uploaded to the CAGB Google Folder or emailed to [girlbosses@gsep.org](mailto:girlbosses@gsep.org).

Need help? Reach out to a CAGB volunteer or Highest Awards coach or email [girlbosses@gsep.org](mailto:girlbosses@gsep.org)

### Information

Your Name:

Your Email Address:

*Do not use a school email address. If you do not have a personal email address, type NA.*

Your Phone Number.

*If you do not have a personal phone number, type NA.*

Your Grade:

Your School:

Names of the other girls on your team:

Did you earn your Bronze Award (yes/no)?

## Individual Timeline/Project Plan

This is YOUR To-Do List. Each of your team members will have different tasks to complete. Although a few tasks may overlap with your team members, this To-Do list should include the tasks that YOU are leading and completing.

You can work with your team to develop each girl's To-Do List. Girl Bosses can only count the hours they will spend on the project (not others working with you). If you're not actively doing a task, do not list it!

Make a plan and develop a project To-Do List from start to finish. What steps do you need to take to reach your goal? Be sure to list each task involved, in chronological order. *Refer to your TIMELINE PLANNER worksheet.*

REMEMBER: Your plan is just that - a plan. If it changes over time, that's OK!

[illegible]

## Your Team

Now is the time to add others to your project team. You need to identify at least two people who will help you as part of your project team. These are NOT your Community Partners or the Calling All Girl Bosses volunteers. They are people you'll be leading to achieve your goal! Do NOT include the Girl Bosses who are part of your small team. Your personal project team members must be DIFFERENT than the team members of the other Girl Bosses who are on your small team. They can be Girl Scouts, but they don't need to be. Examples include girls in your troop, classmates, a neighbor, a teacher. They should be people BEYOND your family members. Be sure to include them on your To-Do List. At least two people should be listed.

Name of Team Member 1:

How do you know Team Member 1?

Name of Team Member 2:

How do you know Team Member 2?:

Name of Team Member 3 (optional):

How do you know Team Member 3?:

Name of Team Member 4 (optional):

How do you know Team Member 4?:

## Time Commitment

Type or sign your name here to indicate you are aware that you should spend approximately 50 hours working on your Silver Award project and will maintain a time log. *(See the Cadette Workbook for Earning Your Silver Award, Step 6 and the time log.)*

Your Name \_\_\_\_\_



## Proposal Agreement

I have read and understand all the requirements and guidelines specific to the Girl Scout Silver Award as outlined in the Cadette Workbook for Earning Your Silver Award and council specific requirements. I am aware of all deadlines for the Girl Scout Silver Award.

Should any major plans change, I will email [girlbosses@gsep.org](mailto:girlbosses@gsep.org) and/or notify my Highest Awards coach. I agree that I will not continue work on my project before receiving approval of my proposal.

By typing my full name below, I affirm that all the information above is accurate and that I agree to all the requirements for the Silver Award Project!

Your Name: \_\_\_\_\_

Submission Date: \_\_\_\_\_

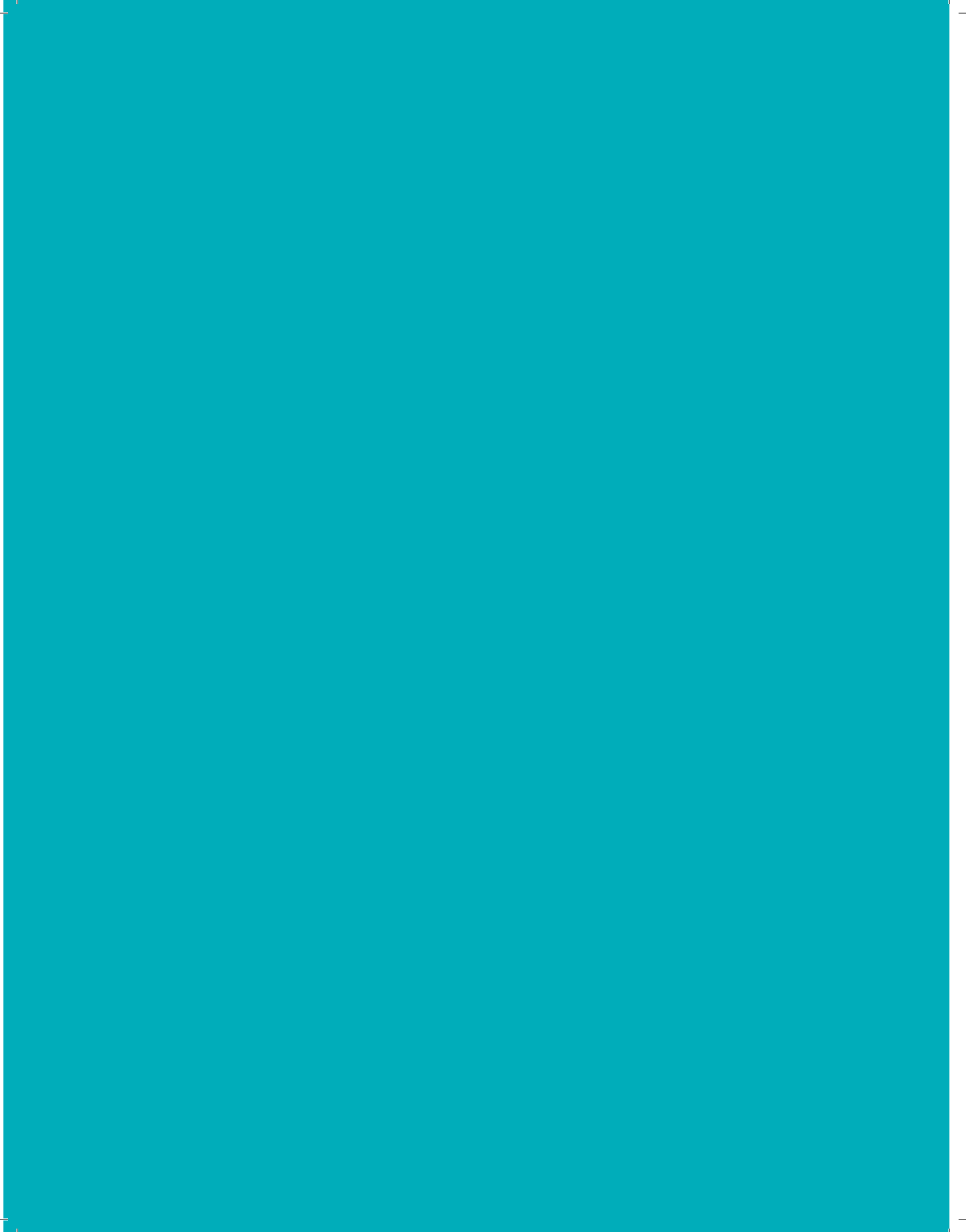
*You did it!*

*Please check your work to make sure you responded to all of the questions above.*

*When you're ready to submit your proposal, save the file with this name:*

*YourName\_IndividualDetails\_1. Then upload the file to the shared CAGB Google Folder or email it to [girlbosses@gsep.org](mailto:girlbosses@gsep.org).*

*Don't forget that you must also submit your Team Proposal form that you completed with your group. (You only need to submit the Team Proposal once – each girl does not have to submit it.)*





**Girl Scout Gold Award  
PROJECT PROPOSAL  
Calling All Girl Bosses 2025-2026**

**Completed Gold Award proposals should be uploaded to the CAGB Google folder  
or emailed to [girlbosses@gsep.org](mailto:girlbosses@gsep.org).**

**Your Name:**

**Street Address:**

**City/State/Zip:**

**Email:**

**Phone:**

**Age:**

**Graduation Year:**

**School:**

**Have you earned the Bronze Award (yes/no)?**

**Have you earned the Silver Award (yes/no)?**

**Troop Number (if applicable):**

**Troop Leader(s) (if applicable):**

**Calling All Girl Bosses Hub Location:**

**Have you been working you working with any specific Calling All Girl Bosses volunteer or Highest Awards Coach on your project proposal? If yes, please list their name(s) here:**

## YOUR TEAM

**Project Advisor Name:**

**Project Advisor's Organization:****Project Advisor's Phone or Email:**

**Has this person agreed to support your Gold Award as your Project Advisor (yes/no)?**

List the names of individuals and organizations you plan to work with on your Gold Award project. This is a preliminary list that may grow over the course of your project.

[illegible]

## YOUR PROJECT

**Project Title:**

**Proposed Project Description:**

**Proposed Start Date:**

**Proposed Completion Date:**

**The theme(s) my Gold Award will address is/are:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Animals                 | <input type="checkbox"/> Entrepreneurship                | <input type="checkbox"/> Outdoors      |
| <input type="checkbox"/> Arts, Culture, Heritage | <input type="checkbox"/> Environment &<br>Sustainability | <input type="checkbox"/> Poverty       |
| <input type="checkbox"/> Children's Issues       | <input type="checkbox"/> Health                          | <input type="checkbox"/> Public Safety |
| <input type="checkbox"/> Civic Engagement        | <input type="checkbox"/> Healthy Relationships           | <input type="checkbox"/> Sports        |
| <input type="checkbox"/> Disability Issues       | <input type="checkbox"/> Human Rights                    | <input type="checkbox"/> STEM          |
| <input type="checkbox"/> Disaster Relief         | <input type="checkbox"/> Lifeskills                      | <input type="checkbox"/> Other         |
| <input type="checkbox"/> Education               | <input type="checkbox"/> Military/Veterans Affairs       |  |
| <input type="checkbox"/> Elderly Issues          |  |  |

**My Gold Award aims to address this issue:**

**The reasons I selected my issue are:**

## ROOT CAUSE

The root cause of my issue is:

I will address the root cause by:

## TARGET AUDIENCE

The target audience(s) for my Gold Award project is/are:

The skills, knowledge, and/or attitudes my target audience will gain are:

I will know that my audience has gained the desired skills/knowledge because:

## PROPOSED IMPACT—NATIONAL AND/OR GLOBAL LINK

My Gold Award project's national and/or global link is:

PROPOSED IMPACT—MEASURABLE GOALS

Measurement of my project’s success:

What my audience will learn/gain	How I will measure impact	When I will measure impact

If you need more space, please add rows or use the extra page at the end of the application.

My Gold Award project goals are:

PROPOSED IMPACT—SUSTAINABILITY

My Gold Award will be sustained beyond my involvement by:

MY PLAN—TIMELINE

I will put my plan into action by following the timeline below:

Date	Activity	Teammate(s) Needed	Resources Needed	Hours of Work

If you need more space, please add rows or use the extra page at the end of the application.

Total number of hours estimated to complete your project (remember, you can include 30 hours of CAGB workshop time):



MY PLAN—BUDGET

Estimate your project expenses and how you plan to meet those costs (e.g., donations, grant, etc.):

Item	Source of Funding	Amount

If you need more space, please add rows or use the extra page at the end of the application.

What is your total estimated project budget?

How do you plan to pay for your project’s expenses?

## LEADERSHIP

**The strengths, talents, and skills I currently have and will put into action are:**

- ☐ Project Management
- ☐ Community Building
- ☐ Decision Making
- ☐ Empathy
- ☐ Implementation
- ☐ Presentation Skills
- ☐ Public Speaking
- ☐ Budgeting
- ☐ Courage
- ☐ Confidence
- ☐ Character
- ☐ Collaboration
- ☐ Problem Solving
- ☐ Time Management ☐ Research
- ☐ Organization
- ☐ Risk Taking
- ☐ Innovation

**The skills I plan to develop as I work toward earning my Gold Award are:**

## TELL THE WORLD!

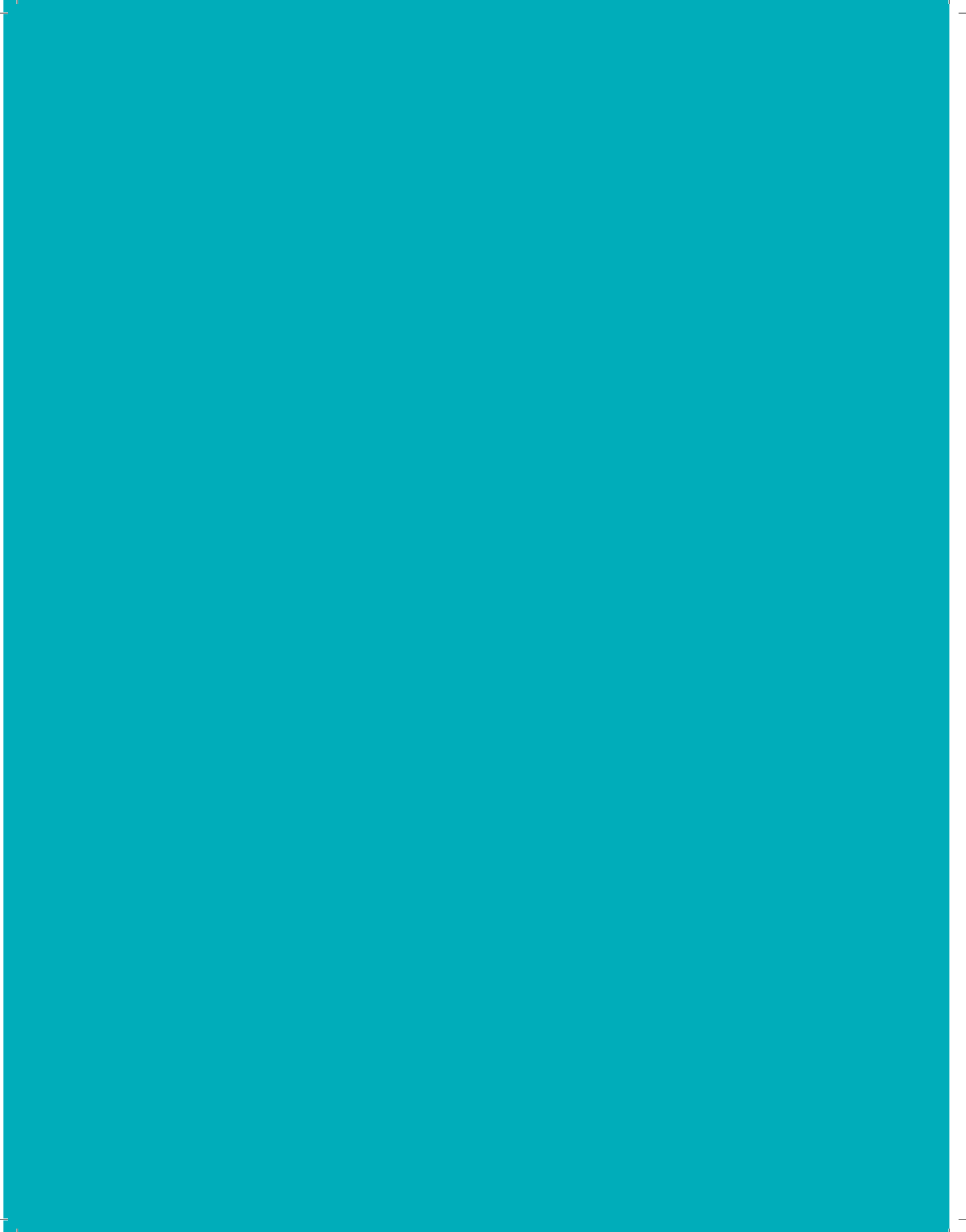
I will let others know about my Gold Award (the impact of my project, what the Gold Award is, and what I learned in earning it) by promoting via:

- ☐ Website
- ☐ Blogs
- ☐ Social Media
- ☐ Presentations
- ☐ Posters
- ☐ Videos
- ☐ Articles
- ☐ Public Demonstrations
- ☐ Workshops

**Specifically, how will you tell others about your Gold Award project?**

*Note: This is NOT about your Gold Award's sustainability.*

**If you need extra space, please continue your answers here:**





## Calling All Girl Bosses 2025-2026

### Submitting Your Silver Award Final Report

### A Step-by-Step Checklist

#### 1. Tell Us What You Did!

Send us an email or video telling us what you did to complete your Silver Award.

