Level Awards
Leader Resource Guide
# Table of Contents

Purpose of the Guide for Level Awards.................................................................3
Balanced and Progressive Level Awards.............................................................4

American Heritage Girls Unit Level Awards

Pathfinder: Fanny Crosby Award........................................................................6
Tenderheart: Sacagawea Award...........................................................................8
Explorer: Lewis & Clark Award.........................................................................11
Pioneer: Harriet Tubman Award.......................................................................14
Patriot: Dolley Madison Award.........................................................................18

Appendix

Board of Review FAQs.....................................................................................23
Ideas for Projects..............................................................................................26
Lewis & Clark Award Girl Planning Guide.......................................................27
Harriet Tubman Award Girl Planning Guide..................................................29
Dolley Madison Award Girl Planning Guide...................................................40
Level Award Planning Charts..........................................................................45
Permission Slip.................................................................................................47
Girl Leadership Evaluation: Short Form..........................................................48
Girl Leadership Evaluation: Long Form..........................................................50
AHG Level Awards requirements build on the philosophy of providing balanced and progressive programming, thereby providing girls at each Level with a gradual and growing introduction into leadership. Girl Leadership develops through the career of an American Heritage Girl as she experiences all six Program Emphases and puts it all into practice with the Level Award requirements.

This *Level Awards Leader Resource Guide* contains resources for Leaders and Girls, and provides answers to FAQs that are helpful for guiding Girl Members who are interested in and eligible to pursue the Level Award for their Program Level. Additional information may also be found in the *Unit Leader Handbook* and *Troop Coordinator Handbook*.

"Building women of integrity through service to God, family, community and country."

-*The Mission of American Heritage Girls*

It is the adult Leaders’ responsibility to insure that all Health & Safety Guidelines are followed. Please note that the two-deep leadership policy is to be maintained with a girl during the times when she meets with Unit Leaders about her projects/events.

Leaders should provide girls who are pursuing the Level Award with the appropriate materials that are included in this guide: Lewis & Clark Girl Planning Guide, Harriet Tubman Girl Planning Guide, Dolley Madison Girl Planning Guide, Parent/Guardian Permission Slip. Leaders should see that these tools are properly utilized. All Permission Slips are to be kept on file per Troop Administrative regulations.

Referenced forms and documents may also be found at www.ahgonline.org:

Leader Portal>Forms>Girl Award & Advancement>Lewis & Clark Girl Planning Guide
Leader Portal>Forms>Girl Award & Advancement>Harriet Tubman Girl Planning Guide
Leader Portal>Forms>Gir Award & Advancement>Dolley Madison Girl Planning Guide
Leader Portal>Forms>Health & Safety>Parent/Guardian Permission Slips
Balanced and Progressive Level Awards

Why is Balanced and Progressive Programming important?

It is crucial in the development of programming for children that activities, skills and requirements for earning awards be progressive in nature. Programs should involve girls at the skill and developmental levels they are capable of understanding. AHG utilizes a progressive program so that girls can become competent in a manner which encourages development rather than rushing it. With each AHG Level, girls are introduced not only to new skills, but also are invited to participate in new experiences, make new friends, experience new leadership roles, feel a stronger sense of confidence, grow in character, and develop a closer relationship to the Lord. As girls are assisted through each Level during their time in AHG, they are instilled with the same type of motivation stated by the Apostle Paul: “I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.” (NIV, Philippians 3:14.) Girls are taught to “press on,” strong and steady, rather than to sprint and tire. Utilizing the progressive AHG program provides the framework for girl development. For suggestions on progressive programing, please refer to the Progressive Activity Charts found in the Unit Leader Handbook.

The manner in which a girl progresses through the AHG program should be based on a girl’s physical, emotional, social, intellectual, and spiritual maturity. Programs should meet girls where they are developmentally, in order for them to learn and mature effectively. Working with Pathfinders will be very different than working with Patriots and planned activities should reflect this difference.

How do the Level Awards reflect Balanced and Progressive Programming?

Balanced and Progressive Programming is a key element of the AHG philosophy for building women of integrity. The Level Awards have been developed to assist girls in growing their abilities with age appropriate requirements. Each Level Award, as with Badge requirements, expects more effort, dedication and persistence than the previous. There are opportunities that improve learned skills, expand experiences and build a solid foundation for a life of integrity. Girls should mature in the Program Emphases of AHG and the Level Awards demonstrate a girl’s growth in the Program. Even though every girl will advance to the next Unit Level, not every girl will choose to complete all of the requirements of her Level Award. Every girl however, should be given the opportunity and encouragement to do her best and experience all AHG has to offer.

How are the AHG Program Emphases demonstrated in the Level Awards?

Life Skill Enhancement: Girls in the Tenderheart through Patriot Levels are required to earn Badges from each Frontier for their Level Award. As they complete these Badges they gain valuable skills and information that may be utilized in the implementation of other requirements of the Award.

Developing Teamwork & Building Confidence: As girls participate in service projects and Special Events, they gain an understanding of the necessity of working well with others. As they plan and implement Award-required events, their confidence soars with each completed, successful step.
Balanced and Progressive Level Awards

Social Development: Maintaining an active status in the Troop by attending Troop meetings, service projects and special events, girls develop long-lasting friendships with other girls and learn to interact with and respect their adult Leaders. Communication skills grow with each Level as girls are required to share their ideas with Unit Leaders and those who will benefit from their special projects/events.

Girl Leadership: Each Level Award gives girls leadership opportunities appropriate to their age. Whether mentoring a younger Unit on a Badge requirement or planning a recruitment effort or developing a multi-Troop/community outreach event, each Level of AHG prepares girls for the next level of leadership opportunities. As girls are given opportunities in AHG to practice and hone leadership skills, they are more likely to take leadership roles in other areas of their lives, such as school and church. By following the Commit, Communicate, Plan, Organize, Implement and Evaluate pattern found in the Girl Planning Guides, located in the Appendix of this Level Award Leader Resource Guide, girls are exposed to some of the steps necessary in being an effective leader.

Character Development: A girl’s responsibilities increase in complexity with each Level Award. She will have decisions which need to be made. Her commitments are expected to be fulfilled. Others are looking to the girl for leadership. Perseverence becomes real as girls learn to stick to a plan and see it through. A girl becomes aware of how her decisions and actions affect others.

Spiritual Development: Teaching girls to pray about project/event ideas, problems that arise in planning and implementation, and all the details of completing a Level Award requirement in a timely manner, opens conversation with them about the need for seeking the Lord’s guidance. As they see the Lord’s hand on the little things of their life, like choosing just the right place to display a recruitment poster, they will begin to trust Him for guidance in not only bigger aspects of their AHG career but in life situations as well.

Tracking Sheets for each Level Award are found in the Girl Handbook and online.
www.ahgonline.org>Leader Portal>Forms>Girl Award & Advancement

Level Award descriptions are found in this document.

The Appendix of this document includes Planning Guides for Explorer, Pioneer and Patriot girls to utilize as tools for select Level Award requirements.
Who is eligible to earn the Fanny Crosby Level Award?

- Pathfinder at least 5 years old
- A registered member of AHG for the year pursuing the Award
- Active member in the Troop participating in Troop meetings and Troop activities/events

Requirements

- Complete one activity from each Stepping Stone
  - Starting the Adventure
  - Love God
  - Cherish My Family
  - Honor My Country
  - Serve in My Community
  - Next Step

- Participate in at least one service project
- Attend one Special Event
- Attend one Troop meeting or other event with a Tenderheart Unit
- Meet with Unit Leader/ Parent Leader to talk about what she has learned

What kind of service project qualifies?

It is preferred that this requirement be met by participating in a Troop-sponsored service project. Though families are encouraged to serve in their communities on a regular basis, the Troop Board may set qualifications as to when family-sponsored service projects may be counted as service hours.

What qualifies as a Special Event?

- Troop sponsored events other than regular Troop meetings
  - Examples: Court of Honor, Father/Daughter events, Mother/Daughter events, parade
- Stars & Stripes workday
- National AHG Programs/Events
  - Examples: National Pen Pal Program, Patriotism Contest, Convention
Unit Leader/Parent Leader Meeting with Pathfinder

Purpose of the Unit Leader/Parent Leader Meeting:
This meeting should be a conversational-style meeting and a comfortable introduction to the Board of Review process a girl will encounter in later Level Awards. Through the meeting, the Unit Leader/Parent Leaders makes sure the American Heritage Girl has completed all of the requirements for her Level Award. This is also an opportunity to make sure the girl is having a positive experience, and encourage the girl to continue her AHG career.

