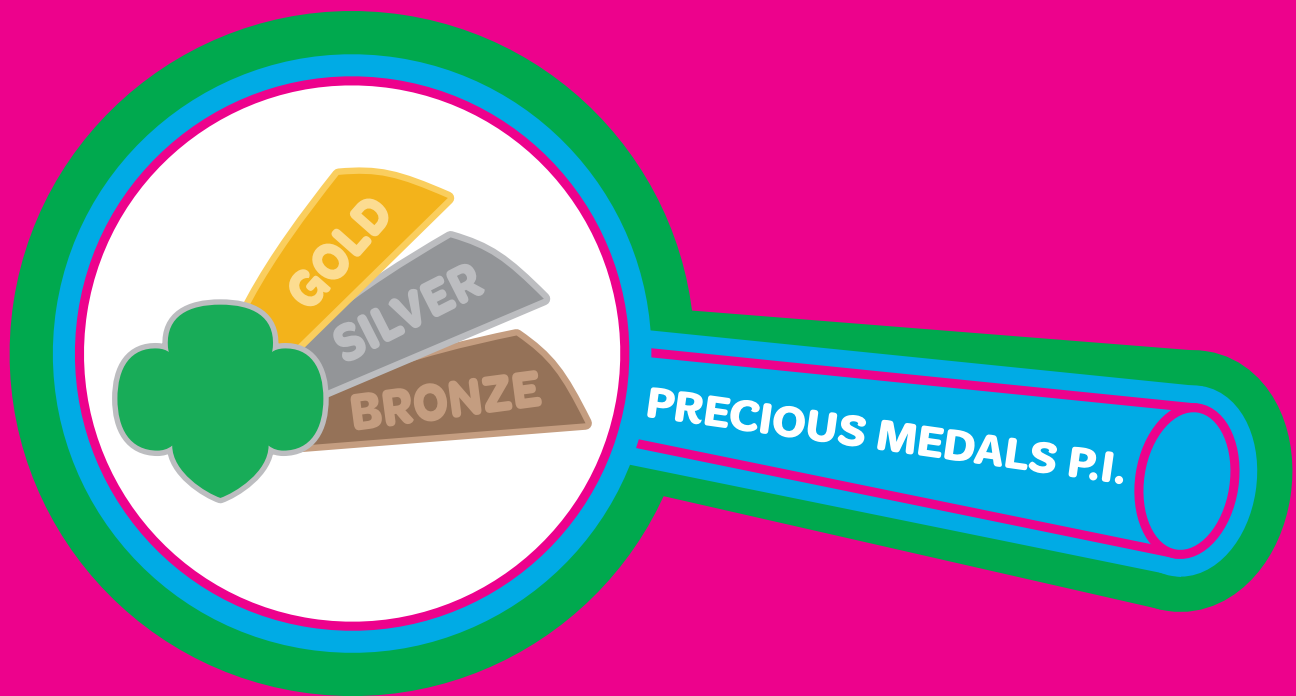


GSSEM Precious Medals P.I. Patch Program

All Age Levels



girl scouts 
of southeastern
michigan

GSSEM Precious Medals P.I. Patch Program

All Age Levels

Become a Precious Medals Private Eye! Discover and explore some of the mysteries regarding the Girl Scout High Awards, Bronze, Silver and Gold. Complete five activities to earn your program patch, to show that you have gained awareness and knowledge about the Girl Scout High Awards.

Be sure to complete the activity appropriate for your program level.

Activity #1 THE PROMISE AND LAW RELAY

The foundation of the entire Girl Scout program is based on the Promise and Law.

When you work on a High Award, you put the Promise and Law into Action!

Put on your P.I. gear and get ready to sprint into action. Divide your group into two teams and race to create the words to the Girl Scout Promise and Law in the correct order.

Materials needed:

- Print two copies (one for each team) of the Girl Scout Promise and Law cut into pieces as described below for the different age levels.
- Large open area

Daisy/Brownie – Cut the Girl Scout Promise into 8 phrases

Junior – Cut the Girl Scout Promise into 8 phrases the Girl Scout Law into 12 phrases.