**Be sure to include:**

- ☐ Your name
- ☐ Your project name
- ☐ If you completed a team project, include your team members' names
- ☐ The problem your project addressed and why it's important
- ☐ Your target audience
- ☐ What you did and who helped you
- ☐ How you practiced leadership skills
- ☐ How you measured your achievement

*For example: How many workshops did you teach? How long were they? How many people attended? What did they learn? How many books did you donate? How many people visited your website?*

- ☐ How your project will be sustained after you're done
- ☐ If you worked on a team project, be sure to tell us what each girls' specific role was
- ☐ **Optional: tell us how your project has a national or global link by identifying how other people and places address your issue.**

#### 2. Complete your Time Log

- Fill out your time log with a minimum of 50 hours recorded.
- Time blocks should be no longer than 2-3 hours.
- You can use our template or make your own log.

#### 3. Complete your Budget

- List all expenses and funding sources. What did you buy and how did you pay for it?
- Be sure to include the value of donated or personal items that you didn't have to purchase.
- You can use our template or any other chart format for your budget.

#### 4. Add Supporting Documentation

- Submit 2-5 high-resolution photos of your project in action.
- Send us examples of any materials you created like flyers, brochures, planning materials, or letters from community partners.

#### 5. Submit Your Final Materials

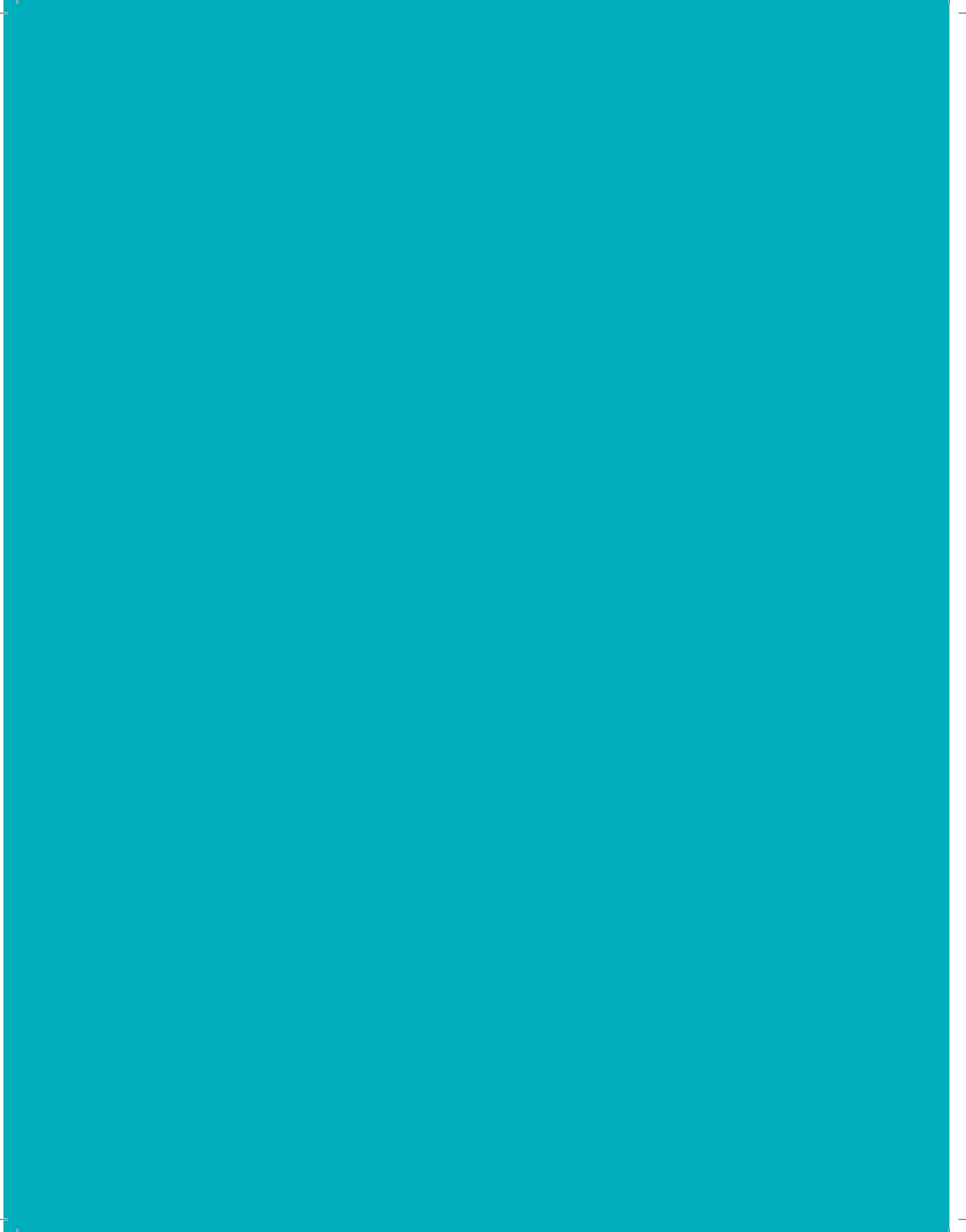
- Email everything to **girlbosses@gsep.org** with the subject line: Your Name + Silver Award Final Report.

#### 6. Project Review

- If we have questions about your final report, we'll contact you to request additional materials or to set up a Zoom meeting to talk more.

#### 7. Receive Final Approval!

- Once approved, you'll receive an email confirming that you're officially a Silver Award Girl Scout! You will also receive more information about the Silver Award Recognition Ceremony and how to get your Silver Award pin





## Calling All Girl Bosses 2025-2026

### Submitting Your Gold Award Final Report: A Step-by-Step Checklist

Congratulations on completing your Gold Award project! After dedicating at least 80 hours to your project, the final step is to submit your report and officially earn your Gold Award. Follow this checklist to ensure your submission is complete.

#### 1. Complete the Final Report Form

- Fill out the Gold Award Final Report Form
- Tell your story in a final report presentation (PowerPoint/Google slides, video, poster, binder, webpage, etc)

#### 2. Submit Your Final Documents

- Email your final report form plus all supporting materials (see checklist box) to GirlBosses@gsep.org with the subject line: Gold Award Final Report + Your Name

#### 3. Schedule Your Final Report Interview

- CAGB staff will contact you to set up a 15-20 minute Zoom interview to discuss your project.

#### 4. Final Report Review

- GSEP staff and Highest Awards Coaches will review your final report.
- You may receive feedback and be required to make adjustments before your interview.

#### 5. Attend Your Final Interview (on Zoom)

At your interview, be prepared to discuss:

- What you accomplished and what you learned;
- The impact you made and how you measured success;
- How you demonstrated leadership and what challenges you encountered;
- The role of team members and community partners; and
- How your project will be sustained.

#### 6. Receive Final Approval!

- Once approved, you'll receive an email confirming that you're officially a Gold Award Girl Scout – a recognition only 5% of Girl Scouts achieve!
- You will also receive more information about the Gold Award Recognition Ceremony how to get your Gold Award pin.

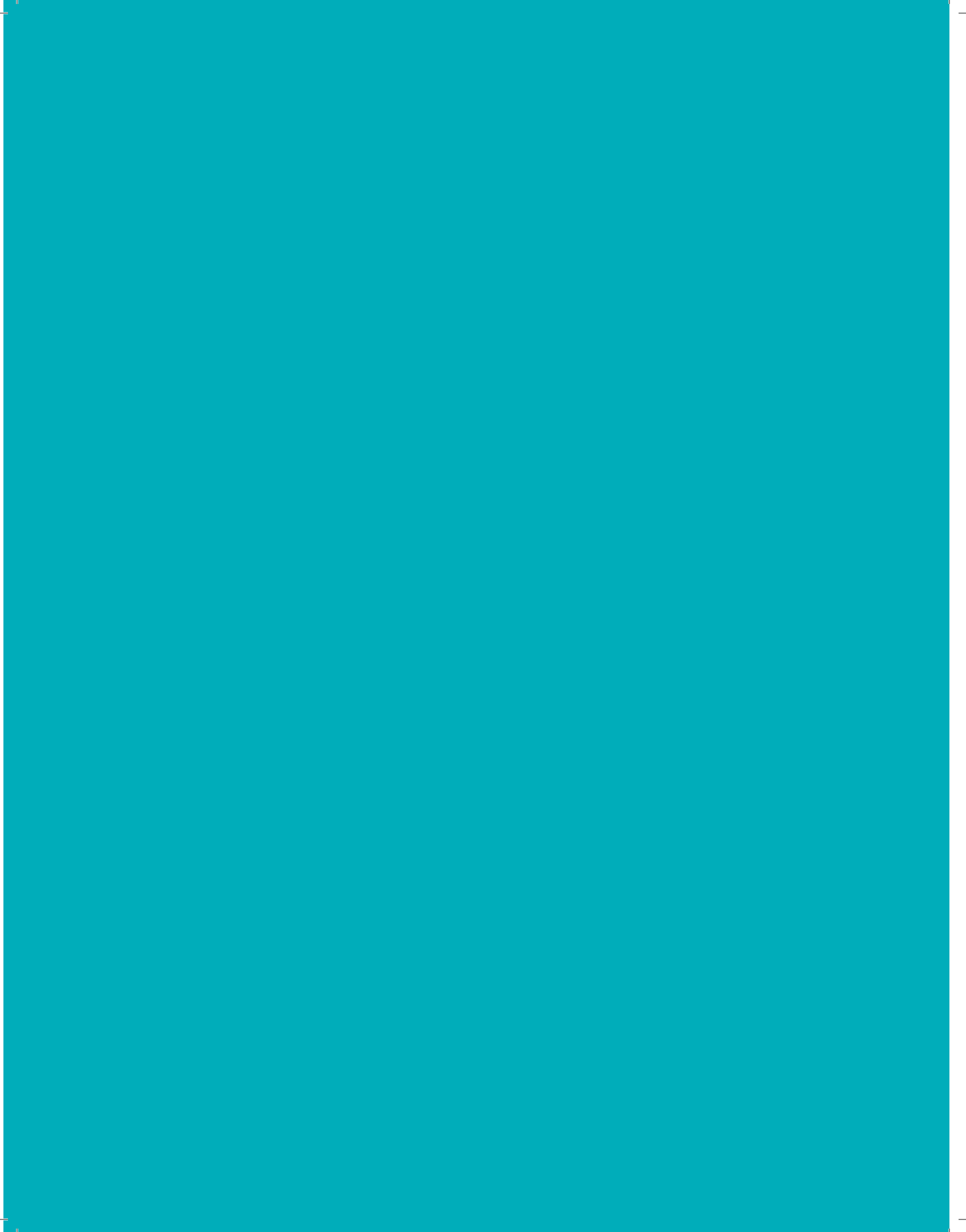
#### GOLD AWARD FINAL REPORT CHECKLIST

Be sure to include the following items when submitting your final report:

- ☐ **Final Report Form**
- ☐ **Final Report Presentation**
- ☐ **Time Log**
  - *Minimum 80 hours recorded*
  - *No time blocks longer than 2-3 hours*
  - *Descriptions of **tasks & team involvement***
- ☐ **Budget & Expenses**
  - *Comprehensive budget, including **all** supplies (even donated/borrowed)*
  - *Your income should equal expenses*
- ☐ **Sustainability Plan**
  - *Clear plan for how your project will **continue beyond your involvement***
  - ***Letter of Commitment** from the group/organization sustaining the project*
- ☐ **Supporting Documentation**
  - ***Samples of relevant materials** (flyers, brochures, lesson plans, etc.)*
  - ***5-10 high-resolution photos** of your project in action*

Submit all items to [girlbosses@gsep.org](mailto:girlbosses@gsep.org)







**Girl Scout Gold Award  
FINAL REPORT FORM  
Calling All Girl Bosses 2025-2026**

**Completed Gold Award proposals should be uploaded to the CAGB Google folder or emailed to [gilrbosses@gsep.org](mailto:gilrbosses@gsep.org). You should also submit a copy to your Project Advisor.**

**Your Name:**

**Street Address:**

**City/State/Zip:**

**Email:**

**Phone:**

**Age:**

**Graduation Year:**

**School:**

**Have you earned the Bronze Award (yes/no)?**

**Have you earned the Silver Award (yes/no)?**

**Troop Number (if applicable):**

**Troop Leader(s) (if applicable):**

**Calling All Girl Bosses Hub Location:**

**Have you been working you working closely with any Calling All Girl Bosses volunteers or Highest Awards Coaches on your project? If yes, please list their name(s) here:**

## YOUR TEAM

**Project Advisor Name:**

**Project Advisor's Organization:**

Project Advisor's Phone or Email:

**List the names of individuals and organizations you worked with on your Gold Award project.**

[illegible]

## YOUR PROJECT

**Project Title:**

**Project Description:**

**Start Date:**

**Completion Date:**

**The theme(s) my Gold Award addressed was/were:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Animals                 | <input type="checkbox"/> Entrepreneurship                | <input type="checkbox"/> Outdoors      |
| <input type="checkbox"/> Arts, Culture, Heritage | <input type="checkbox"/> Environment &<br>Sustainability | <input type="checkbox"/> Poverty       |
| <input type="checkbox"/> Children's Issues       | <input type="checkbox"/> Health                          | <input type="checkbox"/> Public Safety |
| <input type="checkbox"/> Civic Engagement        | <input type="checkbox"/> Healthy Relationships           | <input type="checkbox"/> Sports        |
| <input type="checkbox"/> Disability Issues       | <input type="checkbox"/> Human Rights                    | <input type="checkbox"/> STEM          |
| <input type="checkbox"/> Disaster Relief         | <input type="checkbox"/> Lifeskills                      | <input type="checkbox"/> Other         |
| <input type="checkbox"/> Education               | <input type="checkbox"/> Military/Veterans Affairs       |  |
| <input type="checkbox"/> Elderly Issues          |  |  |

**My Gold Award addressed this issue:**

## ROOT CAUSE

The root cause of the issue my Gold Award addressed was:

I addressed the root cause of the issue by:

## TARGET AUDIENCE

The target audience(s) for my Gold Award project was:

The skills, knowledge, and/or attitudes my target audience gained were:

I know that my audience has gained the desired skills/knowledge because:

## NATIONAL AND/OR GLOBAL LINK

My Gold Award project's national and/or global link was:

MEASURABLE GOALS

Measurement of my project’s success:

What my audience learned/gained	How I measured impact	When I measured impact

If you need more space, please add rows or use the extra page at the end of the application.

My Gold Award project goals were:

Share if/how you reached your goals.  
My results were:

PROPOSED IMPACT—SUSTAINABILITY

My Gold Award will be sustained beyond my involvement by:

GOLD AWARD TIME LOG

Add your project activities to the log below or attach a separate time log form. Don't forget that you can include up to 30 hours of Calling All Girl Bosses workshop time.

- ☐ I am using the form below.
- ☐ I am attaching a separate time log.

Date	Activity	Teammate(s) Needed	Resources Needed	Hours of Work

If you need more space, please add rows or use the extra page at the end of the report form.

Total project hours:

## GOLD AWARD BUDGET LOG

Add your project income and expenses to the log below or attach a separate budget form.

- ☐ I am using the form below.
- ☐ I am attaching a separate budget.