What should the Unit Leader expect from the girl?
1. A girl should be in full official uniform.
2. A girl should be able to recite, with minimal prompting, at least one of the following:
   AHG Mission Statement, Oath or Creed.
3. A girl should be able to answer questions regarding her experience as a Pathfinder and the requirements of the Award.
4. Leaders should remember to ask one question at a time.

Sample Questions for Unit Leader Meeting for the Fanny Crosby Level Award:
1. What is the AHG sign and the AHG Oath?
2. What is one Stepping Stone activity you enjoyed a lot and why?
3. Which of the six Bible verses is your favorite? Why is this your favorite?
4. What did you do as a service project? What did you learn from it?
5. What is something interesting you learned about Fanny Crosby this year?
6. What is one Creed word that describes you and why?
7. What is one thing you look forward to doing as a Tenderheart?

Is there a way for girls with special needs to earn the Level Award?
For information on the Individualized Achievement Plan (IAP), please visit: www.ahgonline.org. Leader Portal>Forms>Girl Award & Advancement>Individualized Achievement Plan Application. Special Needs Training and additional resources are available at www.ahgonline.org/specialneedstraining.
Who is eligible to earn the Sacagawea Level Award?
- Final Tenderheart Level year and at least 8 years old
- A registered member of AHG for the year pursuing the Award
- Active member in the Troop participating in Troop meetings and Troop activities/events

Requirements

• Complete one Badge from each Frontier
• Perform 5 hours of service each year of membership as a Tenderheart
• Attend one Special Event plus one for each year of membership as a Tenderheart
• Make a poster, video, scrapbook, or PowerPoint slide presentation showing what you enjoy most about AHG. Have it displayed for at least two weeks in a public place.
• Attend one Troop meeting or other event with an Explorer Unit
• Successful Board of Review

What kind of service project qualifies?
It is preferred that this requirement be met by participating in a Troop-sponsored service project. Though families are encouraged to serve in their communities on a regular basis, the Troop Board may set qualifications as to when family-sponsored service projects may be counted as service hours.

What qualifies as a Special Event?
• Troop sponsored events other than regular Troop meetings
  o Examples: Court of Honor, Father/Daughter events, Mother/Daughter events, parade
• Stars & Stripes workday
• National AHG Programs/Events
  o Examples: National Pen Pal Program, Patriotism Contest, Convention
How can Tenderheart Unit Leaders help prepare a girl for her Board of Review (BOR)?

1. A few weeks before the BOR, review the Sacagawea Level Award Tracking Sheet (found in the Girl Handbook) for completeness. Remind the girl to bring her Girl Handbook to the BOR for signatures.
2. Quiz the girl on the recitation of the Mission, Oath and Creed of AHG.
3. In advance of the BOR, conduct a uniform inspection a couple of weeks prior to make sure her uniform is correct and all insignia are correctly positioned.
4. Have the girl give an overview of her interaction with the older Unit.
5. Have the girl give a review of her prepared project.
6. Assist the girl in creating a presentation folder. The presentation folder should include a summary of her project or she may bring her actual project to show the BOR. Having the actual project may be a good prompt for discussion and the familiarity should help her to feel comfortable with the BOR.
7. Help the girl learn basic interview techniques: be audible, make eye contact, have good posture, listen carefully, think carefully before answering, be polite and respectful.

What should the BOR members expect from a Tenderheart?

1. A girl should be in full official uniform.
2. A girl should be audible and polite. If the BOR members sense the girl is nervous, she should be reassured and encouraged to take her time in answering questions.
3. A girl should present her folder with a summary of her project or present her project.
4. A girl should be able to recite at least one of the following: the AHG Mission Statement, Oath or Creed.
5. A girl should be able to answer questions regarding her experience as a Tenderheart and the requirements of the Award.
6. A girl should demonstrate respect for the BOR members, the BOR process, the Award and AHG.
7. A girl should provide a response to any questions she is presented. The BOR members should strive to make the girl comfortable in responding to questions. If she is unsure or cannot answer, prompts are permissable at this Level. The BOR members should consider the girl’s age and maturity.

Must all requirements be completed in the final year at a Level?

The requirements for the Level Award may be worked on throughout a girl’s time in the Level. Some requirements take more time (earning service hours, earning Badges, attending events, etc.) and it is recommended that the work be spread throughout her years in the Level. In order for the girl to feel more comfortable and prepared, it is suggested that requirements which involve more intensive girl leadership be completed during the final year in the Level.

Requirement details:
Make a poster, video, scrapbook, or PowerPoint slide presentation showing what you enjoy most about AHG. Have it displayed for at least two weeks in a public place.

This project should be made by individual girls. Projects should be displayed in schools, churches, libraries, or other public places. Girls are expected to contact the place they want to display their project and to ask permission to display. This gives girls a chance to show initiative and leadership.
Sample Questions for Board of Review for the Sacagawea Level Award:

1. Can you repeat the AHG Mission Statement, Oath or Creed?
2. How have you learned to love God in AHG?
3. What does “integrity” mean to you and how have you shown integrity as an AHG member?
4. What badge did you enjoy most as a Tenderheart? Why?
5. Which service project did you enjoy most this year? Why?
6. If you could add an activity to your Unit meetings or during the year, what would it be?
7. How have you learned to honor your country in AHG?
8. Which outdoor activity or field trip did you enjoy most and what did you learn?
9. What Special Event was your favorite?
10. Does your family enjoy being a part of the AHG program and participating in its activities?
11. What part of becoming an Explorer is most exciting to you?
12. Do you plan to earn your Lewis and Clark Level Award as an Explorer?
13. Did you participate in the AHG’s Religious Recognitions Program? If so, do you plan on working on such an award as an Explorer?

Is there a way for girls with special needs to earn the Level Award?

For information on the Individualized Achievement Plan (IAP), please visit: www.ahgonline.org. Leader Portal>Forms>Girl Award & Advancement>Individualized Achievement Plan Application. Special Needs Training and additional resources are available at www.ahgonline.org/specialneedstraining.

Board of Review FAQs can be found in the Appendix of this document.
Who is eligible to earn the Lewis & Clark Level Award?

- Final Explorer Level year and at least 11 years old
- A registered member of AHG for the year pursuing the Award
- Active member in the Troop participating in Troop meetings and Troop activities/events

Requirements

• Complete one Badge from each Frontier
• Perform 10 hours of service each year of membership as an Explorer
• Attend one Special Event plus one for each year of membership as an Explorer
• Attend one Troop meeting and one other event with a Pioneer Unit
• Assist in the planning, organizing, and running of a Special Event (2 hours minimum participation)
• Successful Board of Review

What kind of service project qualifies?

It is preferred that this requirement be met by participating in a Troop-sponsored service project. Though families are encouraged to serve in their communities on a regular basis, the Troop Board may set qualifications as to when family-sponsored service projects may be counted as service hours.

What qualifies as a Special Event?

• Troop sponsored events other than regular Troop meetings
  • Examples: Court of Honor, Father/Daughter events, Mother/Daughter events, parade
• Stars & Stripes workday
• National AHG Programs/Events
  • Examples: National Pen Pal Program, Patriotism Contest, Convention

Is there a way for girls with special needs to earn the Level Award?

For information on the Individualized Achievement Plan (IAP), please visit: www.ahgonline.org. Leader Portal>Forms>Girl Award & Advancement>Individualized Achievement Plan Application. Special Needs Training and additional resources are available at www.ahgonline.org/specialneedstraining.

Tools for evaluating Girl Leadership are available in the Appendix of this document.
How does a girl assist in the planning, organizing, and running of a Special Event?

Girls should be exposed to all aspects of planning, organizing and running an event. They should be active in decision making and implementing tasks. Girls may take on responsibilities like deciding the place and time of the event, calling for donations, and considering budgets. During the event girls should also be responsible for making sure things are running smoothly. Utilize the Lewis & Clark Girl Planning Guide in the Appendix to assist in teaching girls techniques for planning and organizing events.