Cd/Am – Cut the Girl Scout Promise and Law into each individual word.

Find a large open space for this activity. Form a starting line and a finish line where you will place all the words to the Girl Scout Promise and Law on cut up pieces of cardstock.

Girls take turns on their team running* to the finish line turning over one of the puzzle pieces and attempting to put the words in order, then come back and tag the next person. This goes on as girls will most likely have more than one turn, until the Girl Scout Promise and Law are in the correct order.

*For an additional twist complete an exercise task as you build the puzzle (have the girls hop, skip, jump, walk backwards, etc).

Activity #2 TRAITS – WHAT ARE PRIVATE EYES GOOD AT? – Identifying strengths

To be successful in completing the Bronze, Silver and Gold award you must identify your strengths and skills to select a Take Action Project. On a table spread out the cards with pictures of props used by detectives, with a “trait” written on it:

Materials needed:

- Copies of cards with props and traits (Found on pages 34-35)
- Copies of Business cards for each participant (Found on page 32)
- Paper, poster board, chalk board, or table cloth
- Markers, pens, pencils

Curious – Magnifying Glass

Observant – Binoculars

Documenter – Notebook

Detailed Orientated – Fingerprints

Trustworthy – Hand Over Heart or GS Hand Sign

Organized – Calendar, Files

Objective – Judge/ Scale of Justice?

Team Player – People Juggling Gears

Can you think of others? What about YOU? What are you good at? (See poster on page 35)

Daisy/Brownie/Junior – On a piece of paper, poster board, or on a table cloth, write traits or things that you are good at? Animal lover, likes to read, eco-conscious, sporty, cares for others, grows flowers and plants, eats healthy, care about elderly, has computer skills, enjoys science, is a friend to others, etc.

Cd/Sr/Am – Write out traits and skills that you are good at on a piece of paper. Then interview each other to investigate what others think you are good at. You might be environmentally conscientious, concerned about feeding the hungry, interested in disaster relief, passionate about sports, STEM or the arts, a good listener, detailed oriented, a good communicator etc.

Have girls complete their P.I. Business card with their first name and special trait!

Activity #3 – HOW DO YOU INVESTIGATE THE WORLD? – Identify an issue

An important part of the job of a P.I. is using their detective skills to find facts. Use your investigative skills to play this game. Group leader should select questions from each of the different colored groups.

Materials needed:

- Copy of cards and dice (Found on page 36)
- Starting line and finish line

Identify the issue by reading a card; each girl takes a turns answering the one/both of questions below:

Daisy/Brownie/Junior – Play a game of Mother May I. Line girls up and the first girl is given a scenario and answers the questions below. Once answered she rolls the paper dice (template included in packet. Found on page 36) to take the rolled amount of steps forward.

- What can you do about it?
- What tools could you use to find out more about it?

Cd/Sr/Am – Have one person read the scenarios and girls take turns answering these questions to the scenarios.

- What might be the root cause of this issue?
- What might be a permanent solution?

Activity #4 – EXPLORE THE AWARDS – Bronze, Silver and Gold

P.I.'s use all their senses to explore details. They must categorize information to set their priorities.

Materials needed:

- Copy of cards (Found on pages 40-42)
- **Cd/Sr/Am** – computer and internet access

Daisy/Brownie/Junior – Cut the requirements into individual pieces. Have girls as a group decide under which award the description applies. To make it easier make copies of the requirements for each award in different colors or write a corresponding letter on the corner of each piece, i.e. B=Bronze, S=Silver, G=Gold. Refer to the progression chart for the correct answers.

Cd/Sr/Am – Use the internet to find the correct piles these answers belong in.

Activity #5 – Ready, Set, GO! – Envisioning the Future

Now that you are aware of the skills that you need to earn the Highest Awards in Girl Scouting, complete this last activity to earn your Precious Medal Private Investigator patch.