### Project Income:

Date	Source of Funding	Details	Amount

If you need more space, please add rows or use the extra page at the end of the report form.

### Total Income:

### Project Expenses:

Item	Details/Location Purchased	Amount

If you need more space, please add rows or use the extra page at the end of this report form.

### Total Expenses:



## REFLECTION

**The strengths, talents, and skills I put into action were:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Project Management  | <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Community Building  | <input type="checkbox"/> Budgeting       | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Decision Making     | <input type="checkbox"/> Courage         | <input type="checkbox"/> Research        |
| <input type="checkbox"/> Empathy             | <input type="checkbox"/> Confidence      | <input type="checkbox"/> Organization    |
| <input type="checkbox"/> Implementation      | <input type="checkbox"/> Character       | <input type="checkbox"/> Risk Taking     |
| <input type="checkbox"/> Presentation Skills | <input type="checkbox"/> Collaboration   | <input type="checkbox"/> Innovation      |

**I led my team by:**

**I learned the following about myself:**

**The most successful part of my project was:**

**The obstacles I encountered were:**

**I overcame them by:**

**I would change the following if I could start over:**

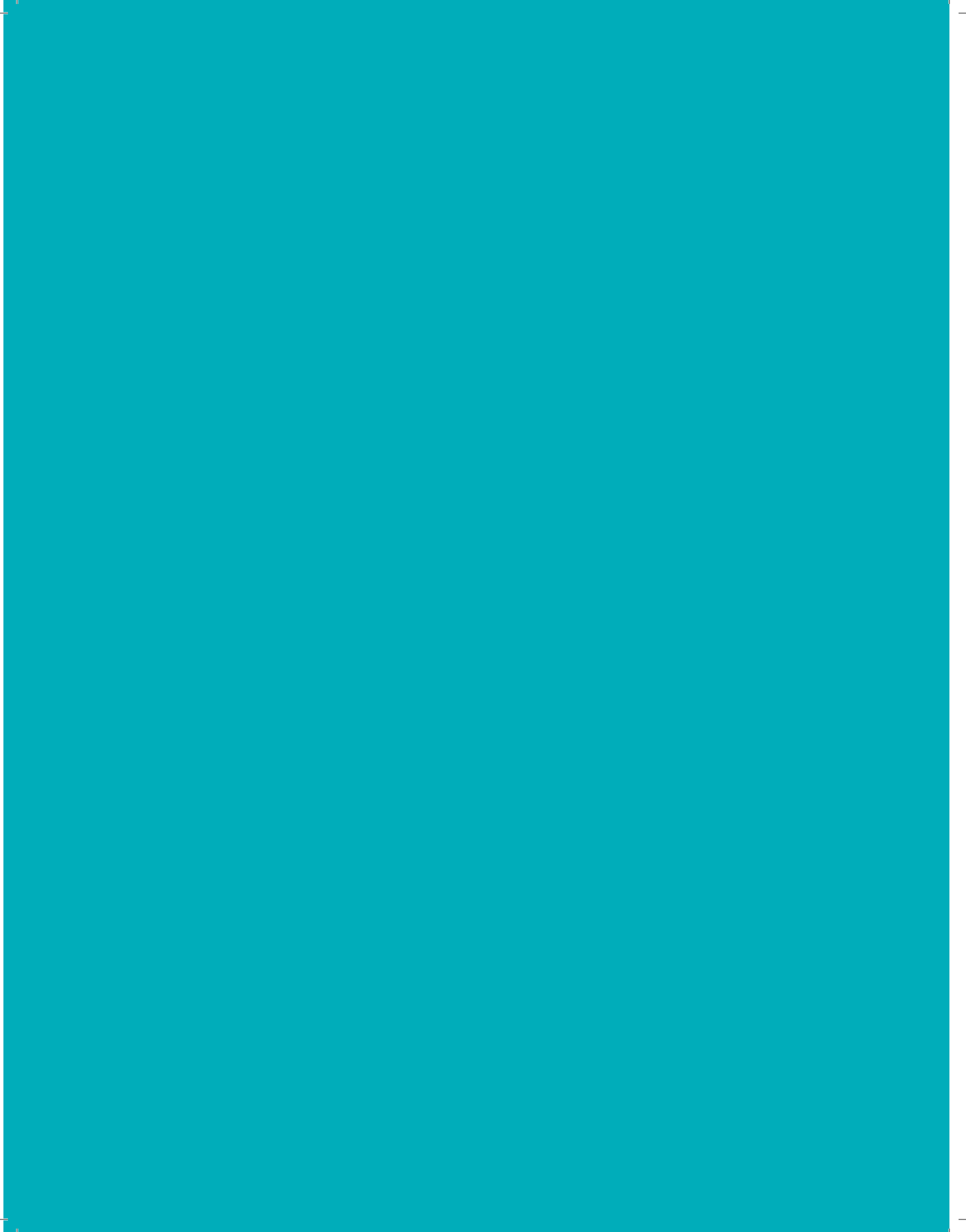
**Through earning my Gold Award, I now demonstrate the following Girl Scout Leadership Outcomes:**

- ☐ Strong Sense of Self
- ☐ Positive Values
- ☐ Challenge Seeking
- ☐ Healthy Relationships

## TELL THE WORLD!

How did you tell others about your Gold Award project?

**If you need extra space, please continue your answers here:**





<b>Girl's Name:</b>	<b>Reviewer 1:</b>	<b>Date:</b>
<b>Project Title:</b>	<b>Reviewer 2:</b>	<b>Date:</b>

Step 1: Choose an issue Related questions in proposal: My Gold Award aims to address this issue					Feedback (combined from both reviewers)
Exceeds Standards 4	Meets Standards 3	Needs Improvement 2	Does Not Meet Standards 1	Score (1-4)	
<b>A</b> Project identifies a credible community need (Workshop #2)	<input type="checkbox"/> Identified issue is based on a credible community need <input type="checkbox"/> The need is important and hasn't been addressed before in this community	<input type="checkbox"/> Identified issue is based on girls' interests only and is not a credible community need <input type="checkbox"/> Does not fully dig into the core issue. It may stop at surface-level explanations or provide only partial analysis	<input type="checkbox"/> Does not identify an issue OR issue is already being fulfilled in the community the girl plans to serve		
Related question in proposal: The root cause of my issue is...					
<b>B</b> Project identifies a root cause of that community need and plan addresses that root cause (Workshop #3)	<input type="checkbox"/> Identifies root cause <input type="checkbox"/> Project plan shows well-constructed approach to address the root cause <input type="checkbox"/> Project plan shows careful attention to detail, creative thinking and innovation	<input type="checkbox"/> Root cause is not related to the community need	<input type="checkbox"/> Does not identify a root cause or provide a plan to address the root cause		
Related question in proposal: The target audience(s) for my Gold Award project is/are...					
<b>C</b> Target audience is clearly identified and engaged in project (Workshop #5)	<input type="checkbox"/> Target audience is clearly identified as members of the community affected by the issue <input type="checkbox"/> Project plan engages appropriate community members in the solution and demonstrates benefit to the target audience <input type="checkbox"/> Community is committed to sustaining the girls' work	<input type="checkbox"/> Target audience is not part of the community affected by the issue <input type="checkbox"/> Project plan marginally benefits the target audience	<input type="checkbox"/> Target audience is not identified OR is not part of the community affected by the issue		
Step 2: Investigate Related question in proposal: The reasons I selected my issue are...					
<b>D</b> Research sources are cited and thoroughly investigated (Workshop #5)	<input type="checkbox"/> Thorough research has been conducted and 3 or more sources are cited	<input type="checkbox"/> Research is implied, but no sources are provided.	<input type="checkbox"/> No validation or research has been conducted to help shape project		

	Exceeds Standards 4	Meets Standards 3	Needs Improvement 2	Does Not Meet Standards 1	Score (1-4)	Feedback (combined from both reviewers)
	Related question in proposal: My Gold Award's national and/or global link is...					
<b>E</b>	<input type="checkbox"/> Makes a specific connection to a larger national and/or global issue <input type="checkbox"/> Research and evidence from other communities informs this project with research cited <input type="checkbox"/> Bonus: There is place to share project with hubs, neighborhoods in Philadelphia, or surrounding counties	<input type="checkbox"/> Includes broad research and evidence connecting project specifically to a larger national and/or global issue; solution contributes to addressing the national/global issue	<input type="checkbox"/> Some research or evidence suggests limited connection to national or global issue	<input type="checkbox"/> There is no connection to national or global issue		
Step 3: Get help						
	Related question in proposal: List the names of individuals and organizations you plan to work with on your Gold Award project					
<b>F</b>	<input type="checkbox"/> Has established a team of 3-5 members made up of family and community members <input type="checkbox"/> Team includes members of the community impacted by the issues and/or team members with expertise in the area of the issue	<input type="checkbox"/> Has established a team of 3-5 members that includes family and community members	<input type="checkbox"/> Team includes Self, Family, and Girl Scouts only OR is comprised of fewer than 3 team members	<input type="checkbox"/> Team includes Self and Family only		
	Related question in proposal: Girl Scout Gold Award Project Advisor information					
<b>G</b>	<input type="checkbox"/> Advisor has expertise in one or more areas of the selected issue <input type="checkbox"/> Additional experienced advisors are listed as part of the team	<input type="checkbox"/> Advisor has expertise in one or more areas of the selected issue	<input type="checkbox"/> Advisor is a family member or troop leader/volunteer OR does not have knowledge of issue	<input type="checkbox"/> No advisor identified		
Step 4: Create a plan						
	Related question in proposal: I will address the root cause by...					
<b>H</b>	<input type="checkbox"/> Project plan shows both careful attention of detail and creative thinking and as a result there is particularly innovative approach/plan	<input type="checkbox"/> Project is clearly described and shows a well constructed approach on how the root cause will be addressed	<input type="checkbox"/> Project is vaguely described and it is unclear what will be done	<input type="checkbox"/> Project plan is not at all described, there is no explanation of any of the steps, goals, or outcomes		
	Related questions in proposal: The skills, knowledge, and/or attitudes my target audience will gain are; I will know that my audience has gained the desired skills/knowledge because. Measurement of my project's success chart					
<b>I</b>	<input type="checkbox"/> Impact is clearly defined and measurable <input type="checkbox"/> There is a clear measurement tool defined <input type="checkbox"/> Project's impact is clearly defined and a significant amount of individuals would be impacted	<input type="checkbox"/> Impact is clearly defined and measurable <input type="checkbox"/> There is a clear measurement tool defined <input type="checkbox"/> There is a clear measurement tool defined	<input type="checkbox"/> Impact is vague or not realistically measurable	<input type="checkbox"/> Impact does not relate to issue or is not defined.		

	Exceeds Standards 4	Meets Standards 3	Needs Improvement 2	Does Not Meet Standards 1	Score (1-4)	Feedback (combined from both reviewers)
J Project goals are clearly defined and realistic (Workshop #3)	<input type="checkbox"/> Multiple goals are clearly defined OR one especially ambitious goal is outlined	<input type="checkbox"/> At least one goal is clearly defined and connected to project impact	<input type="checkbox"/> Goals lack detail and are not clearly connected to planned project impact	<input type="checkbox"/> No goals identified		
Related question in proposal: My Gold Award will be sustained by...						
K Project plan will ensure sustainability (Workshop #3)	<input type="checkbox"/> Plan for sustainability is especially strong, galvanizing others beyond the target audience to participate in the solution and/or advocate for involvement across multiple communities  <input type="checkbox"/> Project is sustainable in more than one of the ways described in the "meets standards" column	<input type="checkbox"/> There is a clear, thoughtful plan that leads to sustainability beyond the Girl Scout's involvement by doing one of the following:  1) Creates a permanent solution AND includes a plan to make sure it's used and maintained.  2) Educates others by inspiring them to change their attitudes, beliefs, or behaviors AND has a plan for proving the changes by using a measurement tool and either a) putting a plan in place to continue the education beyond the girls' involvement or b) enacting a call to action.  3) Advocates to change a rule, regulation, or law AND engages others in the advocacy.	<input type="checkbox"/> Proposal is unclear about how the project will continue, or relies on hoping someone else will sustain it	<input type="checkbox"/> There is no plan for the project to be continued, or the solution cannot be maintained following the project (i.e. it is a service project)		
Related question in proposal: I will put my plan in to action by...						
L Timeline is realistic and appropriate (Workshop #3)	<input type="checkbox"/> There is a comprehensive and realistic plan that highlights all major steps of the projects and totals about 80 hours.		<input type="checkbox"/> Plan is confusing or unrealistic and/or is less than 80 hours.			
M Active leadership role planned and defined (Workshops #1-5)	<input type="checkbox"/> Proposal outlines a strategy to effectively lead a diverse team and demonstrates how the leadership skills will be transferred to team members and target audiences		<input type="checkbox"/> The strategy to engage teammates is limited and includes assigning minor roles and peripheral tasks	<input type="checkbox"/> There is no strategy to lead a team or engage others to help, or project appears to be driven by adult		
Related question in proposal: Estimate your project expenses and how you plan to meet those costs						
N Budget is realistic (Workshop #3)	<input type="checkbox"/> Budget provides comprehensive description of project costs and clear explanations of how costs will be met  <input type="checkbox"/> Supply lists coordinate with costs	<input type="checkbox"/> Budget provides incomplete information about project costs or how those costs will be met.  <input type="checkbox"/> Girl plans to raise money or fundraise for another organization in a way that is not permitted				