Can more than one girl work on a single Special Event, multi-Troop or community outreach activity?

Unit Leaders and Troops Coordinator must agree that each girl who wishes to participate in these Level Award requirements will share equally in responsibilities, is willing to work with another girl, and will be able to fulfill the two hour minimum requirement. Based on a girl’s participation in the planning stage she should hold a responsibility in that area during implementation. For example, if she was part of planning food, she should participate in the serving of food; if she was part of promoting the event, she could act as hostess and welcome guests.

What type of activities or events should Explorers be able to implement?

Please refer to the Progression charts for Outdoor Activity, Social Development and Character Development (including the Community Service chart) found in the Unit Leader Handbook. Some girls will need an extra nudge to step out of their comfort zone while others may need help bringing their idea down to a doable scale based on time, resources, etc. Each girl’s approach to choosing an event or activity will be based on their expectations for themselves. Unit Leaders should be familiar enough with a girl to determine the level of responsibility she is ready to undertake and how best to encourage and support the girl through the process. See page 26 for additional idea information.

Must all requirements be completed in the final year at a Level?

The requirements for the Level Award may be worked on throughout a girl’s time in the Level. Some requirements take more time (earning service hours, earning Badges, attending events, etc.) and it is recommended that the work be spread throughout her time in the Level. In order for the girl to feel more comfortable and prepared, it is suggested that requirements which involve more intensive girl leadership be completed during the final year in the Level. Girls of this age will be more accepting of evaluations of their leadership skills. See page 48 for evaluation tools.

How can Explorer Unit Leaders prepare a girl for her Board of Review (BOR)?

1. A few weeks before the BOR, review the Lewis and Clark Tracking Sheet (found in the Girl Handbook) for completeness. Remind the girl to bring her Girl Handbook to the BOR for signatures.
2. Quiz the girl on the recitation of the Mission, Oath and Creed of AHG.
3. In advance of the BOR, conduct a uniform inspection a couple of weeks prior to make sure her uniform is correct and all insignia are correctly positioned.
4. Have the girl give an overview of her interaction with the older Unit.
5. Have the girl give an overview of her role before, during and after the Special Event in which she assisted.
Explorer - Lewis & Clark Level Award

6. Assist the girl in creating a presentation folder that includes information pertaining to her Special Event and her *Lewis & Clark Girl Planning Guide*.

7. Help the girl learn basic interview techniques: be audible, make eye contact, have good posture, listen carefully, think carefully before answering, be polite and respectful.

**What should the BOR members expect from the girl?**

1. A girl should be in full official uniform.
2. A girl should be audible and polite. If the BOR members sense the girl is nervous, she should be reassured and encouraged to take her time in answering questions.
3. A girl should present a folder that includes her *Lewis & Clark Planning Guide* worksheets.
4. A girl should be able to recite the AHG Mission Statement, Oath or Creed; ideally she should recite all three.
5. A girl should be able to answer questions regarding the requirements of the Award.
6. A girl should demonstrate respect for the BOR members, the BOR process, the Award and AHG.
7. A girl should provide a response to any questions she is presented. The BOR members should strive to make the girl comfortable in responding to questions. If she is unsure or cannot answer, prompts are permissible at this Level. The BOR members should consider the girl’s age and maturity.

**Sample Questions for Board of Review for the Lewis and Clark Level Award:**

1. Can you recite the AHG Mission, Oath and Creed?
2. What character trait of the Creed best represents you? Why?
3. Is AHG fulfilling its mission of building women of integrity through you? How?
4. Which service project did you most enjoy this year? Why?
5. What has God taught you this year?
6. How have you applied what you’ve learned about God this year?
7. Lewis and Clark were great explorers, which of your characteristics is most like Lewis and Clark?
8. Which Badge activity did you enjoy most this year?
9. What type of leadership opportunities have you experienced this year?
10. What was your favorite experience as an Explorer?
11. Does your family enjoy being a part of the AHG program and participating in its activities?
12. What part of becoming a Pioneer are you looking forward to most?
13. How do you think being a Pioneer will change you?
14. What part of planning the Special Event (fill in the blank with actual event name) did you enjoy most? Why?
15. What part of assisting with the Special Event was a challenge? Why?
16. If you could add an activity to your Unit meetings or Troop year, what would it be?
17. What was your favorite Outdoor activity or field trip that you participated in as an Explorer?
18. How has American Heritage Girls helped you become a better person?
19. Did you participate in AHG’s Religious Recognitions Program? If so, do you plan on working on such an award as a Pioneer?
20. Do you know what the Stars and Stripes Award is?
21. If so, is this something you’d like to strive to earn as a Patriot?
Who is eligible to earn the Harriet Tubman Level Award?

- Final Pioneer Level year and at least 13 years old
- A registered member of AHG for the year pursuing the Award
- Active member in the Troop participating in Troop meetings and Troop activities/events

Requirements

• Complete one Badge from each Frontier
• Perform 15 hours of service each year of membership as a Pioneer
• Attend one Special Event plus one for each year of membership as a Pioneer
• Mentor a younger Unit - hold at least one regular meeting for that Unit. Plan and organize a Special Event for that group.
• Plan, organize, and implement a multi-Troop or community outreach activity (10 hours minimum participation)
• Learn about the Patriot Level from a Patriot Unit. Write your goals for your Patriot Unit.
• Successful Board of Review

What kind of service project qualifies?

It is preferred that this requirement be met by participating in a Troop-sponsored service project. Though families are encouraged to serve in their communities on a regular basis, the Troop Board may set qualifications as to when family-sponsored service projects may be counted as service hours.

What qualifies as a Special Event?

• Troop sponsored events other than regular Troop meetings
  - Examples: Court of Honor, Father/Daughter events, Mother/Daughter events, parade
• Stars & Stripes workday
• National AHG Programs/Events
  - Examples: National Pen Pal Program, Patriotism Contest, Convention

How does a girl choose, plan, organize and run a Unit meeting and Special Event for a younger Unit?

Troop Leadership is instrumental in guiding a girl in choosing a meeting program and Special Event for a younger Unit. Please provide each girl who is pursuing the Harriet Tubman Level Award with a copy of the Harriet Tubman Girl Planning Guide. Prior to conducting a meeting for a younger Unit, a girl should be encouraged to meet with the Unit Leaders of the younger Unit to coordinate her idea. The Special Event for the younger Unit may be a service project, activity, social event or field trip that is in conjunction with a Badge or special project. The Special Event may also be completely unrelated to the Unit's current activities. It is important that the meeting and event be arranged with the consent of the Unit Leaders of the younger Unit. Using the Harriet Tubman Girl Planning Guide found in the Appendix, the Pioneer Unit Leaders should guide the girl in her decisions for activities and instruct the
How does a girl choose, plan, organize and run a multi-Troop or community outreach activity?

This is a big step in leadership development as girls may be leading outside of their Troop environment for the first time. With this Level Award process, girls will begin to test their organizational, time management and communication skills. Girls should brainstorm ideas with their Unit Leaders for this activity. After a girl and her Unit Leaders determine a feasible idea, the girl should present this idea to the Troop Board for permission to proceed in planning. Once permission has been granted and the event scheduled, at least one Unit Leader should instruct the girl in the use of the Harriet Tubman Level Award Planning Guide. The girl should complete the Planning Guide worksheet and present this, at a pre-determined date, to her Unit Leaders for approval. Once approved the Unit Leaders should continue to mentor the girl through the implementation of her activity. The planning, organizing and running of the activity should take the girl a minimum of ten hours of time which should be noted in her time log sheets provided in the Harriet Tubman Level Award Planning Guide. Unit Leaders should evaluate the girl's performance throughout the entire process from choosing the idea, through implementing. Unit Leaders should encourage the girl to complete the self-evaluation in the Harriet Tubman Level Award Planning Guide. A girl should be prepared to share her experience at her Level Award Board of Review.

Can more than one girl work on a single Special Event, multi-Troop or community outreach activity?

Unit Leaders and Troop Coordinator must agree that each girl who wishes to participate in these Level Award requirements will share equally in responsibilities, is willing to work with another girl and will be able to fulfill the ten hour minimum requirement on the multi-Troop or community outreach activity. Each girl should be evaluated on her understanding of the basics of leadership and the responsibilities entrusted to her for this event. Unit Leaders may use the Girl Leadership Evaluation tools included in this document and share the results with each girl to ensure growth and development in leadership skills. Girl Leadership evaluations become important at this Level as girls recognize the need for further development of skills. See page 48 for evaluation tools.