Daisy/Brownie/Junior – Decipher the coded message and fill in the blanks with the correct letters. (Found on page 36)

Cd/Sr/Am – Attend an in person Silver or Gold Award training or call into one of our Highest Award Chats. Dates are found on the GSSEM Event Calendar.

Now that you have completed the steps to earn the Precious Medal P.I. patch program you can purchase your patch from any GSSEM shop during business hours. If you are a Junior, Cadette or Ambassador be sure to review the requirements to earn the Bronze, Silver or Gold Award that can be found in the appropriate grade level Girls Guide to Girl Scouting or visit our website at <http://www.gssem.org/en/about-girl-scouts/our-program/highest-awards.html>. We also offer monthly chats and Silver/Gold Award trainings. Upcoming dates/locations can be found on our Calendar of Events.

COLOR CODE:

On the left-hand side of the following pages, you will see a strip of colors that corresponds with that activity's level.

	Daisy activities		Cadette activities
	Brownie activities		Senior activities
	Junior activities		Ambassador activities

On my honor,

I will try

To serve God

and my country,

To help people

at all times,

And to live

by the Girl Scout law.

I

will

do

my

best

to

be

honest

and

fair,

friendly

and

helpful,

considerate

and

caring,

courageous

and

and

and

responsible

for

what

I

say

and

do,

and

to

respect

myself

and

others,

respect

authority,

Use

resources

wisely,

make

the

world

a

better

place,

and

be

a

sister

to

every

Girl

Scout.

On

my

honor,

I

will

try:

To

serve

**God
the Girl Scout Law.**

And

my

country,

To

Help

People

At

All

times,

And

to

live

By

the

Girl

Scout

Law

I will do my best to be

honest and fair,

friendly and helpful,

**considerate and
caring,**

**courageous and
strong, and**

**responsible for what I
say and do,**

and to

**respect myself
and others,**

respect authority,

use resources wisely,

**make the world a
better place, and**

**be a sister to every
Girl Scout.**

On my honor,

I will try

To serve God

and my country,

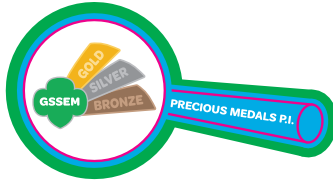
To help people

at all times,

And to live

by the Girl Scout law.

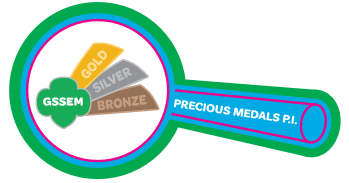
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

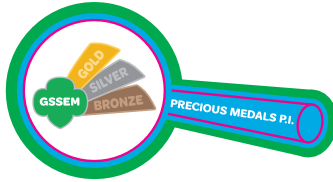
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

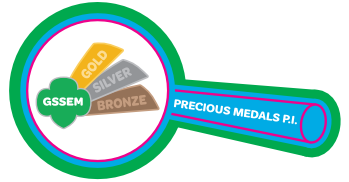
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

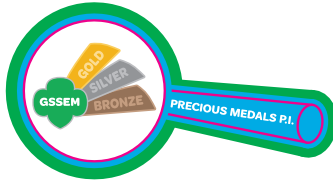
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

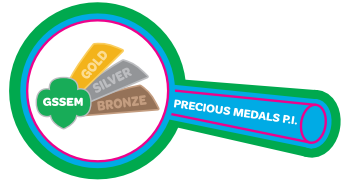
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

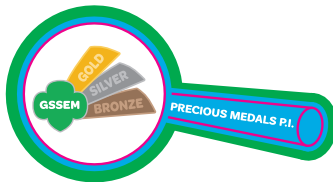
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

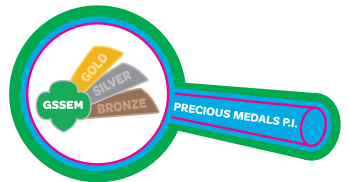
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