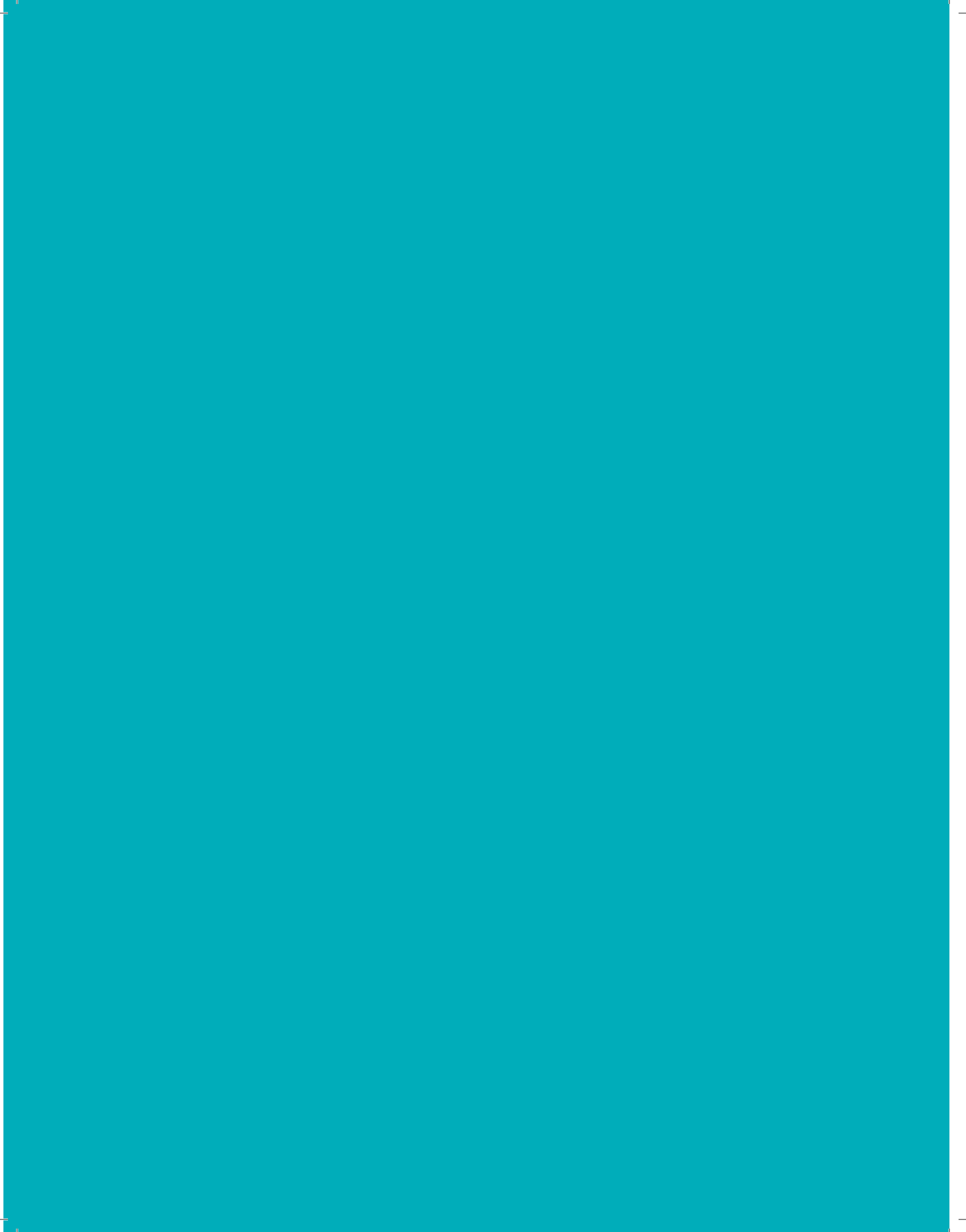
	Exceeds Standards 4	Meets Standards 3	Needs Improvement 2	Does Not Meet Standards 1	Score (1-4)	Feedback (combined from both reviewers)
O	Income and money-earning activity explanations (Workshop #3) <input type="checkbox"/> Plan follows all money-earning policies		<input type="checkbox"/> There is no explanation about income OR disregards money-earning policy			
P	Leadership development (Workshops #3-4) <input type="checkbox"/> Identifies skills or personal strengths to be used and developed through the project		<input type="checkbox"/> Provides incomplete information about leadership and personal strengths <input type="checkbox"/> Does not include information about leadership or personal strengths; does not identify a goal for developing a new skill.			
Q	Tell the World: Plan to actively share project <input type="checkbox"/> Identifies methods to be used for sharing the results of the project		<input type="checkbox"/> Does not complete this step			
Step 5: Present plan and get feedback						
Additional Reviewer Feedback/ Notes						

**Proposal Status**
☐ Proposal Meets Criteria - Approved
 ☐ Proposal Meets Most Criteria - Some Revisions Requested
 ☐ Proposal Does NOT Meet Criteria - Revisions Required

To be approved, revisions are required in the following sections:
 

☐ A
 ☐ B
 ☐ C
 ☐ D
 ☐ E
 ☐ F
 ☐ G
 ☐ H
 ☐ I
 ☐ J
 ☐ K
 ☐ L
 ☐ M
 ☐ N
 ☐ O
 ☐ P
 ☐ Q







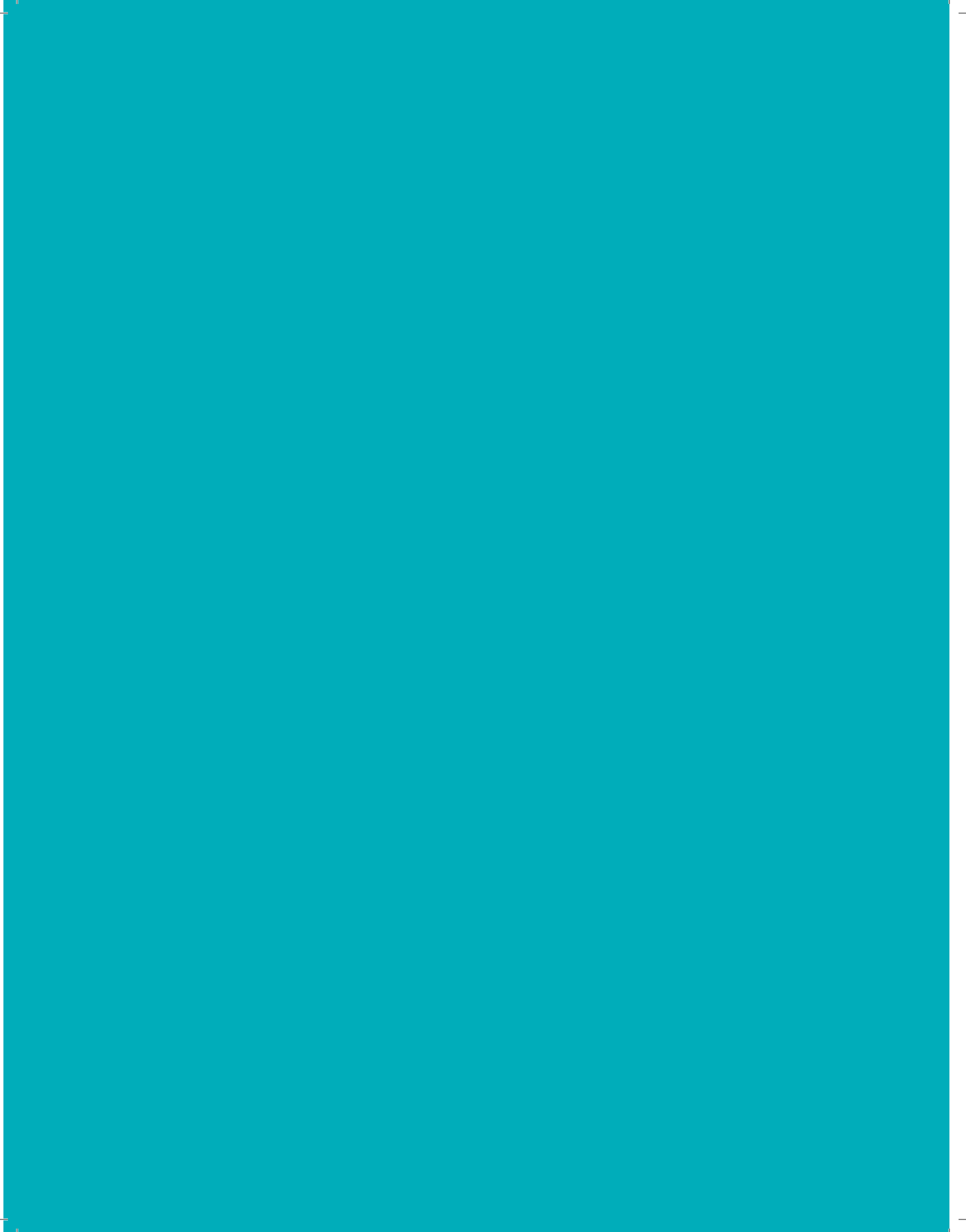
## SILVER AWARD RUBRIC 2025-2026

Meets Criteria	Does Not Meet Criteria	<b>Silver Award Basic Requirements</b>
		This project is Take Action*, NOT Community Service.
		The project addresses an issue by reducing or eliminating the root cause.
		This project is large enough that each girl will be able to complete a MINIMUM of 50 hours of work on the project and a detailed proposed timelog is included. (Calling All Girl Bosses participants may count up to 30 hours of workshop time toward their project time.)
		The target audience is clearly identified and appropriate for the project.
		Girl(s) conducted research to determine what was causing the issue, and what solutions (if any) were already in place to help alleviate the root cause. (Research does NOT stop after asking one person about the issue—they should talk to community members/experts AND do data research)
		A reasonable budget with estimated income and expenses is included. All money-earning follows guidelines.
		The project actively engages/educates members of the community.
		If the project benefits an organization, girl(s) have already contacted and received approval/support from that organization.
		Girls have a volunteer team of helpers—they are not doing all the work themselves. Team members include people who are not family members.
		Girls are able to demonstrate leadership while enacting their project. (This means delegating tasks, training volunteers, leading initiatives, etc.)
		The project will be sustainable and make a long-term impact on the root cause. (The impact of the project should continue even after the Girl Scouts stop work on it.)
		Girls are able to measure the impact of their project.
		A detailed timeline/project plan is utilized with all necessary information including the task, who will do it, how long it will take, resources needed, and when it will be done.

*\*A Take Action project should involve the community, have a lasting impact, and educate the community about the issue and solution.*

**Projects that do NOT qualify for the Silver Award:**

- Volunteering for another organization or an existing program is community service, NOT a Silver Award project.
- Donating toys, food, books, and other materials to an organization is community service, NOT a Silver Award project on its own (even if the items are homemade). Donations make a short-term, rather than a long-term impact on an issue. Making material donations to an organization may be PART of a larger Silver Award project.
- Organizing materials/donations/supplies or performing other short-term tasks to benefit Girl Scouts or another organization is community service, NOT a Silver Award project. This may be PART of a larger project.
- The project must directly affect the issue. For example, building a Little Library to address low literacy rates in a neighborhood, where literacy rates are high/there is a public library, does not actually address low literacy rates.
- Girl Scouts are NOT allowed to donate money to other organizations, programs, or individuals in any situation.
- Multiple teams (1-4 Girl Scouts) may NOT be collaborating on the same Silver Award project as other teams.





## BUDGET TEMPLATE

### Project Income:

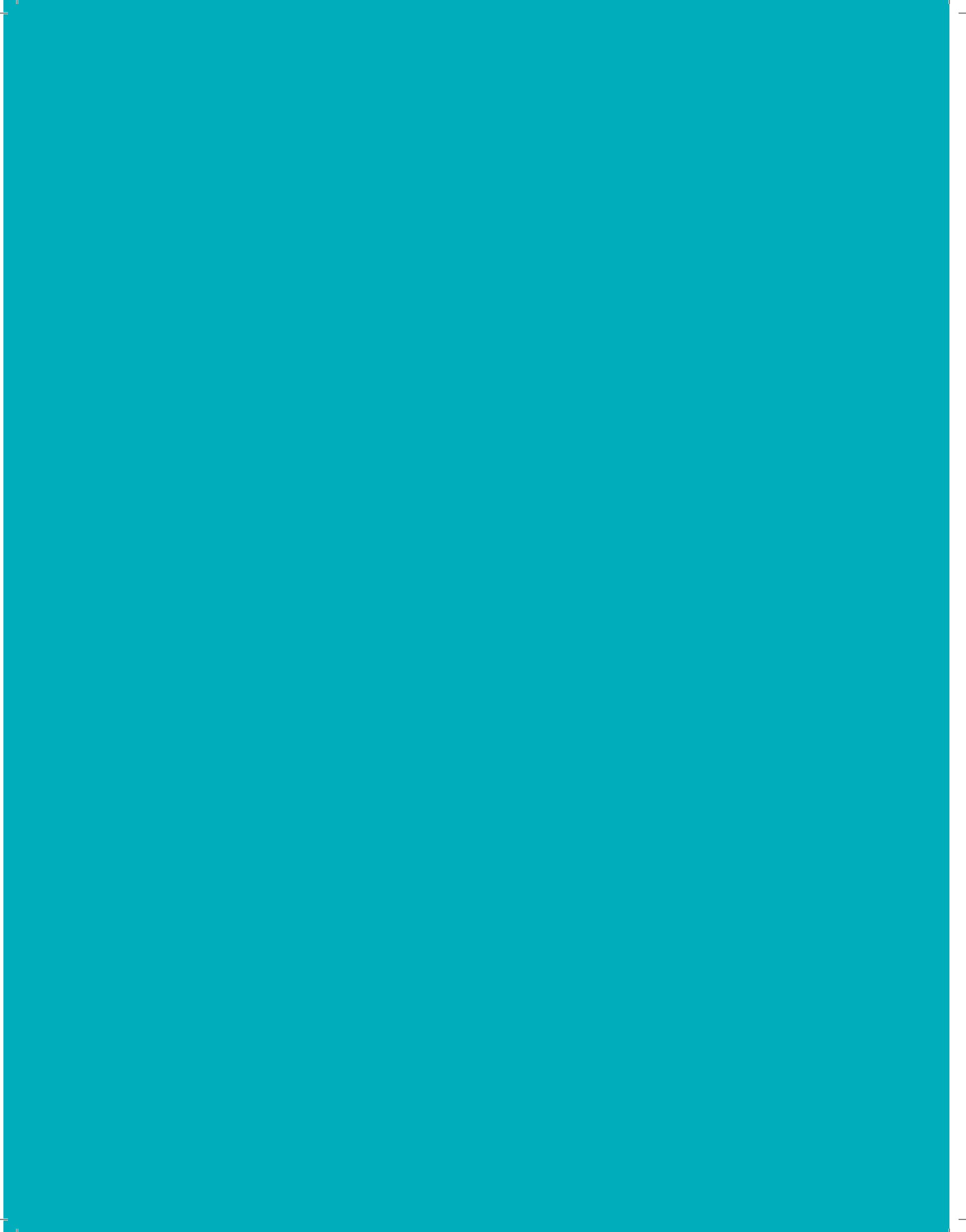
Date	Source of Funding	Details	Amount
		<b>TOTAL INCOME</b>	<b>\$</b>

Add extra rows if you need more space.

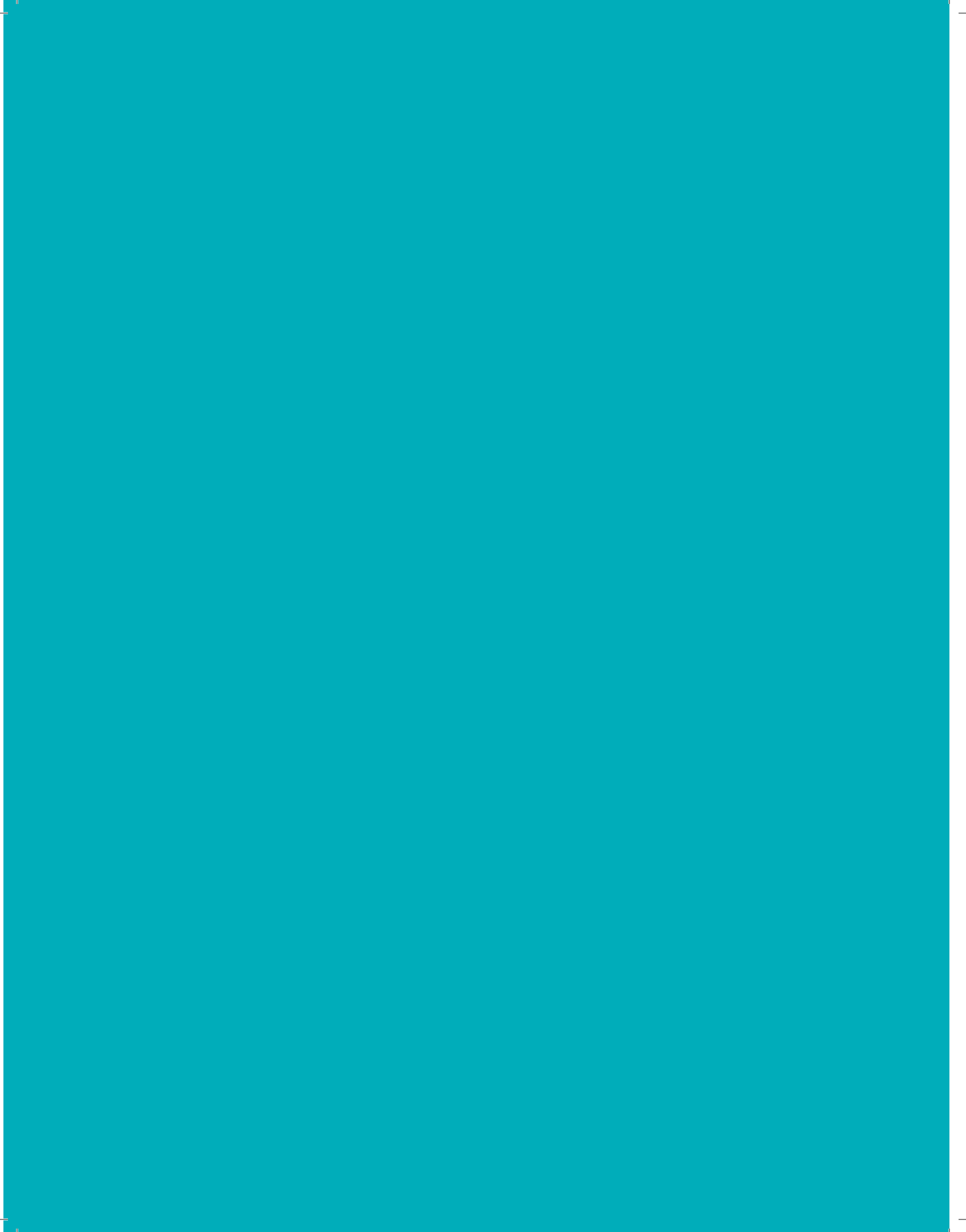
### Project Expenses:

Item	Details/Location Purchased	Amount
		<b>TOTAL EXPENSES</b>
		<b>\$</b>

Add extra rows if you need more space.