What type of activities or events should Pioneers be able to implement?

Please refer to the Progression charts for Outdoor Activity, Social Development and Character Development (including the Community Service chart) found in the Unit Leader Handbook. Some girls will need an extra nudge to step out of their comfort zone while others may need help bringing their idea down to a doable scale based on time, resources, etc. Each girl's approach to choosing an event or activity will be based on their expectations for themselves. Unit Leaders should be familiar enough with a girl to determine the level of responsibility she is ready to undertake and how best to encourage and support the girl through the process. The projects she chooses should be a step beyond the type of project she may have completed as an Explorer. See page 26 for additional idea information.
How can Pioneer Unit Leaders prepare a girl for her Board of Review (BOR)?

1. A few weeks before the BOR, review the Harriet Tubman Tracking Sheet (found in the Girl Handbook) for completeness. Remind the girl to bring her Girl Handbook to the BOR for signatures.
2. Quiz the girl on the recitation of the Mission, Oath and Creed of AHG.
3. In advance of the BOR, conduct a uniform inspection a couple of weeks prior to make sure her uniform is correct and all insignia are correctly positioned.
4. Have the girl give an overview of her interaction with the younger Unit.
5. Have the girl give an overview of her responsibilities in the multi-Troop/community outreach event.
6. Assist the girl in creating a presentation folder that includes her worksheets from the Harriet Tubman Girl Planning Guide.
7. Review basic interview techniques: be audible, make eye contact, have good posture, listen carefully, think carefully before answering, be polite and respectful.

What should the BOR members expect from the girl?

1. A girl should be in full official uniform.
2. A girl should be audible and polite. If the BOR members sense the girl is nervous, she should be reassured and encouraged to take her time in answering questions.
3. A girl should present a folder that includes her documents from the Harriet Tubman Girl Planning Guide.
4. A girl should be able to recite the AHG Mission Statement, Oath and Creed.
5. A girl should be able to answer questions regarding the requirements of the Award.
6. A girl should demonstrate respect for the Board member, the BOR process, the Award and AHG.
7. A girl should provide a response to any questions she is presented. Strive to make the girl comfortable in responding to questions. If she is unsure or cannot answer, prompts should be minimal at this Level. The BOR members should consider the girl’s age and maturity.

Tools for evaluating Girl Leadership are available in the Appendix of this document.
Sample Questions for Board of Review for the Harriet Tubman Award

1. Can you recite the AHG Oath, Creed, and Mission Statement?
2. What word of the Creed most represents you? Why?
3. Which service project did you most enjoy this year? Why?
4. Can you tell us about a time this year that you’ve felt God working in your life?
5. Is AHG fulfilling its mission of building women of integrity through you? How?
6. How have you applied what you learned about God this year?
7. Which Badge activity did you enjoy most this year?
8. What type of leadership opportunities have you experienced this year?
9. Harriet Tubman was a true pioneer, do you know her story? How are you like her?
10. What was your favorite experience as a Pioneer?
11. What part of being a Patriot are you looking forward to most?
12. How do you think being a Patriot will change you?
13. What part of planning the Special Event (fill in the blank with actual event name) did you enjoy most? Why?
14. What part of assisting with the Special Event was a challenge? Why?
15. If you could add an activity to your Unit meetings or Troop year, what would it be?
16. What was your favorite Outdoor activity that you participated in as a Pioneer?
17. How has American Heritage Girls helped you become a better person?
18. Did you participate in AHG’s Religious Recognitions Program? If so, do you plan on working on such an award as a Patriot?
19. As a Patriot, will you strive to obtain the Dolley Madison Award and then the Stars and Stripes Award?
20. Have you begun the necessary steps to earn this prestigious honor? (Requested the Stars & Stripes General Overview Packet, worked on required Badges)
21. Do you see yourself as a role model for younger AHG girls? Can you share your experience in working with a younger Unit?
22. Jesus was the most influential leader of all time; yet he led by demonstrating true servant leadership. He explains leadership to his disciples in Matthew 20:25-38. “Jesus called them together and said, ‘You know the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to be first must be your slave - just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.’” What does this verse mean to you? Have you had an opportunity to demonstrate servant leadership throughout your time as a Pioneer? if so, how? What did you learn from this experience?

Is there a way for girls with special needs to earn the Level Award?
For information on the Individualized Achievement Plan (IAP), please visit: www.ahgonline.org. Leader Portal>Forms>Girl Award & Advancement>Individualized Achievement Plan Application. Special Needs Training and additional resources are available at www.ahgonline.org/specialneedstraining.
Who is eligible to earn the Dolley Madison Level Award?

- Second year Patriot and at least 15 years old
- A registered member of AHG for the year pursuing the Award
- Active member in the Troop participating in Troop meetings and Troop activities/events

Requirements

- Complete one Badge from each Frontier
- Perform 20 hours of service each year of membership as a Patriot
- Attend one Special Event plus one for each year of membership as a Patriot
- Earn an AHG-approved Religious Recognition of your church denomination
- Plan, organize, promote, and implement a multi-Troop or community outreach activity (15 hours minimum participation)
- Participate in an AHG recruitment effort with prospective members: a community, school or church group. Share how the program has benefited your life.
- Successful Board of Review

What kind of service project qualifies?

It is preferred that this requirement be met by participating in a Troop-sponsored service project. Though families are encouraged to serve in their communities on a regular basis, the Troop Board may set qualifications as to when family-sponsored service projects may be counted as service hours.

What qualifies as a Special Event?

- Troop sponsored events other than regular Troop meetings
  - Examples: Court of Honor, Father/Daughter events, Mother/Daughter events, parade
- Stars & Stripes workday
- National AHG Programs/Events
  - Examples: National Pen Pal Program, Patriotism Contest, Convention

Where can information be found on AHG-approved Religious Recognition Awards?

This information is found in a Religious Recognition booklet available at:
How does a girl choose, plan, organize and run a multi-Troop or community outreach activity?

This is the highest Level Award for a girl in AHG. Individual responsibility and leadership at this level is a step toward preparing for real life experiences. With this Level Award process, girls will begin to test their organizational, time management and communication skills. Girls should brainstorm ideas with their Unit Leaders for this activity. After a girl and her Unit Leaders determine a feasible idea, the girl should present this idea to the Troop Board for permission to proceed in planning. Once permission has been granted and the event scheduled, at least one Unit Leader should instruct the girl in the use of the Dolley Madison Girl Planning Guide found in the Appendix of this document. The girl should complete the first page of this guide and present this, at a pre-determined date, to her Unit Leaders for approval. Once approved the Unit Leaders should continue to mentor the girl through the implementation of her activity. The planning, organizing and running of the activity should take the girl a minimum of fifteen hours of time which should be noted in her time log sheets provided in the Dolley Madison Girl Planning Guide. Unit Leaders should encourage the girl to complete the self-evaluation in the Dolley Madison Girl Planning Guide. Girls should be prepared to share the experience at the Level Award Board of Review. Unit Leaders should evaluate the girl’s performance throughout the entire process from choosing the idea through implementation. Refer to Girl Evaluations beginning on page 48.

Can more than one girl work on a single Special Event, multi-Troop or community outreach activity?

At the Patriot Level, girls should be ready to accept full responsibility for project planning. Their project should be more extensive and more challenging than previous Level Award projects she may have undertaken. An extremely large, complex project may be divided between two Patriots if the Unit Leaders and Troop Coordinator agree that each girl will share equally in responsibilities, is willing to work with another girl and will be able to fulfill the fifteen hour minimum requirement on the multi-Troop or community outreach activity.

What type of activities or events should Patriots be able to implement?

Please refer to the Progression charts for Outdoor Activity, Social Development and Character Development (including the Community Service chart) found in the Unit Leader Handbook. Some girls will need an extra nudge to step out of their comfort zone while others may need help bringing their idea down to a doable scale based on time, resources, etc. Each girl’s approach to choosing an event or activity will be based on their expectations for themselves. Unit Leaders should be familiar enough with a girl to determine the level of responsibility she is ready to undertake and how best to encourage and support the girl through the process. The project she chooses should be a step beyond the type of project she may have completed as an Pioneer. See page 26 for additional idea information.