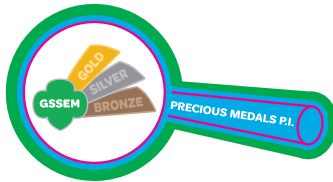
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

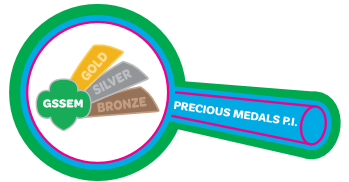
**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place

**Special Agent –
Private Investigator**
Outstanding skills on
the Highest Awards



Name: _____

I'm ready to make the world a better place



Curious



Trustworthy



Observant



Organized



Documenter



Objective



Detail Oriented



Team Player

**I like
detective
shows**

**I help my
grandparents**

***I'm
artistic***

**I'm very
organized**

**I Like
to READ**



**What about YOU?
WHAT ARE YOU GOOD AT?**

#3 How to investigate the world- How to identify an issue

Scenario cards/topics

Topics are grouped in colors, then ask you age group these Questions

Daisy – Brownie – Juniors What can you do about it?
What tools could you use to find out more about it?

Cadettes – Sen – Ambass. What might be the root cause of this issue?
What might be a permanent solution?

PINK:

- We don't have enough computers in my classroom. I only get to use one, once a month.
- I care about the people who were in the military, how can we honor them?
- I don't like when I see kids bully other kids, don't they know that's not what they should be doing?
- How can we help people who were in an earth quake or hurricane?
- People don't know about respecting our country's flag!
- Kids are the leaders of tomorrow, what do we need to know to get there?
- How do my parents know all about money?
- I'm scared for kids when adults hurt them, how can I help?

BLUE:

- I want to play sports. Where do I start? Which one would be good for me?
- I heard about a family/families that had a fire in their home, how can we help?
- I love art. I wish more kids did too. There aren't many art programs for kids in my area.
- I wish more kids knew about music in middle school, band is cool!
- People sure drive crazy on the road, they drive way too fast. I've even seen them on their smart phones!
- Can I ride my bike in the street?
- Why do kids fight? How can we help prevent that from happening?
- Why do kids talk back to adults, isn't that disrespectful?

GREEN:

- So much trash is thrown in the garbage during our school lunch hour..how can we reduce that?
- Children have no place to play outside at their school.
- What about all the bad water in Flint, Michigan?
- Do people even know about the parks in our city?
- People keep all their lights on in their house even when they are not in the room, so wasteful!
- There is a lot of trash on the river banks in my town!
- I see a lot of overgrown empty lots in the city.
- How can I make the air in my classroom better at school or at home?

PURPLE:

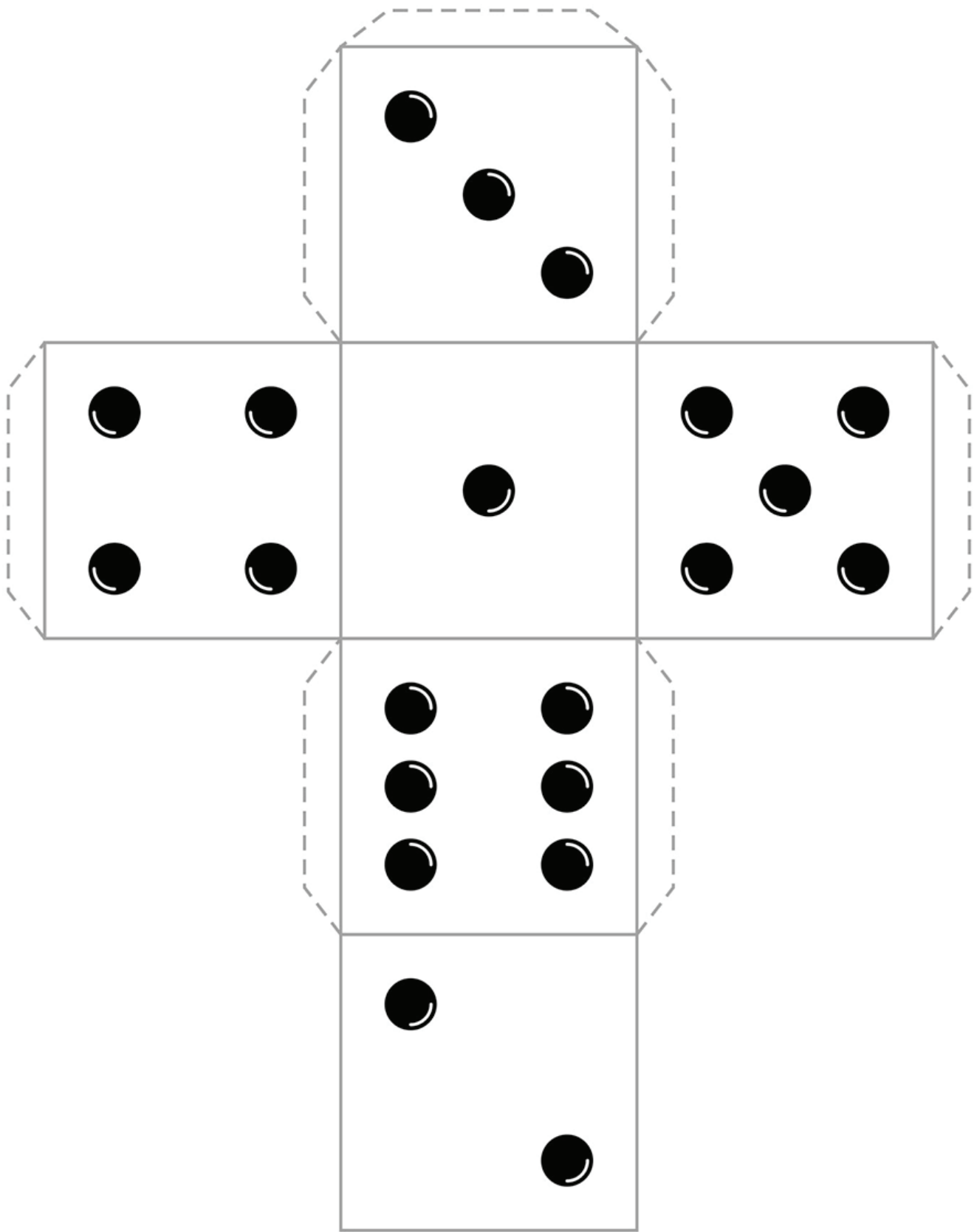
- People don't understand anything about the country my family is from
- I don't think my little brother is ready to start school in the fall!
- Older people sure don't know much about computers, but they should!
- We don't have time in school to really do science experiments, but it would be fun !
- Kids in my town don't have enough for them to do after school.
- I think people-kids should learn a second language!
- People don't read enough books anymore
- I wish we could learn how to cook in school, but there isn't enough time

YELLOW:

- High school kids need community service hours, but they don't know where to go to get them.
- Our town has a lot of historical buildings, but no one knows anything about them.
- There is an intersection in town that has way too many accidents.
- I see many homeless people when I'm in the city, they have nothing!
- I care so much about the animals in the shelter, they must be so lonely!
- How can we help get food to people who need it?
- The park in my subdivision is so littered with trash!!
- Our parking lot at school is a mess in the morning during student drop-off – someone might get hurt.

ORANGE:

- How can people in wheelchairs get into my school there are only steps?
- Old people have a hard time caring for their yards in the summer.
- I see people at the beach with kids that don't use sunscreen!
- Do people know about Type1 Diabetes My friend has it.
- They serve a lot of fried food in our school cafeteria.
- How come there is not fresh food in the food banks in our town?
- There are a lot of lonely senior citizens in our community.
- Only for older girls: I see high school teens cutting themselves.