## Letter for Solicitation of Materials

Girls wishing to solicit donations of supplies from businesses and organizations for their Gold or Silver Award project must complete and use this form to do so.

### **Important Reminders:**

- Review the entire letter. Fill in all the blank spaces and remove all extra lines underlining the text.
  - Be sure to list the quantity and size of the items you are requesting, if applicable.
  - Be sure to also add your signature, typed name, and address to the bottom of the letter.
  - Do not revise any other section of the letter.
- Please only use this form to request donations of supplies needed for your project.
  - Note that you cannot seek or accept cash donations from the general public. Do not use this form to ask for donations of cash.
  - You also cannot request donations of gift cards; however, you may accept gift cards if they are offered to you.
- Before submitting to the business, review your completed letter for spelling mistakes, grammar mistakes, and general editing. If possible, ask another person to help proofread the letter.
- Keep a copy of each letter you use as a record for your Final Report.



\_\_Date\_\_

Store Manager's name

Name of Business

Address

City, State Zip Code

Dear \_\_\_\_\_:

My name is \_\_\_\_\_. I am in \_\_\_\_\_ grade at \_\_\_\_\_ and a Girl Scout in Girl Scouts of Eastern Pennsylvania. This year, I am participating in the Calling All Girl Bosses program, and I am working on my Silver/Gold Award. For my Silver/Gold Award project, I am \_\_\_\_\_, which will benefit \_\_\_\_\_.

In order to complete this project, I will need some materials. Perhaps you can help. The list of items that I need includes: \_\_\_\_\_

I greatly appreciate any assistance you can provide to help make my project a success. Girl Scouts of Eastern Pennsylvania is a 501(c)(3) non-profit organization. If you have any questions you may contact me at \_\_\_\_\_. Should you need to contact GSEP, please contact the Calling All Girl Bosses team at [girbosses@gsep.org](mailto:girbosses@gsep.org). Thank you.

Sincerely,

Your name

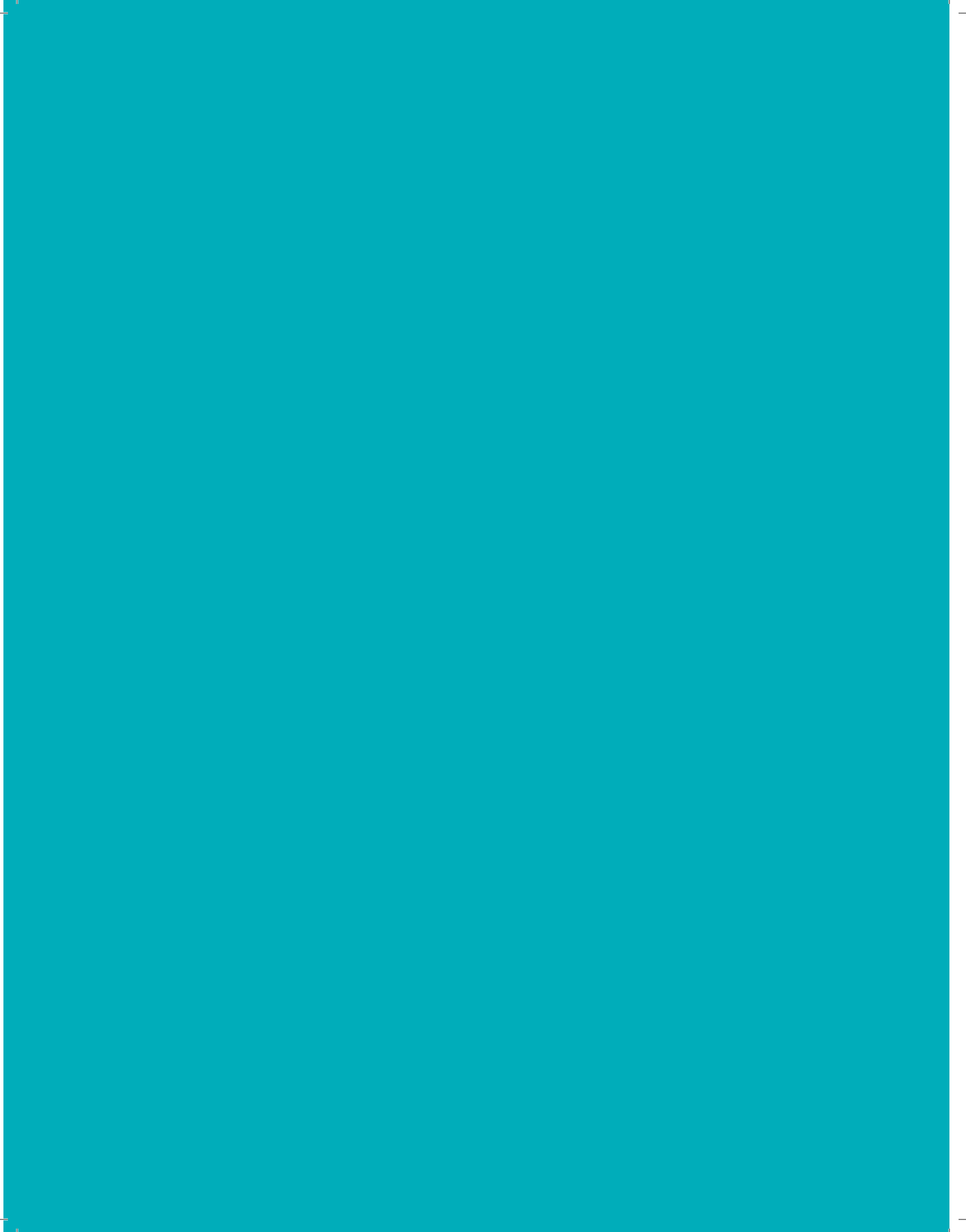
Your street address

City, State Zip Code

A handwritten signature in green ink that reads "Kim".

Kim E. Fraites-Dow

CEO, Girl Scouts of Eastern Pennsylvania





## SAMPLE LETTER OF COMMITMENT

Date

Contact Name

Organization Name

Organization Address

Dear Name:

As part of my Girl Scout Silver/Gold Award project, I made/created/fabricated item to reason for your project.

The item(s) is/are complete and ready for use.

I am now transferring the responsibility of upkeep, storage, and maintenance of the item(s) to name of organization/group/agency.

Attached is a list of materials used to create the item along with [insert all that apply from the following list]:

- suggested maintenance
- schedule/manufacturer
- instructions/schema/c
- drawings/plans, etc

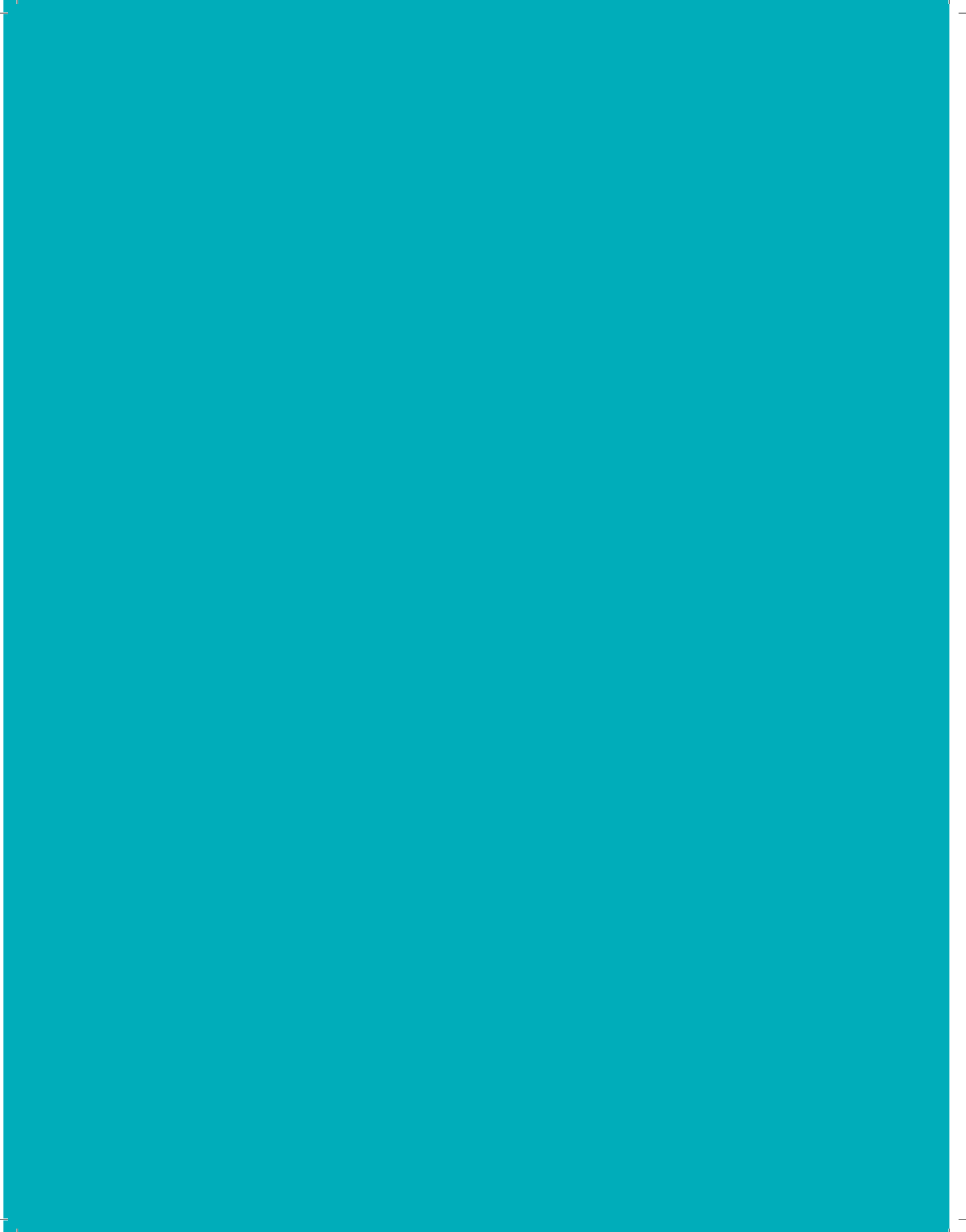
It took me and my team XX hours and XX dollars to complete item(s). I am proud to add value to my community through my Girl Scout Gold Award project. I received the following comments about the item [insert any feedback].

It was my pleasure to help make the world a better place. Thank you for the opportunity to meet the needs of your organization/group/agency. Thank you for this chance to make a lasting impact.

Respectfully,

Girl Scout Name

Girl Scouts of Eastern Pennsylvania





Calling All Girl Bosses 2024-2025  
Silver Award Proposal

SOLO PROJECT PROPOSAL FORM

## SAMPLE PROPOSAL

### Silver Award Take Action Project

#### Project Title:

Girl's Robotics Club

**What is your project?** Please include a 3-4 sentence description of your project, including the desired result and how it addresses the root cause of your issue.

My Robotics Club will be set up to attract more girls to be interested in Robotics. The Club will create fun and engaging activities that deal with Robotics so more girls can be exposed to Robotics in a fun way. My goal is to encourage more girls to join the MS Robotics team. Creating the Robotics Club will help address the problem of not having a lot of girls interested in joining the MS Robotics team.

The Robotics team leaders will lead the activities in the club. I will also help with certain activities including developing the agenda for the meetings.

What is your proposed **Start Date**? (Most CAGB girls will begin work in January 2025)

January 2025

What is your proposed **Completion Date**?

March 2025

**What Issue** will your project address? Why does it matter? Please include a 3-5 sentence description. *(See the Cadette Workbook for Earning Your Silver Award, Step 4.)*

The Issue I want to address is the problem of few girls participating in Robotics at my school and there are very few women in STEM fields also. When I was in lower school there were over 30 – 40 girls who participated in the Robotics Lego League Team (from 1<sup>st</sup> to 5<sup>th</sup> grade). The teams in Lower School were not coed (the teams were all girls or all boys). In Middle School the teams became integrated. There were 30 girls on the team in 5<sup>th</sup> grade and this was also the first time that Robotics was coed. A lot of girls quit the team during the season and in 6<sup>th</sup> grade, the girls participation dropped to 3 girls and over 30 boys. The coed team was dominated by the boys and the girls were pushed out of important roles like coding and driving the robot and left to help do administrative and support tasks on the team.

I want to create a fun environment for girls to learn about robotics and increase their interest so they will want to join the school's Robotics team. I hope that over time, this school club will create a fun and safe space for girls to develop a passion for Robotics and become an important member of the Robotics Team.

Who is your **Target Audience**? Who will your project help? (Please include a 1-2 sentence description AND include the name of the agency/group that will benefit from the project, if applicable). *Note: Before submitting your proposal, you must receive approval from the organization that is benefiting from your project. For example, if you are making no-sew blankets for a hospital as part of your project, you must check with the hospital to ensure that they will accept them before submitting your proposal.*

My audience is girls at my school.

I have requested approval from my MS Principal and the Robotics Team Coordinator.

What is a **Root Cause** of the issue? Please include a 3-4 sentence description. A Silver Award Take Action Project must address a root cause. *(See the Cadette Workbook for Earning Your Silver Award, Steps 3 and 4.)*

The school's Robotics team is mainly boys and the boys take over all of the fun important roles on the Robotics Team such coding the robot and driving the robot. During robotics competition, only the driver and the coder have a main role. The Team Coaches are also 90% male and they focus their time helping the boys learn coding.

## Your Team

You need to identify at least two people who will help you as part of your project team. These are NOT your Community Partners or the Calling All Girl Bosses volunteers. They are people you'll be leading to achieve your goal! They can be fellow Calling All Girl Bosses participants, but they don't need to be. Examples include girls in your troop, classmates, a neighbor, a teacher. They should be people BEYOND your family members. Be sure to include them on your To-Do List.