Is there a way for girls with special needs to earn the Level Award?

For information on the Individualized Achievement Plan (IAP), please visit: www.ahgonline.org. Leader Portal>Forms>Girl Award & Advancement>Individualized Achievement Plan Application. Special Needs Training and additional resources are available at www.ahgonline.org/specialneedstraining.

Tools for evaluating Girl Leadership are available in the Appendix of this document.
How can Patriot Unit Leaders prepare a girl for her Board of Review (BOR)?

1. A few weeks before the BOR, review the Dolley Madison Tracking Sheet (found in the Girl Handbook) for completeness. Remind the girl to bring her Girl Handbook to the BOR for signatures.
2. Quiz the girl on the recitation of the Mission, Oath and Creed of AHG.
3. In advance of the BOR, conduct a uniform inspection a couple of weeks prior to make sure her uniform is correct and all insignia are correctly positioned.
4. Have the girl give an overview of her Religious Recognition Award.
5. Have the girl give an overview of her responsibilities in the multi-Troop/community outreach event.
6. Have the girl give an overview of her participation in a recruitment effort.
7. Remind the girl to create a presentation folder that includes her worksheets from the Dolley Madison Girl Planning Guide.
8. Review basic interview techniques: be audible, make eye contact, have good posture, listen carefully, think carefully before answering, be polite and respectful.
9. Girls at this age may need to be reminded that the Award can be denied if there are missing requirements or their behavior is contrary to the AHG Mission, Oath and Creed.

What should the BOR members expect from the girl?

1. A girl should be in full official uniform.
2. A girl should be audible and polite. If the BOR members sense the girl is nervous, she should be reassured and encouraged to take her time in answering questions.
3. A girl should present a folder that includes documents from the Dolley Madison Girl Planning Guide.
4. A girl should be able to recite the AHG Mission Statement, Oath and Creed.
5. A girl should be able to answer questions regarding the requirements of the Award.
6. A girl should demonstrate respect for the BOR members, the BOR process, the Award and AHG.
7. A girl should provide a response to any questions she is presented. Strive to make the girl comfortable in responding to questions. If she is unsure or cannot answer, prompts should be very minimal and rarely needed at this Level. The BOR members may need to remind the girl that the Award can be denied, corrections can be made and a new BOR scheduled if there are missing requirements or they have behaviors that are contrary to the AHG Mission, Oath and Creed are demonstrated.

Please note that the Dolley Madison Award must be earned and approved before a girl may apply to become a Stars & Stripes Candidate. The Stars & Stripes Procedure, including Board of Review must be completed before the girl’s 18th birthday.
Sample Questions for the Dolley Madison Award

1. As you earned your Dolley Madison Award, what were some of the most enjoyable activities that you participated in this year?
2. What were some of the challenges that you faced earning your Dolley Madison Award?
3. How are you like Dolley Madison?
4. Is AHG fulfilling its mission of "building women of integrity" through you? How?
5. Are you planning to seek the Stars and Stripes Award?
6. How are you planning to accomplish this goal?
7. What type of leadership positions have you held as a Patriot?
8. What leadership characteristics do you exemplify as an American Heritage Girl?
9. As a Dolley Madison candidate, you had to earn your denomination’s Spiritual Award. Which Award did you earn? What did this process teach you? How has your faith grown in this experience?
10. How has your relationship with God worked into your goal to earn your Dolley Madison Award or goals you have as an adult?
11. What have you done within your Troop to develop younger girls as members of AHG?
12. Sharing the message of AHG to others and testifying as to the impact AHG has made in your life is an important aspect of the Dolley Madison award. Tell us how you shared the message. Who was the audience? What size was the audience? How did you feel when you were sharing the message? Any tips on how to share the message of AHG with others around the nation?
13. Service to others is the most vital component of the American Heritage Girls experience. Since the youngest age, AHG girls are asked to give of themselves. How has this commitment to service influenced your life? In what service projects did you engage this year? Were they successful? What made them successful? Why does AHG require so much service from the earliest ages?
14. Have you had to make any decisions to include or drop an outside activity to be a part of the AHG ministry?
15. If you could describe your AHG experience throughout the years, in just a few sentences, how would you describe it?
16. How have you become a better citizen to your community and country because of your AHG experience?
17. When you are older, would you consider becoming an AHG leader and continue the tradition?
18. Seeking God’s will for your life is an important concept encouraged in AHG. What does this mean to you?
19. Do you have a time in your AHG experience that you felt God’s presence and direction? Can you tell us how?
20. Jesus was the most influential leader of all time; yet he led by demonstrating true servanthood. He explains leadership to his disciples in Mark 10:44 (Douay-Rheims, 1899 American edition (DRA)) - “And whosoever will be first among you, shall be the servant of all.” What does this verse mean to you? Have you had an opportunity to demonstrate servant leadership throughout your time as a Patriot? If so, how? What did you learn from this experience?
Appendix
Level Award Leader Resource Guide
Board of Review FAQs

What is the purpose of the Board of Review?
1. To make sure the American Heritage Girl has completed all of the requirements for her Level Award.
2. To understand the quality of experience the girl is having in the Unit.
3. To encourage the American Heritage Girl to progress further in her AHG career.

What are the benefits of having girls participate in the Board of Review?
The Board of Review provides “quality control” for Level Award recognition, provides the girl with the opportunity to develop and practice those skills needed in an interview situation, and is an opportunity for the American Heritage Girl to review her accomplishments. The Board of Review is an opportunity to review the American Heritage Girl’s acceptance of AHG’s ideals, her accomplishments and her attitudes.

Who should be a part of the BOR?
The Board of Review consists of three to six adult volunteers from the Troop or Charter Organization, depending on the Level being reviewed. The composition of the Board of Review should be as follows:
- Sacagawea- 3 adults
- Lewis & Clark- 3-4 adults
- Harriet Tubman-4-5 adults
- Dolley Madison- 4-5 adults.

The Troop or Unit Advancement Manager generally acts as the Board of Review Chairperson. He/She sets up the BOR time and date and recruits adults to serve on the BOR. (Parents, whose daughters are in their 2nd year, work great for this task. It helps them understand the Level Award process and the necessary requirements for the girls to earn their awards the following year.) Relatives or guardians may not serve as members of their daughter’s Board of Review and the girl’s Unit Leader should not serve unless absolutely necessary.

Do all girls have to earn the Award to advance to the next Unit?
American Heritage Girls is an age-based program. Girls may choose to pursue Level Awards, but will advance to the next Unit Level based on their age. The Level Award is optional, but is recommended that all girls be given the opportunity to pursue the Award for their Level. Girls should not be required to pursue the Level Award in order to advance to the next Level.

For Stars and Stripes Board of Review guidelines, see the Stars & Stripes Procedure Packet found at: www.ahgonline.org/sandsresources.
What are the basic mechanics of the Board of Review?

The American Heritage Girl Level Award Candidate can be introduced to the Board Members by the BOR Chairperson (usually the Advancement Manager.) The girl must be in full official uniform. It is recommended that the BOR members pray with the girl before the process begins in order to calm and assure her of God’s love and leading. See details of expectations in each Level Award section of this document.

The Chairperson of the BOR should ask the girl to come to attention and recite one or more of the following:

1. The AHG Oath: I promise to love God, cherish my family, honor my country and serve in my community.

2. The AHG Creed: As an American Heritage Girl, I promise to be Compassionate Helpful, Honest, Loyal, Perseverant, Pure, Resourceful, Respectful, Responsible, and Reverent.

3. The AHG Mission Statement: Building Women of Integrity through service to God, family, community and country.

For the Tenderheart and Explorer Levels, one or two recitations of the Oath, Creed or Mission Statement should be sufficient. For the Pioneer and Patriot Levels, more is expected; these Levels should recite all three. One or two re-tries is appropriate, especially for young girls or if the girl appears nervous.

The BOR members are invited to ask questions of the Candidates (see the section appropriate to Level.) The questions should be open-ended, offering an opportunity for the girl to speak about her opinions, experiences, activities and accomplishments. Avoid questions that only require one or two word answers. If an answer seems too brief, follow up with “Why?” or “How?” to expand the answer. The questions need not be restricted to AHG topics. Questions regarding home, church, school, athletics are all appropriate. The length of the Board of Review should be about 15-20 minutes, with shorter time for younger levels.