**Earned by girls
in 4th-5th grade**

**Earned by girls
in 6th-8th grade**

**Earned by girls in
9th-12th grade**

**Take Action project
must be done solo**

**Take Action project
must be done solo or in
groups of 4 or less**

**Take Action project must
be done in a group**

**All Money Earning
guidelines must
be followed**

**All Safety Activity Check
Points must be followed**

20 Individual hours

50 Individual hours

80 Individual hours

**Take Action project
focus audience can
be within the Girl Scout
Community**

**Take Action Community
must be outside of
Girl Scouting**

**A Project Proposal
must be approved prior
to starting your Take
Action Project**

**Prerequisite is earning
one Junior Journey**

**Prerequisite is earning
one Cadette Journey**

**Prerequisite is earning
two Senior or
Ambassador Journeys**

**Prerequisite is earning
the Silver Award and one
Senior or Ambassador
Journey**



<p>Final Report is submitted to GSSEM</p>	<p>Final Report is submitted to GSSEM</p>
<p>Gold Award</p>	<p>Silver Award</p>
<p>Bronze Award</p>	<p>All Awards</p>

Girl Scout High Awards Progression Chart National Guidelines

	BRONZE	SILVER GOLD	GOLD
Pre-requisites	Complete 1 Junior Journey and its awards	Complete 1 Cadette Journey and its awards	Complete 2 Senior/Ambassador Journey and its awards or Complete 1 Journey and the Silver Award
Program Level	Be as a registered Junior	Be registered as a Cadette	Be registered as a Senior/Ambassador
Grade	4-5th	6, 7, 8th	9, 10, 11, 12th
Who you work with	Troop/Group	Small Group (2-4) or SOLO	SOLO
Suggested Minimum hours	20 (individual hours)	50 (individual hours)	80 (individual hours)
Approval of project	Volunteer. No paperwork is submitted.	Volunteer; Final Reports are submitted to GSSEM.	Council Committee. All paperwork is submitted to GSSEM through Council Committee.
Take Action Project Focus	Something the girls care about that they would like to improve within their Girl Scout or Local Community	Project that makes the local neighborhood or community better	Project makes a lasting a lasting difference in the local community, region or beyond
Take Action Projects: Put the Girl Scout Promise and Law into Action			
Global Connection	After the project is complete, girls develop and understanding of the wider world by talking about how others may experience the same problem that their project helped to resolve	Girls connect with new friends outside their immediate community, learn how others have solved similar problems and determine whether others' ideas can help with their plan	Girls identify national/or global links to their selected issue. They learn from others and develop a plan to share the results of their project beyond the local community.
Sustainability	After the project is complete, girls develop an understanding of sustainability by talking together how solutions can be lasting.	Girls demonstrate an understanding of sustainability in the project plan and sustainability	Girls Take Action projects include provisions to ENSURE sustainability
Resources		Attend a Silver Award Training/on line training	Attend a Gold Award Training/on line training
	Junior Journey Books	Cadette Journey Books	Senior/Ambassador Journey Books
	Junior Girls Guide to Girl Scouting	Cadette Girls Guide to Girl Scouting	Senior/Ambassador Girls Guide to Girl Scouting
	Bronze Award Guidelines, Guidelines for Adults, GSSEM Bronze Award Final Report	Silver Award Guidelines, Guidelines for Adults, GSSEM Silver Award Packet	Gold Award Guidelines, Guidelines for adults GSSEM Council Packet
	GSSEM Website	GSSEM Website	GSSEM Website Go Gold On Line Tool

All award projects must follow Safety Activity Checkpoints and Money Earning Guidelines

Activity #5- Daisy/Brownie/Junior

9 1 13 1 16 18 5 3 9 15 19

13 5 4 1 12 16 18 9 22 1 20 21

9 14 22 5 19 20 9 7 1 20 15 18

A B C D E F G H I
1 2 3 4 5 6 7 8 9

J K L M N O P Q R
10 11 12 13 14 15 16 17 18

S T U V W X Y Z
19 20 21 22 23 24 25 26