Name of Team Member 1: Ms. Larkin

How do you know Team Member 1? School Robotics Coach, Science Teacher

Name of Team Member 2: Head of Robotics Team, Mr. Jacobs

How do you know Team Member 2?: School

Name of Team Member 3 (optional): Ms. Pepino

How do you know Team Member 3?: MS Principal

Name of Team Member 4 (optional):

How do you know Team Member 4?:



## Community Partners

Enter the names of community members or organizations that you contacted or partnered with to research your issue and find the root cause (*See Cadette Workbook for Earning Your Silver Award, Step 3.*):

NAME	ORGANIZATION	HOW MIGHT THEY HELP?
SCH	Independent Private School	Experts in Robotics

## Goals

What is your measurable goal? How will you know that you have reached it? Please include a 3-4 sentence description.

*Think in terms of how big? how many? how much? Or, if you are educating others, what do you hope they will learn? If you are presenting a program, how many sessions will there be? How long are the sessions planned? How many people do you hope to reach? Refer to your SMART GOAL worksheet.*

My goal is to have at least 5 girls currently not involved in Robotics join the club. In the future I would like to have at least 2 more girls join the MS Robotics team. I plan to host 4 – 5 Club meetings this school year.

## Sustainability

*"Sustainable" means that the benefits of your project will continue after you are no longer working on it. For example, do you have an agreement for a younger GS troop to take over the planting, weeding and watering in the future for a pollinator garden you've created? Or have you started a club at school, and gotten an agreement from a teacher or younger student to continue it after you are no longer in the school?*

How will your plan make your project sustainable? You may choose more than one method.

- ☒ I will create a permanent solution that can be used after my project is complete.
- ☐ I will educate and inspire others in the community or within Girl Scouts to be part of the change.
- ☐ I will advocate to change a rule, regulation or a law and encourage others to join.

Specifically, what will you do to make your project sustainable? Please include a 2-4 sentence description. (See the Cadette Workbook for Earning Your Silver Award, Step 5.)

1. I will involve the current MS Robotics teachers to eventually run the Club.
2. I will get girls from the 7<sup>th</sup> and 6<sup>th</sup> grade to take responsibility for continuing the club after I go to high school. Every year girls from Robotics Team will be encouraged to be leaders in the Robotics Club to set the agenda for each meeting and help lead the sessions.
3. I will request the MS Principal to provide extra credit in science class for participation in the Robotics Club.

## Leadership

How will your unique talents and leadership skills be used in this project? Please include a 2-4 sentence description.

1. I am good at being inclusive and helping other people and also I'm very positive. This club will give me a chance to help other girls and make girls feel welcome and included. The Club will show other girls how to learn to work together (I'm good at working with other people) and the Club will teach new skills. I will be able to help the girls learn about designing and building a robot.

## Budget & Supply List

What supplies will you need to complete the project? Supplies include everything you will need to reach your goal. Supplies can be anything from paper and ink to make information flyers to sewing needles, sewing thread, and fabric for a craft you are making, or shovels, rakes, topsoil, and plants for a garden project.

Silver Award projects sometimes require money or nonmonetary donations of goods. If your project requires this, then please estimate supplies/donations needed and potential costs. A budget worksheet with actual supplies and costs will be required with the Final Report. (See *the Cadette Workbook for Earning Your Silver Award, Step 5* and your *BUDGET PLANNER worksheet*.)

SUPPLIES (include how many of each item you'll need)	SOURCE (buy, borrow, or own)	COST (if you need to buy it)	VALUE (if you're going to borrow or if you already own it)
<i>Robot parts (the parts will not be determined as we will borrow a Robot from the Team)</i>	<i>Robotics Team</i>		\$300
<i>School Supplies (paper, writing instruments, markers)</i>	<i>School</i>		\$55
<b>TOTAL:</b>		\$	\$355

What is the total COST of the supply items you will need to buy? That is, those supplies that you don't already own or that won't be donated or borrowed. This may be \$0.00 if you don't need to BUY anything.

\$0

How do you plan to meet these costs?

All supplies will be donated or borrowed from the school's Robotics Team.

## Timeline/Project Plan

Make a plan and develop a project To-Do List from start to finish. What steps do you need to take to reach your goal? Be sure to list each task involved, in chronological order. Include the full name of anyone who helps you with a task, but only count the hours that YOU are actively doing the task. *Refer to your TIMELINE PLANNER worksheet.*

REMEMBER: Your plan is just that - a plan. If it changes over time, that's OK!

TASK What needs to be done to reach your goal?	HOW WILL YOU ACCOMPLISH THIS TASK How will you do it? What supplies will you need?	TIME How much time will this task take?	WHO Who on your team will be working with you?	COMPLETION When will it be done? When do you expect to complete the task?
Get girls to join Robotics Team	Create a survey to understand why girls do not join Robotics Team. Create signs to advertise.	10 – 12 hrs	Robotics teacher  Robotics team member(s)	February 2025
Get girls to join the Robotics Club	Get teachers to give extra credit in Science or Math for joining	2 hrs	Math & Science teachers	February 2025
Get teachers to help volunteer and teach Girls Robotics & coding	Send letter to teachers.	3 hrs (1 hr to create message, 30 min for each meeting – 4 meetings)	Teachers	January - May 2025
Get teachers to volunteer to help create the Robotics Club	Send letters to teacher. Create activities for Club.	2.5 hours for each meeting (1 hr for club and 1.5 hours for preparation)	Teachers & me	January 2025
Create plans for each meeting	Create plan for fun activities and learning during Robotics Club	4 hrs for initial planning and 1.5 hrs hr planning before each meeting	Me	January – May 2025
CAGB meetings		8 meetings @ 3hrs/each	Me	Sept-May

# SAMPLE SILVER FINAL REPORT

## **Project Name: Girls in STEM**

My name is Lylah M. and my project is called Girls in STEM.

I am addressing the problem of there not being enough girls participating in my Middle School Robotics Program. In Lower School there were over 50 girls in the Robotics Lego Teams. In Middle School the Girls Robotics Team was combined with the boys and all but 3 girls quit the team. This problem is important because the robotics program is mainly boys and girls tend to be overlooked in the STEM field. Women represent a very small part of the STEM field and this is one of the top growing fields of the future.

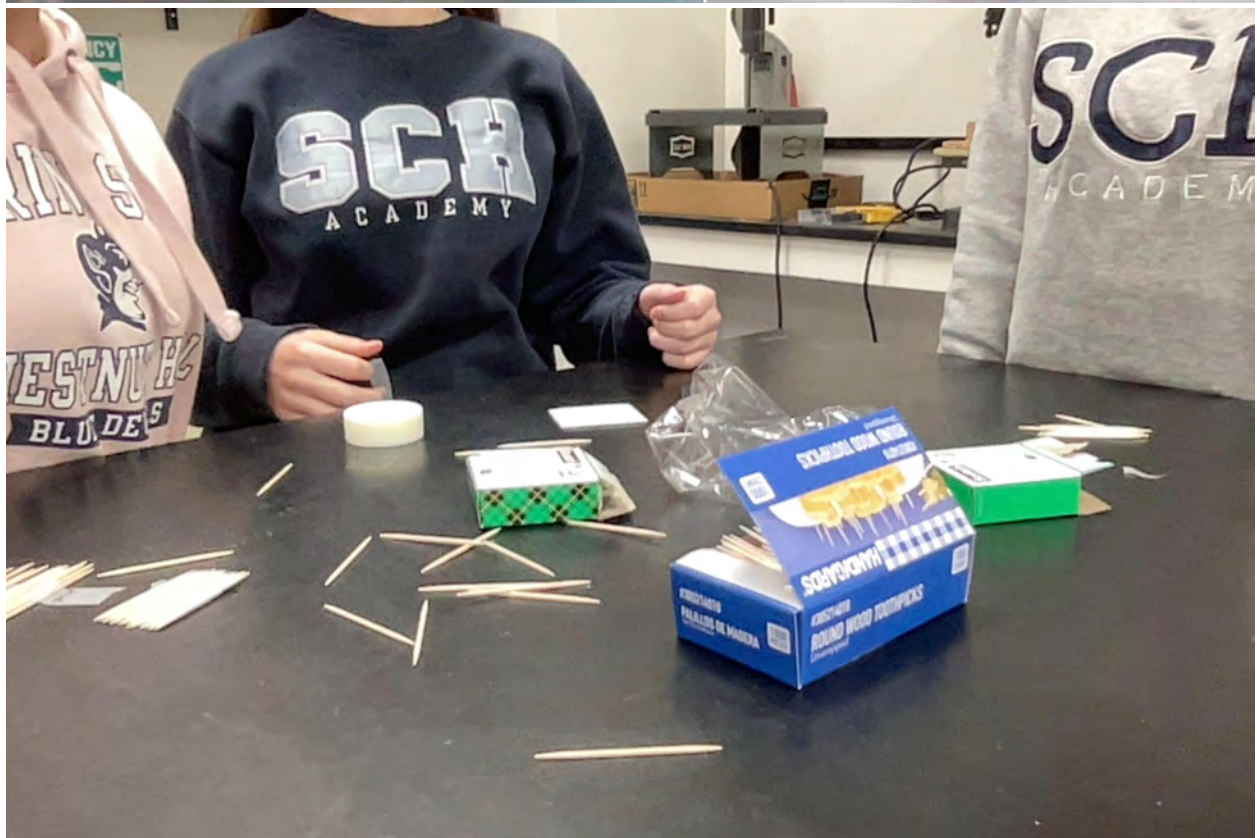
My target audience is all middle school girls that are not participating in the robotics program at my school. To get more girls interested in my school's robotics program I started a lunch club that does STEM and Robotics related activities so that girls will be able to see that robotics and STEM can be fun and they will want to join the Robotics Team.

I created a STEM Club with fun activities that will get girls interested in the Club. Our first activity was solving a problem by building a ToothPick Tower. The Tower had to stand up by itself and it could only use toothpicks and tape. This challenged the girls to use design and build skills to make their towers and tall as possible without falling over. I received help from my Robotics Teacher and the other girls that are on my Robotics Team.

I practiced leadership skills finding and leading activities that I thought would make the girls more interested in robotics. Also by encouraging my fellow Robotics Team members to help out with the Club and also finding younger girls to help keep the club going when I move up to High School. Currently my club has had 1, 1 hour meeting, and we will continue to meet until the school year is over.

I measured success by the number of Girls who participated in the 1st meeting, the number of girls who wanted to come to the next meeting and the comments that girls gave after the meeting. I also sent a survey to the entire Middle School Girls to get feedback on Club participation interest. I received 55 of 157 responses and more girls are interested in attending the club.

My project will be sustained by being run by younger students who are interested in the club, my Middle Robotics Teacher and I will still help the Club as a High School mentor.





Supplies	Source	Cost	Value (donated)
Paper/Pens/Markers	School donated		\$ 55.00
Tooth Picks	School donated		\$ 75.00
Tape	School donated		\$ 40.00
Robot Parts	School donated		\$ 300.00
Total			\$ 470.00



## Silver or Gold Award Time Log

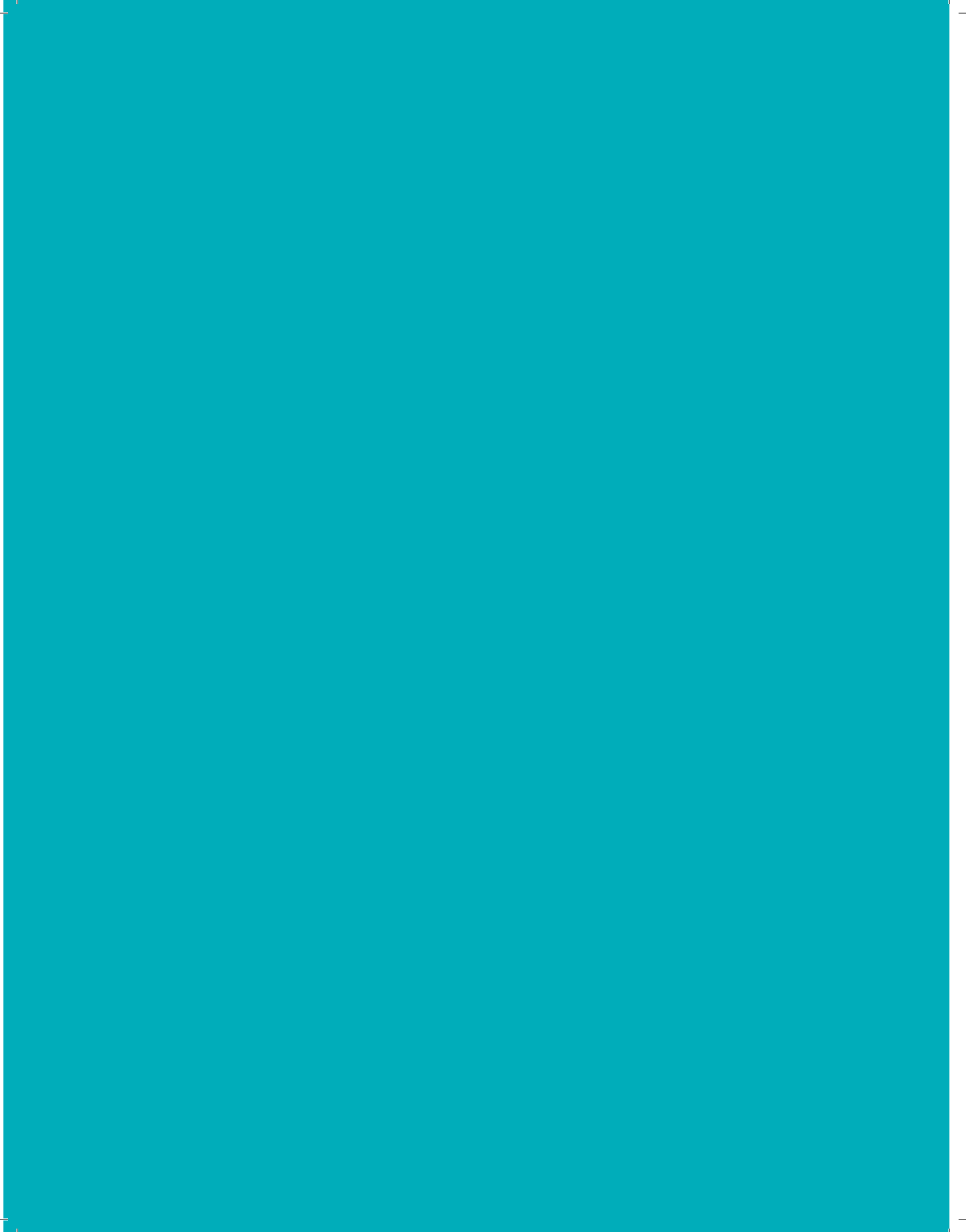
Date	Activity	Details	Hours
9/21/24	CAGB	CAGB meeting kick off	3.00
10/5/24	CAGB	Identifying my silver project idea. Looking at resources for project ideas.	3.00
10/26/24	CAGB	Developing Silver Proposal Idea	3.00
11/16/24	CAGB	Developing Silver Proposal	3.00
11/17/24	Silver Proposal	Writing Silver Proposal	2.00
11/22/24	Silver Proposal	Write Silver Proposal	2.00
11/23/24	Silver Proposal	Write Silver Proposal	1.00
11/24/24	Silver Proposal	Work on email to school principal and meeting with Principal	1.50
11/24/24	Silver Proposal	Draft email to school Science Teacher and meeting with Science teacher	1.50
12/1/24	Silver Proposal	Work on ideas to collect data for silver proposal	1.00
12/2/24	Silver Proposal	Send emails (complete drafts) to Principal and Teacher for project support	1.00
12/7/24	CAGB	Girl Boss Meeting	3.00
1/15/25	Survey	Develop Survey for Project	2.00
2/2/25	Survey	Develop Survey for Project	1.00
2/8/25	Silver Proposal	Rewrite and update Proposal	1.50
2/9/25	Silver Proposal	Update Silver Proposal	1.00
2/10/25	Survey	Work on Project Survey	1.00
2/20/25	Marketing	Work on signs for new club	0.50
2/21/25	Marketing	Work on signs for new club	1.00
2/22/25	Sign Up	Get students to help with Club	1.00
3/1/25	Sign Up	Get students to sign up for club	1.00
		<b>Total Hours</b>	<b>31.00</b>





## Silver or Gold Award Time Log

Date	Activity	Details	Hours
2/27/25	Silver Proposal	Rewrite Silver Proposal	1.50
3/5/25	Club Plans	Write Club Plans	2.00
3/7/25	Club Plans	review with Teacher and Club leaders	1.00
3/10/25	Club Plans	review with Teacher and Club leaders	1.00
3/11/25	Club Plans	review with teach and club leaders	1.00
3/8/25	CAGB	Girl Boss Meeting	3.00
3/10/25	Survey	work on survey for launch	1.00
3/11/25	Survey	review survey with teacher	1.00
3/12/25	Club Plan	work on meeting club plans	1.00
4/10/25	Club Meeting	1st Girl Robot Meeting	1.00
4/17/25	Survey	sent girl survey	0.50
4/21/25	Survey	review survey with action items	2.00
4/22/25	Survey	work on survey action items	2.00
4/23/25	Final Report	work on final report	2.00
4/24/25	Final Report	work on final report	2.00
		total hours	22.00
		Total Hours	53.00



# SAMPLE GOLD AWARD PROPOSAL

**Your Team:** List the names of individuals and organizations you plan to work with on your Gold Award project. This is a preliminary list that may grow over the course of your project.