The Troop Coordinator should be made aware of any “out of bounds” questions due to the girl’s particular family situation.

When all BOR members have had an opportunity to ask questions, the girl is excused from the room. The BOR members then consider whether the girl has completed the responsibilities to earn this Level Award. The decision must be unanimous. Once the decision is made, the girl is invited back into the room and BOR Chairperson informs the girl of the BOR’s decision. Girls who pass the BOR should be congratulated. Some Troops provide this congratulations verbally, in letter format or a certificate. For information related to unsuccessful BOR procedures, please refer to page 25.
Board of Review FAQs

Which Level Award Tracking Sheets should be forwarded to the AHG, Inc. office?

Only the Dolley Madison Award Tracking Sheet must be submitted to AHG, Inc. via ahgconnect. Dolley Madison Award Tracking Sheets will be reviewed and approved by AHG staff. Approval must be met before ordering the Dolley Madison Level Award patch or applying to become a Stars & Stripes Candidate. For more information on the Stars & Stripes application process, please refer to the Stars & Stripes General Overview Packet which is available to registered Leaders at www.ahgonline.org/sandsresources.

Does every girl pass the Board of Review?

The BOR provides “quality control” for Level Award recognition. Providing consistency in Level Award approval maintains the integrity of these Awards.

While unfortunate, there may be times when the BOR should not pass a girl. For instance, if a girl is unprepared for her BOR or has not completed all requirements. In these cases the girl may be given a second chance if she fails the first BOR. It is wise for the BOR to ask the girl to step out of the room while they discuss or vote on whether she passed. The decision should be made promptly and if the BOR decides a girl didn’t pass they should give a clear statement as to why. A “no pass” decision should be communicated to the Unit Leaders immediately so they may offer support and encouragement to the girl.

In circumstances including belligerence, use of vulgarity, and disrespect for God, AHG, the BOR, or the Award, the Level Award should be withheld and the Troop Board alerted. The circumstance should then be reviewed by the Troop Board using biblical conflict resolution practices and the Living the Life of Virtue document. This policy applies to Stars & Stripes Candidates as well as Level Award Candidates.

Living a Life of Virtue may be found at www.ahgonline.org/lifeofvirtue

Stars and Stripes Board of Review Packets are to be requested after a Candidate receives all signatures on her Project Summary Report Signature Sheet. The request form is found at: www.ahgonline.org/sandsresources
Ideas for Projects

*Lead Like Jesus*, a program for understanding leadership, explains the adventure of becoming a leader through a model called “The Way of the Carpenter.” It is believed that Jesus learned the skills of a carpenter through a learning experience that involved four stages of development: Novice, Apprentice, Journeyman, and Master/Teacher. Following this pattern of learning, girls can develop leadership skills that will make a difference in their Troops, families, and communities. The first three stages of this model demonstrate the progressive nature of AHG’s Level Award program.

Each Level’s project should give a girl the opportunity to think bigger, to take on more responsibilities, and to grow in her confidence in leadership skills: commitment, communication, planning, organization, and evaluation. The following suggestions for idea brainstorming illustrate the progression of developing project ideas from one Level Award to another.

**Lewis & Clark event participation suggestions (minimum 2 hour requirement):**

Typically the Novice Stage (someone just starting out) - Introduce girls to the “big picture” of the project and planning of the project. Allow them to participate in the decision-making. They should then serve in the planning and implementation of the tasks of event such as: funding, decorations, activities, refreshments, promotion, etc.

**Harriet Tubman multi-Troop or community outreach Project suggestions (minimum 10 hour requirement):**

Typically the Apprentice Stage (someone in training) - Girls are given/take more individual responsibility for planning and implementing projects with close oversight by adult Leaders.

- Caroling & party at an elder care facility
- Collecting items for a pregnancy center or food bank
- OCC packing party
- Simple repair and maintenance
- 2-3 Troop Camping trip with Badge workshops

**Dolley Madison multi-Troop or community outreach Project suggestions (minimum 15 hour requirement):**

Typically the Journeyman Stage (someone capable of working independently) - Girls take on full responsibility for decisions, planning and implementation. Adult Leaders act as mentors to advise girls, to monitor their progress and to evaluate their leadership skills.

- Make and drop (cooking or sewing things to drop off at a Benefitting Organization)
- Large scale collections
- Repair and maintenance
- Badge fair or day camp for younger Units
- Multi-Troop Camporee (3+Troops)

For more information on the stages of leadership, visit www.leadlikejesus.com. For providing excellent feedback to girls after their projects, please refer to the Evaluations included in this Appendix.
The *Lewis & Clark Girl Planning Guide* is for use by Explorers. Leaders should provide each Explorer who is pursuing the *Lewis & Clark Level Award* with a copy of the following pages:

- *Assist in the Planning, Organizing, and Running of a Special Event* (1 page document)

Troop Leaders should be familiar with each of these documents and the Level Award requirements. Troops should encourage use of the documents for guidance in completing the requirements for the Level Award.
Assisting in Planning, Organizing, and Running a Special Event
(Save this document and take it to your Board of Review)

**Commitment:**

- I understand that I am expected to assist in planning, organizing, and running this event.
- I will communicate with my Unit Leaders.
- I will seek help from my Unit Leaders.

My Signature: ___________________________ Date: ________________

**Communicate:**

I spoke with my Unit Leader about doing this requirement on this date: ________________

I spoke with the Leader in charge of the event on this date: ________________

**Plan:**

This is the name of the event I will help with: ________________________________

**Organize:**

These are my responsibilities for the event:

Before -

During -

After -

**Evaluate:**

Did you enjoy working on this event? Yes or No

Were there things you were responsible for that could have been done better? Yes or No

Do you feel more comfortable now in talking with adults? Yes or No

Do you think you would like to have more responsibilities organizing another event? Yes or No
The Harriet Tubman Girl Planning Guide is for use by Pioneers. Leaders should provide each Pioneer who is pursuing the Harriet Tubman Level Award with a copy of the following pages:

- Mentor a Younger Unit - hold at least one regular meeting for that Unit (3 page document)
- Mentor a Younger Unit - plan and organize a Special Event for that Unit (3 page document)
- Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity (4 page document)

Troop Leaders should be familiar with each of these documents and the Level Award requirements. Troops should encourage use of the documents for guidance in completing the requirements for the Level Award.
Mentor a Younger Unit -
hold at least one regular meeting for that Unit
(Save this document and take it to your Board of Review)

Commitment:

- I understand that I am expected to plan organize, and conduct a meeting for a younger Unit.
- I will communicate with my Unit Leaders and the Unit Leaders of the younger Unit.
- I will seek help with my Unit Leaders.

My Signature: ____________________________ Date: ______________

Communicate:

I would like to work with the ___________________ Unit of Troop __________.

I spoke with my Unit Leader about working with a younger Unit. Date: ____________

I spoke with the Unit Leaders of the __________________Unit of Troop ________. They suggested these ideas for a meeting I could conduct:

Plan:

These are my ideas for the meeting:

I presented my ideas to my Unit Leaders on this date: ______________

My idea was approved by my Unit Leaders and the Unit Leaders of the younger Unit on this date: ____________

AHG, Inc. 2015
Mentor a Younger Unit -
hold at least one regular meeting for that Unit

Organize:

This is my description of what I will do for the meeting:

I presented my description to the Unit Leaders of the younger unit on this date: ____________

I will conduct the meeting for the ________________ Unit on this date: ____________
Mentor a Younger Unit -
hold at least one regular meeting for that Unit

Evaluate:

Did you work with the younger Unit on the planned date? Yes or No
Comments:

Were you able to complete the work from your description? Yes or No
Comments:

Do you feel that you led the meeting effectively? Yes or No
Comments:

What would you have done differently?

Did you have any unexpected problems?
Mentor a Younger Unit -
plan and organize a Special Event for that Unit
(Save this document and take it to your Board of Review)

Commitment:

- I understand that I am expected to plan organize, and conduct a Special Event for a younger Unit.
- I will communicate with my Unit Leaders and the Unit Leaders of the younger Unit.
- I will seek help with my Unit Leaders.

My Signature: ________________________________ Date: ____________

Communicate:

I will continue to work with the _______________Unit of Troop __________.

I spoke with the Unit Leaders of the _______________Unit. They suggested these ideas for a Special Event I could create:

Plan:

These are my ideas for the Special Event:

My idea was approved by my Unit Leaders and the Unit Leaders of the younger Unit of Troop ________ on this date: ____________

AHG, Inc. 2015
Mentor a Younger Unit - plan and organize a Special Event for that Unit

Organize:

Things to consider -
Will this event have costs?
Will this event be during a meeting or another time? (Permission Slips and Troop Transport documents may be needed)

This is my description of what I will do for the Special Event:

I presented my description to the Unit Leaders of the younger Unit on this date: _____________

I will conduct the Special Event for the _________________ Unit on this date: ____________

I spoke to my Unit Leaders about Health & Safety concerns on this date: ____________
Mentor a Younger Unit - plan and organize a Special Event for that Unit

Evaluate:

Did you hold the Special Event with the younger Unit on the planned date? Yes or No
Comments:

Did your Special Event go as you planned? Yes or No
Comments:

Do you feel that you led the Special Event effectively? Yes or No
Comments:

What would you have done differently?

Did you have any unexpected problems?
Harriet Tubman Girl Planning Guide

Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity
(Save this document and take it to your Board of Review)

Commitment:

- I understand that I am expected to plan, organize, and implement this event.
- I will communicate effectively with my Unit Leaders and helpers.
- I will seek help from my Leaders.
- I will plan carefully and work diligently to complete my commitment to this event.
- I will be a good representative of AHG to other Troops or my community.

My Signature: ___________________________ Date: _____________

Communicate:

I spoke with my Unit Leader about this requirement. Date: _____________

Plan:

These are my ideas for the event:

My idea was approved by my Unit Leaders and Troop Coordinator on this date: _____________
Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity

Organize:

This is my plan for the event.

Implement:

Use this list to check off tasks as completed.

Where and when will the event take place? _________________________________

____ Place arranged?   ____ Event announced and promoted?
____ Helpers arranged?   ____ Two-deep Adult Leadership arranged?
____ Set up time scheduled?  ____ Permission slips collected?
____ Costs covered?   ____ Restrooms provided?
____ Food/water arranged if needed? ____ Other Health & Safety concerns covered?

______________________________________ will be the Adult Safety Lead for the event.
______________________________________ will assist me with problems and conflicts.

I presented my description to my Unit Leaders and received permission to proceed. Date: _______

I spoke to my Unit Leaders about Health & Safety concerns on this date: ____________
Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity

Communication and Time Log
Communicate well with everyone. Follow up on communications. Remember not everyone follows social media so use many forms of communication. You are required to work at least ten (10) hours on this event project. Use your time wisely and do not procrastinate.

<table>
<thead>
<tr>
<th>I did this:</th>
<th>On this date:</th>
<th>For this long:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity

Evaluate:

Did you hold the Multi-Troop or Community Outreach Event on the planned date? Yes or No
Comments:

Did your Event go as you planned? Yes or No
Comments:

Do you feel that you led the Event effectively? Yes or No
Comments:

What would you have done differently?

Did you have any unexpected problems?

Did another Pioneer share responsibilities in this event for her Harriet Tubman Level Award requirement?

Were there any concerns in sharing the responsibilities with another Pioneer?
The *Dolley Madison Girl Planning Guide* is for use by Patriots. Leaders should provide each Patriot who is pursuing the *Dolley Madison Level Award* with a copy of the following pages:

- *Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity (4 page document)*

Troop Leaders should be familiar with each of these documents and the Level Award requirements. Troops should encourage use of the documents for guidance in completing the requirements for the Level Award.
Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity
(Save this document and take it to your Board of Review)

Commitment:

- I understand that I am expected to plan, organize, promote, and implement this event.
- I will communicate effectively with my Unit Leaders and helpers.
- I will seek help from my Leaders.
- I will plan carefully and work diligently to complete my commitment to this event.
- I will be a good representative of AHG to other Troops or my community.

My Signature: ___________________________ Date: ______________

Communicate:

I spoke with my Unit Leader about this requirement. Date: ______________

Plan:

These are my ideas for the event:

My idea was approved by my Unit Leaders and Troop Coordinator on this date: ______________
Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity

The size or your project/event should be discussed with your Unit Leaders. The requirement is for a minimum of 15 hours of work. The project/event should give you the opportunity to lead others from your Troop.

You are to prepare a written description of your project/event plan. This Project Description should be as complete as possible. Included below are questions that may need to be addressed and you may have information to add to the description. The success of a project/event depends on careful planning, time management and good communication. When you have completed the Project Description, have someone check it for neatness, grammar/spelling and understanding; then present the document to your Unit Leaders for review. They may ask you to clarify information or provide missing information they find critical to the success of your project/event. The Unit Leaders and Troop Coordinator must approve your Project Description before you implement the project/event.

There may be other details that are needed to thoroughly plan your project/event. The more information you write down, the more successful your project/event will be.

Remember to provide any additional documents such as Permission Slips and Troop Trip Form. Your Unit Leaders can assist you with these and provide any information you may need about adhering to AHG Health & Safety Guidelines.

Use the time log sheet provided to keep up with your planning and work time.

You must obtain permission from your Troop Leaders to share the responsibilities of a large project/event with another Dolley Madison Candidate. This should be taken care of before creating your project description.

I presented my project description to my Unit Leaders on this date: _________________

This Patriot’s Dolley Madison project/event plan is approved.

_____________________________________

Patriot Unit Leader

Date: __________________________

Where will the project/event take place?
When will the project/event take place?
What is the goal of the project/event?
What activities will be involved?
How will you recruit helpers?
Who will lead the activities?
Will there be any costs to the project/event?
What are the estimated costs?
How will this be funded?
Have you made plans for food and hydration?
Have you made plans for restroom facilities?
Will any special equipment or tools be needed?
Who will provide equipment or tools?
How will you promote the event?
What time will helpers need to arrive?
What time will helpers need to be picked up?
Who will set up the project/event?
Who will be the Adult Safety Lead?
Who will provide two-deep, AHG-registered Adult Leadership?
Who will handle problems or conflicts?
Who will clean up after the project/event?
Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity

**Communication and Time Log:**
Communicate well with everyone. Follow up on communications. Remember not everyone follows social media so use many forms of communication. You are required to work at least fifteen (15) hours on this event project. Use your time wisely and do not procrastinate.

<table>
<thead>
<tr>
<th>I did this:</th>
<th>On this date:</th>
<th>For this long:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan, Organize, and Implement a Multi-Troop or Community Outreach Activity

Evaluate:

Did you hold the multi-Troop or community outreach event on the planned date? Yes or No
Comments:

Did your event go as you planned? Yes or No
Comments:

Do you feel that you led the event effectively? Yes or No
Comments:

What would you have done differently?

Did you have any unexpected problems?

Did another Patriot share responsibilities in this event for her Dolley Madison requirement?

Were there any concerns in sharing the responsibilities with another Patriot?
### Suggested Level Award Planning

#### Pathfinder - Fanny Crosby

<table>
<thead>
<tr>
<th>Age</th>
<th>What is AHG?</th>
<th>Service</th>
<th>Special Events</th>
<th>Older Unit Visit</th>
<th>Meet with Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>Complete one activity from each Stepping Stone and learn about Fanny Crosby</td>
<td>Participate in at least one Troop service project</td>
<td>Attend one Special Event</td>
<td>Attend one Troop meeting or other event with a Tenderheart Unit</td>
<td>Meet with your Unit Leader to talk about what you have learned as a Pathfinder</td>
</tr>
</tbody>
</table>

#### Tenderheart - Sacagewea

<table>
<thead>
<tr>
<th>Age</th>
<th>Badges</th>
<th>Service Hours</th>
<th>Special Events</th>
<th>Recruitment Effort</th>
<th>Older Unit Visit</th>
<th>Board of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>Earn 1 Badge from 2 Frontiers</td>
<td>Earn 5 hours of service</td>
<td>Participate in 2 Special Events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>Earn 1 Badge from 2 Frontiers</td>
<td>Earn 5 hours of service</td>
<td>Participate in 1 Special Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>Earn 1 Badge from 2 Frontiers</td>
<td>Earn 5 hours of service</td>
<td>Participate in 1 Special Event</td>
<td>Make and Display a poster, video, scrapbook or powerpoint</td>
<td>Visit Troop's Explorer Unit</td>
<td>Meet with Unit Leader and prepare for BOR. Complete BOR 2-4 weeks before Program Year end</td>
</tr>
</tbody>
</table>