Individual (if applicable)	Organization	How my team will help
Dr. R./Biology teacher/ <b>Project advisor</b>	High School	Support research/ <b>Girl Boss Project Advisor</b>
Mr. A./Chemistry teacher	High School	Support research
Ms. S./Guidance Counselor	High School	Support implementation at the school
Mr. R./Health Teacher	High School	Research and implementation at the school
9 <sup>th</sup> Grade Student Government Council	High School	Implementation at the school, help promote the workshops
Christine B./Family Friend	American Association for Cancer Research	Support research
Dr. K.t	Nurse Practioner/Veterans Affairs	Support research

## Project Title:

### “The More You Know: Environmental Health Awareness for Teens”

*Enhance awareness of the presence of harmful chemicals in foods and products used by teens, with the goal of reducing exposure in this important population*

## Proposed Project Description:

Through education, raise awareness of and reduce the inadvertent consumption of harmful chemicals in foods and other products used or consumed by teens. Create travel-friendly pamphlets for distribution at the main office and through the health curriculum at my high school. These pamphlets will detail harmful impacts found in food additives, topicals, medicines, beauty products, vaping products, and others that are harmful. The focus will be on foods and products consumed/ used by teens. Provide details of labels on the products and descriptions that will help teens look out for harmful chemicals. The pamphlets will be small enough that teens will be able to travel with them as they shop at grocery/beauty supply stores. Educate teens on why they should care about ingesting harmful chemicals in their bodies at a young age and the adverse effects/higher risks to them.

Examples of harmful chemicals will include compounds such as Bisphenol A (BPA), which is found in the lining of soda cans, and Phthalates, which are found in nail polish, sprays, hair lotions, and fragrances. These chemicals may be listed as ingredients on the product labels.

Talk to science teachers about a way to demonstrate through an experiment or hands-on element to support the educational material (e.g. impact to the body, chemical reaction).

Provide a series of workshops at my High School (WHS) that will introduce the pamphlets and offer hands-on activities to demonstrate the harmful elements and their impact.

Workshop #	Workshop Title	Workshop Content	References
1	Why this Matters	<ul style="list-style-type: none"> <li>● Introduce the series</li> <li>● Survey attendees for baseline knowledge</li> <li>● Explain that food has higher standards regulated by the FDA yet</li> </ul>	<a href="#">FDA: What We Do</a>

		<p>personal care products are not fully. Introduce who they are and their focus around the foods we eat.</p> <ul style="list-style-type: none"> <li>● Draw in the audience, create curiosity for more.</li> </ul>	
2	<b>Food/packaging cautions</b>	<ul style="list-style-type: none"> <li>● Harmful chemicals used in pesticides, fertilizers. Main harmful additives.</li> <li>● Water bottles, condiment bottles and canned/boxed foods found to have phthalates and micro plastic particles</li> <li>● Explore options (e.g., organic vs not). Explain why organic is more expensive.</li> <li>● Share the Dirty Dozen vs. the “<a href="#">Clean Fifteen</a>” list of conventionally grown produce</li> <li>● Demonstration –neon light example/show hazy fruit, safe soaps to wash the food, use a microscope to view before and after washing?</li> <li>● Budget friendly/safer approaches, e.g., washing residue (Fludioxonil waxy coating) on fruit before eating it, tumbler vs. plastic bottles</li> </ul>	<p><a href="#">Phthalates in Food Packaging and Food Contact Applications</a></p> <p><a href="#">Most foods contain toxic phthalates. Now what?</a></p> <p><a href="#">CNN 'Dirty Dozen' 2024 list of foods with most pesticides   CNN</a></p>
3	<b>Personal care</b>	<ul style="list-style-type: none"> <li>● Shampoo/conditioner (sulfate), dyes,</li> </ul>	<a href="#">American Journal of Kidney</a>

	<b>products</b>	<p>perms, hair weaves, extensions</p> <ul style="list-style-type: none"> <li>● Scented lotions, makeup, nail polish</li> <li>● Deodorants (some include aluminum and relate it the periodic table), talcum powder, rock soap as an alternative</li> <li>● Mention law suits/health claims, scientific articles relating to talcum powder, perms</li> <li>● Explain why preservatives might be used. For example, Formaldehyde is used as a preservative to inhibit bacteria growth and to extend the shelf life of cosmetic products. It can be harmful and may appear under different names.</li> <li>● Demonstration – share a few products and read the labels (shampoo sulfate free, deodorant aluminum free) of products considered healthier vs not and the price differential</li> <li>● Tips – avoid perms/dyes, use vinegar soak for extensions, using coupons to buy non-budget friendly products</li> </ul>	<p><a href="#">Diseases: Acute Kidney Injury and Hair-Straightening Products: A Case Series</a></p> <p><a href="#">Potential Carcinogens in Makeup Cosmetics</a></p> <p><a href="#">National Library of Medicine: Hair Dyes</a></p> <p><a href="#">The dark side of beauty: an in-depth analysis of the health hazards and toxicological impact of health products...</a></p> <p><a href="#">Center for Science in Public Interest: What's in your deodorant, lotion, makeup, &amp; more?</a></p> <p><a href="#">Why Switch to Natural Non Toxic Soaps?</a></p> <p><a href="#">PFAS and Your Health   ATSDR</a></p>
4	<b>Vaping</b>	<ul style="list-style-type: none"> <li>● Lifestyle choice/Social aspects</li> </ul>	<p><a href="#">Journal of the American</a></p>

		<ul style="list-style-type: none"> <li>Smoking introduction for teens, highly addictive, entrée to nicotine/tobacco/combustible smoking</li> <li>How youth are targeted via flavored products similar to bubble gum, shops more accessible in lower income neighborhoods, where/how tobacco companies advertise, full disclosure on harmful effects/bad data.</li> <li>Potential demonstration – smoke in a white towel to show how lungs filter the tobacco/smoking causes coughing as it's an irritant to lungs</li> <li>Administer pre and post workshop series Survey for attendees to measure effectiveness of messaging</li> </ul>	<a href="#">Association of Nurse Practitioners: Smoke screen: The teen vaping epidemic uncovers a new concerning addiction</a>  <a href="#">Journal of the American Association of Nurse Practitioners: Smoke screen: The teen vaping epidemic uncovers a new concerning addiction</a>  <a href="#">Differential effects of tobacco cigarettes and electronic cigarettes on endothelial function in healthy young people</a>  <a href="#">Effects of electronic cigarette aerosol exposure on oral and systemic health</a>  <a href="#">Vaping: The new wave of nicotine addiction</a>  <a href="#">Vaping and Lung Inflammation and Injury   Annual Reviews</a>
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**Proposed Start Date (Most CAGB girls will begin work in January 2025):** January 1, 2025

**Proposed Completion Date:** April 21, 2025

**The theme(s) my Gold Award will address is/are:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Project Management         | <input type="checkbox"/> Public Speaking        | <input type="checkbox"/> Budgeting                  |
| <input type="checkbox"/> Courage                    | <input type="checkbox"/> Confidence             | <input type="checkbox"/> Character                  |
| <input type="checkbox"/> Collaboration              | <input type="checkbox"/> Community Building     | <input checked="" type="checkbox"/> Decision Making |
| <input type="checkbox"/> Empathy                    | <input type="checkbox"/> Implementation         | <input type="checkbox"/> Presentation Skills        |
| <input checked="" type="checkbox"/> Problem Solving | <input type="checkbox"/> Time Management        | <input checked="" type="checkbox"/> Research        |
| <input type="checkbox"/> Organization               | <input checked="" type="checkbox"/> Risk Taking | <input type="checkbox"/> Innovation                 |

**My Gold Award aims to address this issue:**

Harmful chemicals that we unknowingly end up using daily. How it could be very hazardous to the human body if we use certain chemicals in our daily life.

**The reasons I selected my issue are:** There are so many concerns about what you put in or on your body. I want to help educate people on what they are putting in their bodies, so they don't end up getting sick from different harmful chemicals.



## Root Cause

### The root cause of my issue is:

As consumers we need to be aware of the toxic chemicals in products and how they affect our bodies.

Very few people pay attention to product labels. They pick up the product and don't pay attention to the label or the warnings. Some of the ingredients or chemicals used are very harmful to the human body. Most people don't recognize the harm because they don't know what the chemicals are in the products they consume/apply to their bodies.

Cosmetic products are not generally regulated through the FDA and companies can use additives to sell products in order to make them more appealing.

See the references in the workshop grid above for the research conducted thus far and the organizations that are working to spread awareness of these concerns.

I will address the root cause by: Making pamphlets that have a description of harmful chemicals that teens can find in everyday products to create awareness and conducting workshops to further raise awareness.

Local organizations advocating for the same cause for potential partnership:

- [We Act for Environmental Justice](#)
- [Home — Coming Clean, Inc.](#)

## Target Audience

### The target audience(s) for my Gold Award project is/are:

Work with the students at WHS to promote awareness. Research opportunities to implement this within an existing after-school club or in health classes. The increased awareness among the high school students will educate the shoppers within their households with the goal of changing spending and consumption habits.

Leverage teachers, student government, friends, and other school resources to promote the workshops and generate "buzz" for attendance.

### The skills, knowledge, and/or attitudes my target audience will gain are:

To pay attention to what they are putting into/on their bodies. How the ingredients might affect them.

### **I will know that my audience has gained the desired skills/knowledge:**

Ask for feedback from the target audience via surveys. A survey before the series and a workshop after the series will be given. I will be able to see the key details from workshops in hopes that they apply it to their daily life.

### **Proposed Impact—National and/or Global Link**

#### **My Gold Award's national and/or global links are as follows:**

[At Environmental Justice for All \(EJHA\), we stand for environmental justice for all! — EJ for All](#)

[Environmental Defense Fund](#)

[Agency for Toxic Substances and Disease Registry | ATSDR](#)

These organizations share the same mission as the work outlined in this project proposal. As example:

- The EDF is creating bold solutions based on research and science to protect people and the planets. A recent article publishes highlights [U.S. Food and Drug Administration Moves to Ban Red Dye No. 3 from Foods](#)
- The Environmental Defense Fund is focused on environmental justice for all as they work to campaign for healthier solutions such as urging the nation's largest dollar stores to implement corporate policies to phase out harmful chemicals in the products they sell.
- Agency for toxic substance and disease registry recently added an article on Per- and polyfluoroalkyl substances PFAS and Your Health which will likely be incorporated into the Girl Boss personal products workshop.

## Proposed Impact—Measurable Goals

Measurement of my project's success:

What my audience will learn/gain	How I will measure impact	When I will measure impact
What chemicals/products you should avoid	Survey the audience via Google Form  Target audience of 10 classmates that will commit to attending the series of workshops	Survey at the beginning and at the end of the series of educational sessions to gauge baseline and enhanced knowledge. Workshops to be held February through March  Link to list of <a href="#">survey tools</a> to use
What chemicals you recently avoided	Feedback from attendees on products they avoided purchasing in the store/alternative products they purchased based on the new information	The end of March/early April  Outreach to workshop attendees

If you need more space, please use the extra page at the end of the application.

## My Gold Award project goals are:

Enhance health and wellness for teens through education to allow them to make more informed decisions. Teens can influence spending habits in the household and are current/future consumers around these products. Exposure to consumer rights and protection for younger adults relating to environmental awareness and the national topics/debates around it versus just the financial aspects of being a consumer.

### High-level action goals

- Research my topic
- Talk about my research with others
- Create my pamphlet/materials
- Hold workshops to educate/demonstrate
- Survey participants at beginning and end of the workshop series to measure success

## **Proposed Impact—Sustainability**

My Gold Award will be sustained beyond my involvement by: Having the pamphlet used in health class so teens will be able to understand which chemicals are harmful and will be able to take the information home to their families. Ongoing check in with students and staff at the school.

School administrators, Health/science teachers, and school nurses to retain the pamphlets in an accessible location within the school during the school year.

A letter of commitment template will be obtained during the project's execution to document the agreement in writing.

## Create Your Plan

I will put my plan into action by:

Date	Activity	Teammate(s) Needed	Resources Needed	Hours of Work
January 1-12	Research all about my topic and continue to work on my proposal to further detail the project actions, team members etc.	Biology teacher/Project Advisor, Dr. K., Christine B.	The internet, publications relating to their line of work (nursing, cancer research etc.). Project proposal template.	17-18 hours
January 1-28	Outline my project, action plan and workshops	Biology teacher, Dr. K., Christine B.	A laptop/internet access	10 hours
January 1-17	Engage with project team members from the high school to create an audience, partner with an organization/health class.  Attend January 11 <sup>th</sup> Girl Boss sessions	Guidance Counselor, Student Govt, Health teacher	A laptop/internet access	6 hours
January 18-31	Continue to Engage with project team members from the high school to find a space/time to hold the session	Guidance Counselor, Student Govt, Health teacher	A laptop/internet access	4 hours
February 1- 8	Make shared materials for workshops  Attend February Girl Boss sessions	Biology Teacher/Proj Advisor	A laptop/internet access	7.5 hours
February 9-15	Make pamphlets for the workshops	Biology Teacher/Proj Advisor	A laptop/internet	7.5 hours
February 16-22	Create the hands on activities for the workshops	Biology Teacher/Proj Advisor	A laptop/internet/demonstration supplies	7.5 hours
February 23-28	Wrap up workshop details and advertise the series of workshops at the school	Biology Teacher/Proj Advisor	A laptop/internet/Flyers	7.5 hours

March 1-8	Talk to the public about my research. Hold workshop 1 and survey participants (includes addl. prep and post workshop work/review)	Guidance counselor, Student Government Biology teacher/Proj Advisor	An open space, workshop materials	3 hours
March 9-15	Hold workshop 2 and survey participants	Guidance counselor, Student Government Biology teacher/Proj Advisor	An open space, workshop materials	2
March 16-23	Hold workshop 3 and survey participants  Attend March 22 Girl Boss Session	Guidance counselor, Student Government Biology teacher/Proj Advisor	An open space, workshop materials	5
March 24-29	Hold workshop 4 and survey participants	Guidance counselor, Student Government Biology teacher/Proj Advisor	An open space, workshop materials	2
March 30-April 2	Get feedback from workshop attendees on products avoided based on increased awareness  Get pamphlet to be include in the health curriculum or after school program for sustainability  Submit project report	Biology teacher/project advisor, Guidance counselor and/or Principal. Workshop attendees	A laptop/internet access	8 hours

If you need more space, please use the extra page at the end of the application.