#### Explorer - Lewis & Clark

<table>
<thead>
<tr>
<th>Age</th>
<th>Badges</th>
<th>Service Hours</th>
<th>Special Events</th>
<th>Recruitment Effort</th>
<th>Leadership</th>
<th>Older Unit Visit</th>
<th>Board of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Earn 1 Badge from 2 Frontiers</td>
<td>Earn 10 hours of service</td>
<td>Participate in 2 Special Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>Earn 1 Badge from 2 more Frontiers</td>
<td>Earn 10 hours of service</td>
<td>Participate in 1 Special Event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Earn 1 Badge from 2 more Frontiers</td>
<td>Earn 10 hours of service</td>
<td>Participate in 1 Special Event</td>
<td></td>
<td>Visit Troop's Pioneer Unit</td>
<td>Meet with Unit Leader and prepare for BOR. Complete BOR 2-4 weeks before Program Year end</td>
<td></td>
</tr>
</tbody>
</table>
### Pioneer - Harriet Tubman

<table>
<thead>
<tr>
<th>Age</th>
<th>Badges</th>
<th>Service Hours</th>
<th>Special Events</th>
<th>Mentoring</th>
<th>Leadership</th>
<th>Older Unit Visit</th>
<th>Board of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>Earn 1 Badge from 3 Frontiers (can be Stars &amp; Stripes required Badges)</td>
<td>Earn 15 hours of service</td>
<td>Participate in 2 Special Events</td>
<td>Lead a younger Unit for a meeting/plan an event for the younger Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>Earn 1 Badge from 3 more Frontiers (can be Stars &amp; Stripes required Badges)</td>
<td>Earn 15 hours of service</td>
<td>Participate in 1 Special Event</td>
<td>Plan, organize and implement a multi-Troop/community outreach event</td>
<td>Visit a Patriot Unit or learn about the Patriot Level</td>
<td></td>
<td>Meet with Unit Leader and prepare for BOR. Complete BOR 2-4 weeks before Program Year end</td>
</tr>
</tbody>
</table>

Please note that it is recommended that older Patriots earn Money Management, Citizenship & Government, and Emergency Preparedness. Camping may take two or three program years to complete due to the overnight camping requirement.

### Patriot - Dolley Madison

<table>
<thead>
<tr>
<th>Age</th>
<th>Badges</th>
<th>Service Hours</th>
<th>Special Events</th>
<th>Spiritual</th>
<th>Leadership</th>
<th>Recruitment</th>
<th>Board of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-16</td>
<td>Earn 1 Badge from 3 Frontiers (2 Stars &amp; Stripes required Badges)</td>
<td>Earn 20 hours of service</td>
<td>Participate in 2 Special Events</td>
<td>Earn an AHG approved Religious Recognition Award</td>
<td></td>
<td></td>
<td>Meet with Unit Leader and prepare for BOR. Complete BOR 2-4 weeks before Program Year end</td>
</tr>
<tr>
<td>15-18</td>
<td>Earn 1 Badge from 3 more Frontiers (2 Stars &amp; Stripes required Badges)</td>
<td>Earn 20 hours of service</td>
<td>Participate in 1 Special Event</td>
<td>Plan, organize and implement a multi-Troop/community outreach event</td>
<td>Participate in an AHG recruitment event</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parent/Guardian Permission Slip

Please return this form to the Leader by: _______________________________________.

Troop #: _____ is going to ________________________ on _________ (date).

Activities will include: ______________________________________________________

Place: _____________________________________ Phone #: __________________

Address: _________________________________________________________________

Leaving from: __________________________ at (time): ______________

Returning to: __________________________ at (time): ______________

Leaders/Adults accompanying girls: ________________________________________

Emergency Contact Person (Adult attending trip): ____________________________

Emergency Contact Phone #: __________________________

Leader’s Signature: _________________________________________________________

----------------- (Cut here and keep the above for your records) -----------------

(Please use BLUE INK when completing this form!)

My daughter, ___________________________________, has my permission to participate in
(activity) ___________________________ on (date) ______________.

To the best of my knowledge, she is in good physical condition with no serious illness or
operation since her last health exam. □ YES □ NO If no, explain on back.

Is she currently taking any medications? □ YES □ NO Specify: ____________

During this activity, I can be reached at: ______________________________________

Phone #: __________________________ Address: _____________________________

If I cannot be reached, please contact: _______________ Phone #: ______________

Relationship to girl: __________________________

In the event that I cannot be reached in an EMERGENCY, I hereby give my permission to the
physician selected by the person in charge to secure emergency treatment for my child as
named above.

Parent/Guardian Signature ________________________________ Date _____________
Girl Leadership Evaluations

The following Evaluations are provided for Unit Leaders to utilize in evaluating the leadership skills of girls who take on the responsibilities associated with Level Awards and Girl Leadership Positions. These tools may aid in assessing the need for further training in the many aspects of leadership. **Girls and their parents should be given full disclosure on the use of the evaluation.** It is suggested that the girl be shown the Evaluation form prior to her project or event implementation. If, in the use of these evaluations, issues of concern arise that do not align with the Oath, Creed, Mission of American Heritage Girls, the Troop Board should refer to “Helping AHG Girls Live a Life of Virtue” and proceed with the biblical model of conflict resolution.

- **Short form: Girl Evaluation** (suitable for use with all Unit Levels)
- **Long form: Girl Evaluation** (suitable for use with Pioneer and Patriot Level Award Candidates and Stars & Stripes Candidates)

Evaluations should be kept on file with Troop Documents until a girl has left the program or aged out the program. This is a valuable resource for seeing the developmental progression of a girl’s leadership skills throughout her AHG career as well as being helpful for writing recommendation letters for Stars & Stripes, job references or scholarship applications.

Living a Life of Virtue may be found at www.ahgonline.org/lifeofvirtue
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honesty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Consistency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpfullness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention to Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/Recommendations:

___________________________________________

AHG, Inc. 2015
What is a faith-filled leader?
(adapted from The Student Leadership Training Manual for Youth Workers by Denis McLuen & Chuck Wysong)

Learners- leaders are always learning about themselves, their faith and their changing role

Encouragers- leaders show a spirit of encouragement to those they lead

Active- leaders do something; they are active in leadership instead of just theorizing

Deep Faith in Christ- leaders seek wisdom and guidance from God through prayer and reading

Examples- leaders lead by example and their actions are always being watched by those they lead

Risks- leaders stand up for their beliefs and they may not always be the most popular decisions

Servants- leaders serve from their heart

Keeping the above information in mind, please answer the following questions about the girl you are observing and evaluating

1. Did you see growth from the girl as a leader during this event or between this event and past events?

2. Was the girl encouraging towards others that were around her, either as a leaders or peer? Give examples.
3. Did she show concern for those under her leadership? If so, how?

4. Did she demonstrate the job/skill to be performed for those that needed to be taught? How?

5. Did the girl show leadership in action? Was she involved in the actual work or actively helping those that were doing the work?

6. Did she have a plan, execute the plan and adapt when needed? Please list an example.

7. Did you witness her solving problems? How did she handle the situation?
8. If there was a situation that got out of hand or out of her control, was she able to see what was going on and regain control of situation?

9. If she was not able to clear problems or regain control, did the girl take correction, instructions, and/or suggestions from the adults present and apply those?

10. What characteristics of the AHG Creed did she display? Which could be improved upon?

11. Did she follow her written plan?
12. Were there any other specific ways that demonstrated her ability to be a good leader?

13. Did you witness any actions or behaviors that caused you concern?

14. What specifically can the girl do to improve her leadership skills?

I understand that my observations will be shared with the AHG Troop Leadership.

**Choose one:**

☐ These observations may be shared with the girl member for learning purposes.

☐ These observations may be shared with the girl member but I wish to remain anonymous.

This evaluation was shared with the girl by two Adult Leaders on this date: ________________

Leader Name: ________________________________

Leader Name: ________________________________