### Estimate your project expenses and how you plan to meet those costs (e.g., donations, money-earning project):

Item	Source of Funding	Amount
Personal Computer	Home	\$500
Location to host workshops	Wissahickon High School facility	\$0

Paper and misc. supplies	Home	\$10
Print and laminate pamphlets, other hands outs for the multiple work sessions at Staples	Apply for CABG grant	\$50+
Hands on project/experiment within workshops supplies needed for those demonstrations TBD	TBD	TBD

If you need more space, please use the extra page at the end of the application.

**The strengths, talents, and skills I currently have and will put into action are:**

**X** Project Management

☐ Community Building

**X** Decision Making

☐ Empathy

☐ Implementation

☐ Presentation Skills

☐ Public Speaking

**X** Budgeting

**X** Courage

☐ Confidence

☐ Character

☐ Collaboration

☐ Problem Solving

**X** Time Management

**X** Research

☐ Organization

☐ Risk Taking

☐ Innovation

**The skills I plan to develop as I work toward earning my Gold Award are:**

I plan to develop a lot of confidence throughout my work. I also plan to develop leadership skills throughout my project.



## Tell the World!

I will let others know about my Gold Award (the impact of my project, what the Gold Award is, and what I learned in earning it) by promoting via:

*Note: This is NOT about your Gold Award's sustainability.*

☐ Website

☐ Blogs

☒ Social Media

☐ Presentations

☒ Posters

☐ Videos

☐ Articles

☒ Public Demonstrations

☐ Workshops



Your Name: \_\_\_\_\_

Council Name: \_\_\_\_\_

Submit the original completed form to your council. Make copies for your Girl Scout Gold Award project advisor and you to keep.

## Your Information

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Age: \_\_\_\_\_ Graduation Year: \_\_\_\_\_ School: \_\_\_\_\_

Troop/Group Number: \_\_\_\_\_ Troop/Group Volunteer: \_\_\_\_\_

Troop/Group Volunteer's Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Girl Scout Gold Award Project Advisor: \_\_\_\_\_

Project Advisor's Organization: \_\_\_\_\_

Project Advisor's Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Your Team:** List the names of individuals and organizations you worked with on your project.

Individual (if applicable)	Organization	Team Role



Your Name: \_\_\_\_\_

## Gold Award Project Description

Title: \_\_\_\_\_

Start Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_ Hours: \_\_\_\_\_

The theme(s) my Gold Award addressed was/were:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Animals                 | <input type="checkbox"/> Elderly Issues               | <input type="checkbox"/> Military/Veterans Affairs |
| <input type="checkbox"/> Arts, Culture, Heritage | <input type="checkbox"/> Entrepreneurship             | <input type="checkbox"/> Outdoors                  |
| <input type="checkbox"/> Children's Issues       | <input type="checkbox"/> Environment & Sustainability | <input type="checkbox"/> Poverty                   |
| <input type="checkbox"/> Civic Engagement        | <input type="checkbox"/> Health                       | <input type="checkbox"/> Public Safety             |
| <input type="checkbox"/> Disability Issues       | <input type="checkbox"/> Healthy Relationships        | <input type="checkbox"/> Sports                    |
| <input type="checkbox"/> Disaster Relief         | <input type="checkbox"/> Human Rights                 | <input type="checkbox"/> STEM                      |
| <input type="checkbox"/> Education               | <input type="checkbox"/> Lifeskills                   | <input type="checkbox"/> Other: _____              |

My Gold Award addressed this issue:

## Gold Award Time Log

Date	Activity	Details	Hours

If you need more space, please use the extra page at the end of the application.

Total hours: \_\_\_\_\_

Your Name: \_\_\_\_\_

## Gold Award Budget Log

**Project income:**

Date	Source of Funding	Details	Amount

If you need more space, please use the extra page at the end of the application.

**Total income:** \_\_\_\_\_

**Project expenses:**

Date	Company	Details	Amount

If you need more space, please use the extra page at the end of the application.

**Total expenses:** \_\_\_\_\_

Your Name: \_\_\_\_\_

# Gold Award Summary

The root cause of the issue my Gold Award addressed was:

I addressed the root cause of the issue by:

My target audience was:

Measurement of my project’s success:

What my audience learned/gained	How I measured impact	When I measured impact

If you need more space, please use the extra page at the end of the application.

My Gold Award project goals were:



Your Name: \_\_\_\_\_

Share if/how you reached your goals. My results were:

The skills, knowledge, and/or attitudes my target audience gained were:

I know that my audience gained the desired skills/knowledge because:

My Gold Award will be sustained beyond my involvement by:

My Gold Award's national and/or global link was:

I led my team by:

### Shout it from the rooftops!

I told others about my Gold Award (the impact of my project, what the Gold Award is, and what I learned in earning it) by promoting via:

- |                                       |  |  |
|---------------------------------------|--|--|
| <input type="checkbox"/> Website      | <input type="checkbox"/> Presentations | <input type="checkbox"/> Articles              |
| <input type="checkbox"/> Blogs        | <input type="checkbox"/> Posters       | <input type="checkbox"/> Public Demonstrations |
| <input type="checkbox"/> Social Media | <input type="checkbox"/> Videos        | <input type="checkbox"/> Workshops             |

Your Name: \_\_\_\_\_

**Time to reflect!**

The obstacles I encountered were:

I overcame them by:

The strengths, talents, and skills I put into action were:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Project Management | <input type="checkbox"/> Collaboration       | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Public Speaking    | <input type="checkbox"/> Community Building  | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Budgeting          | <input type="checkbox"/> Decision Making     | <input type="checkbox"/> Research        |
| <input type="checkbox"/> Courage            | <input type="checkbox"/> Empathy             | <input type="checkbox"/> Organization    |
| <input type="checkbox"/> Confidence         | <input type="checkbox"/> Implementation      | <input type="checkbox"/> Risk Taking     |
| <input type="checkbox"/> Character          | <input type="checkbox"/> Presentation Skills | <input type="checkbox"/> Innovation      |

The leadership skills I put into practice were:

I learned the following about myself:

The most successful part of my project was:



Your Name: \_\_\_\_\_

I would change the following if I could start over:

Through earning my Gold Award, I now demonstrate the following Girl Scout leadership outcomes:

- |   |  |                                    |
|---|--|------------------------------------|
| <input type="checkbox"/> Strong Sense of Self | <input type="checkbox"/> Challenge Seeking     | <input type="checkbox"/> Community |
| <input type="checkbox"/> Positive Values      | <input type="checkbox"/> Healthy Relationships | Problem Solving                    |

Your Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Project Advisor Signature: \_\_\_\_\_ Date of Approval: \_\_\_\_\_

Date of Final Report Submission: \_\_\_\_\_

### Interested in a \$15,000 college scholarship?

Just copy and paste the content from your project proposal and final report forms into [GoGold Online](#) and let your council know you'd like to apply for the honor of National Gold Award Girl Scout. Applications are accepted by councils April 1–30. Visit our [National Gold Award Girl Scout page](#) for more information, and check out [additional scholarship opportunities](#).



<b>Dates</b>	<b>Hours</b>	<b>Details of the Volunteering</b>
10/10/2024		1 Phone mtg w/ Dr. Kent to brainstorm project idea in the area of science to
11/16/2024		3 Attended workshop #4 Proposal Prep SMART Goals, timeline and budget
11/19/2025	0.5	Requested biology teacher to be project advisor prior to Winter break. Sh
12/7/2024		3 Attended Girl Boss workshop #5
12/27/2024		2 In person mtg w Dr. Kent to discuss work shop topic ideas. She shared me
12/28/2024		2 Phone meeting with Christine Battle to brainstorm workshop topic and cc
1/6/2025		1 Reviewed final feedback/editing on project proposal from Christine Battle
1/8/2025	0.5	Doc Roth Science teacher meeting to review the project proposal
1/11/2025		0 Girl Boss Workshop #6. Alana did not attend. BB game conflict
1/14/2025		1 Reviewed final round of feedback via email from Dawn Harper for the sec
1/15/2025	0.5	Mtg. w Ms. Samit about Girl Scout project
1/31/2025		1 Met with Biology teacher after school
2/1/2025		3 Girl Boss Session #7. Worked on the proposal throughout the session
2/15/2025		2 Started to create the workshop outlines and brainstorm demonstrations
2/19/2025		1 Review of books loaned from Biology teacher to come up with demonstra
2/22/2025		3 Girl Boss Session #8. Worked on the proposal throughout the session
2/22/2025		2 Work on workshop #1 and start to order supplies. Applied for the Girl Bos
2/23/2025		2 Prep for meeting w Troop Leader to host workshop and phone meeting to
2/24/2025		1 Planning for workshops at St. Peters w/ Girl Scout Troop. First session on
2/25/2025		2 Planning for workshops at St. Peters w/ Girl Scout Troop. First session on
2/26/2025		3 Planning for workshops at St. Peters w/ Girl Scout Troop. First session on
2/27/2025		3 Planning for workshops at St. Peters w/ Girl Scout Troop. First session on
2/28/2025		3 St. Peters deliveriny workshops 1&2 5:45 arrival-8:45 departure
3/1/2025		2 Reviewing survey data from presenation. Preparing for Workshops 3&4
3/8/2025		3 Girl Boss meeting All Together at the Crock Center
3/10/2/25		3 Planning for worshops 3 and 4: Shopping at Hair Zone, working on icebrea
3/11/202/5		3 Planning for worshops 3 and 4: Shopping at Hair Zone, working on icebrea
3/12/2025		3 Planning for worshops 3 and 4:working on icebreaker Q's
3/13/2025		5 Planning for worshops 3 and 4: Worked on ppt, tested sythetic hair experi
3/14/2025		3 Presenting at St. Peters delivering workshops. Arrived 6pm-8:45 departur
3/16/2025		1 Reviewing survey data and lookin at Final Report requirements
3/22/2025		3 Girl Scout All together Shelley Ridge
4/6/2025		1 Mtg w Ms. Roz new advisor to set up the 4/24 workshop at Enon GS Troo
4/10/2025		1 Worked on project report
4/16/2025		1 spoke w advisor on the phone about the hand off, worked on the outline
4/16/2025		3 worked on the outline to provide to advisor and the project report
4/20/2025		1 worked on power point for troop #9158 presentation
4/20/20205		2 Worked on trimming down workshops for #9158 troop session
4/21/2025		2 Girl boss pamphlet editing and finalization for printing. Updated the flyer
4/22/2025		2 Finalized presentation for 4/24 and the Letter of commitment letter to en
4/24/2025		2 Presentation Enon troop 9158 Thursday night 6:00 arrival and 8:15 compl
4/24/2025		3 Assembled pictures, files to submit for final package 9:30-12:30AM

**Project Title:** The More You Know: Environmental Health Awareness for Teens▶ **Project Goal**

- ▶ Enhance awareness of the presence of harmful chemicals in foods and products used by teens, with the goal of reducing exposure in this important population .

▶ **Project Description:**

- ▶ Through education, raise awareness of and reduce the inadvertent consumption of harmful chemicals in foods and other products used or consumed by teens.
- ▶ Provide details of labels on the products and descriptions that will help teens look out for harmful chemicals.
- ▶ Educate teens on why they should care about ingesting harmful chemicals in their bodies at a young age and the adverse effects/higher risks to them.

**Workshop Session Content:**

Workshop #	Workshop Title	Workshop Content
1	<b>Why This Matters</b>	Introduce the series Survey attendees Explain the FDA
2	<b>Produce Natural Toxins/Food Packaging Cautions</b>	Chemicals used in pesticides, fertilizers Organic vs. Non-organic foods Dirty Dozens Vs. The Clean 15 Washing Fruits/Vegetables Phthalates in Food Packaging Red dye safety
3	<b>Personal Care Products</b>	Shampoo/conditioner, dyes, perms, hair weaves, extensions Scented lotions, makeup, nail polish Deodorants
4	<b>Vaping</b>	Lifestyle choice/Social aspects How it is introduced to teens (highly addictive) How youth are targeted Survey attendees



# Calling All Girl Bosses Program

A year-long program empowering girls in Philadelphia to lead the change they want to see in their neighborhoods.

Open to girls entering grades 6-12 who live, attend school, or a part of Girl Scout troop in Philadelphia, the program is free for all participants.

<https://www.gsep.org/en/get-involved/calling-all-girl-bosses.html>

## My Girl Scout Project Goals

Enhance awareness of the presences of harmful chemical in foods and products used by teens, with the goal of reducing exposure in this important population.

Provide details of labels on the products and descriptions that will help teens lookout for harmful chemicals.

Educate teens on why they should care about ingesting harmful chemicals in their bodies at a young age and the adverse effects.



## Health Science: The More you Know Environmental Health Awareness for Teens





## Vaping

Vapes are being used by teens all over the world. Teens are influenced easily by vapes, either by their friends or by their loved ones. You may say that you might give it a go and will throw it out. The sensation that the vapes give is how teens become so addicted to vapes. They can never put the vapes down and can't do daily tasks without vaping. Some teens get serious side effects from vaping like coughing up blood or having trouble breathing.

Resources to help teens reject or quit vaping:

<https://www.cdc.gov/tobacco/e-cigarettes/youth-quitting.html>

## Top 10 Toxic Chemicals Found in Cosmetics

**Titanium Dioxide-** can come in a white powder form that can cause DNA and immune system toxicity.

**Mineral oil-** can cause cancer and pneumonia if you inhale it too much.

**Silica-do you have dry skin?** The last thing you want to is your skin to absorb it, it can cause shortness of breath, bad sleeping habits, and loss of appetite.

**Alkaline-** can be found on synthetic braiding hair, which can lead to irritation on the skin and hair loss.

**Retinol(vitamin A)-** if you use to much it can cause purging, dryness on skin, and irritation.

**Butylated Hydroxytoluene (BHT)-** it is used as a preservative in cosmetics, it can cause liver damage, abnormalities in the fetus, and problems in the nervous system.

**Propylparaben-** it can cause hormone distributions, cancer, and allergies.

**Butyl Acetate-** can be found in nail polish and nail polish remover can cause headaches, and several irritations to the body.

**Methylparaben-** can cause hormonal imbalances, fertility issues, and links to potential cancerous tumors.

**Ethyl Acetate-** can cause fainting, and irritation to many parts of the body.

## Top 6 Toxic Chemicals Found in Food and Packaging

**Phthalates-** is a plastic material found in plastic, it can cause reproductive problems, birth defects, and cancer.

**Allura Red AC (red dye)-** it is found in food products that contain red dye (mainly effects kids), it can cause allergies, migraines, and mental disorders.

**BPA (bisphenol A)-** it can be found in plastics and resin, it can cause effects on the brain, prostate glands, and fetus.

**Potassium Bromate-** found in flour, it can cause cancer, kidney damage and thyroid disease.

**Aspartame-** artificial sweetener, that can cause cancer, effects on weight control, and heart disease.

**Propyl Gallate-** found in chewing gum, vegetable oil, and more can cause hormone distributions, asthma, and cancer.



