

## Junior aMUSE Journey Activity Plan 2

**Purpose:** When girls have earned this award, they'll understand how stereotypes affect roles.

**Planning Guides Link:** Leadership **Lesson Plan Length:** 1.5 hours

**Invo Involve Family and Friends:** Participation from family and friends can enrich your troop's Girl Scout experience, both for the girls and for you. Use the suggestions below to make it easier for you to connect with additional support.

- Before the meeting:
  - Send a note to families to find those with interest in or expertise with the topic. Ask them to lead or support an activity or two, or even lead the whole meeting.
    - Offer this activity plan as a starting place and point out that they may choose alternative activities using the *Customize It!* section as a guide. For example: If an activity plan directs girls to sit outside and observe animal habitats, you may choose to go to the zoo and learn about animal habitats there instead.
- At home:
  - Encourage families to ask questions about their girls' badge activities. Some examples that work for any badge include: What did you learn? What surprised you? What does it make you think of trying next?
- Throughout the year:
  - Suggest to families ways that girls can share or display their Girl Scout accomplishments. Possibilities include a bulletin board, a scrapbook, a special memories box or family sharing time.

**Girls Take the Lead:** Include girl leadership through long-term planning, short-term meeting prep and specific activities at meetings.

- Long Term Planning
  - If you use "Plan Your Junior Year", share this with the girls at the start of the year. Have them ask friends and family to help out with specific meetings or activities. Let the girls brainstorm ways to make the plans their own, such as thinking of related field trip activities. If a girl has experience with a field trip, ask her to be assistant tour guide.
  - If you are adapting the "Plan Your Junior Year", get the girls' input on which badges to choose. Offer just a few choices in each category or timeframe to make decisions easier. Every girl should have at least one badge or journey she's excited about.
- Short Term Planning
  - Ask a family to help lead a badge. Make sure they have access to activity plans and any resources you might have. Keep additional requested materials to a minimum.
  - Choose two helpers to stay after a meeting for 15 minutes. Give them each an activity to introduce and either instruct or help guide at the next meeting.
  - Before a meeting, ask everyone to vote on some aspect of the activity: draw posters or perform skits, open with a song or game, etc.
  - Use a rotating list of helper tasks, called a 'kaper chart', to share responsibilities. Examples include acting as emcee of the meeting, leading an opening game, bringing a snack next meeting or taking attendance.

- At the Meeting
  - During the opening, have 1-2 girls share their answers to a get-to-know-you question.
  - Have girls fulfill their kaper chart responsibilities.
  - Try to find something in each activity that you can let girls decide or manage.

**Customize It:** If your group wants to expand work on this award or simply try different activities, go for it! There are many ways to complete this award, including: completing the activities as listed in the *aMUSE Journey*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the Try Out Award if:

- They can identify gender stereotypes in the media and/or their own lives
- They explore the definition of beauty from a variety of angles
- They build story-telling skills as a group

Girls can continue their *aMUSE Journey* by earning the remaining award—Speak Out.

**Moving to Take Action:** To complete the *aMUSE* journey, girls plan and carry out a Take Action project that addresses the root cause of a community issue in a sustainable way. During the process, here are some things to think about.

- Girls should play an active part in determining the "what, where, when, how and why" of their project, but Girl Scout Juniors will need your support and guidance throughout the process.
- Help girls scale the project to a manageable size, so they can have a successful experience. Even if the project has a small scope, what they are doing is important.
- Take Action projects are different than community service projects. Take Action projects pick up where short-term community service projects leave off and are long-term solutions, rather than short-term ones. Take Action Projects are also:
  - measurable (can be evaluated in a concrete way, such as number of people involved or number of recycling bins placed in the park)
  - sustainable (continues on, even after the girls' specific role in it is complete)
  - developed to identify the root cause of a community issue (addresses the underlying problem(s) that are causing an issue to occur).

Examples:

Community Service	Take Action
Take part in a park clean-up.	Organize a park clean up with your neighbors.
Assemble and give first-aid kits to flood victims.	Teach younger kids about severe weather procedures and have them help you make first aid kits to give to flood victims.
Plan a meeting for a younger troop.	Mentor younger girls on healthy friendships.
Make and donate blankets to an animal shelter.	Teach younger kids about the responsibilities of owning a pet and have them help you make blankets to donate to the animal shelter.

- It's up to the girls to find a Take Action project that they are passionate about, but to get started, here are a few ideas:
  - Family project: Girls and their families take deliberate notice of the things that they watch on TV and hear on the radio, and the messages that they receive - including stereotypes. They document the types of messages, as well as the messages' effects (positive and negative) on them personally. Girls and their families think of ways that they can combat the stereotypes they see around them. They put these actions into practice for at least one month.
  - School project: Girls develop a stereotype awareness campaign for their school. They create informative posters and speak during their school announcements with tips and tools for their peers.

- o Community project: Girls create a play about stereotypes and perform it at their community center or a local event/fair. They ask their audience to pledge to join them in stopping stereotypes.

**Resources**

- This activity plan has been adapted from *It's Your Story—Tellit! aMUSE*, which can be used for additional information and activities.

**Getting Started**

Time Allotment: 10 minutes

Materials Needed:

- Optional: Girl Scout Promise and Law printed out on poster board

Steps:

1. Welcome everyone to the meeting.
2. Recite the Girl Scout Promise and Law. Use repeat-after-me or say it as a group if girls know it by heart.

<b>Girl Scout Promise</b>	<b>Girl Scout Law</b>
<p><i>On my honor, I will try:</i> To serve God and my country, To help people at all times, And to live by the Girl Scout Law.</p>	<p><i>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.</i></p>

3. Play a game so girls get to know each other better. Use the example below if needed.
  - Pile Up: Girls sit on chairs in a circle. Choose a leader who will have a list of "yes" or "no" questions, such as "Do you have on brown shoes?", "Are you wearing a ring?", "Is your favorite color purple?" As the questions are asked, those that can answer "yes" move one chair to the right. Those that answer "no" don't move. Girls will end up "piled-up" on chairs.

**Activity #1: Ads Assume...**

Journey Connection: Session 4—Ads

Assume... Time Allotment: 20 minutes Prep

Needed:

- Gather materials and supplies.

Materials Needed:

- Magazines
- Writing utensils
- Paper
- Colored pencils

Scissors

Optional: toy, game or sports equipment packaging

Steps:

1. Explain to the girls that advertising experts have the job of selecting pictures to place in ads and on packaging for girls to see every day.
2. Tell them that today, they will act as the executives in charge of picking the pictures used to sell products to young people. They will decide if the pictures are right for the ad or not. Ask girls to look through magazines and cut out a variety of advertisements, which they should place in the center of the table (along with any packaging brought to the meeting).
3. Next, ask girls to take turns choosing an item and placing it in one of three piles: products for girls, products for boys and products for both boys and girls.
4. Ask the girls to say quickly whether they agree with the choices for each pile and if not, explain why. Here are some questions you might pose to the group:
  - How would you describe the images you're seeing?
  - Who is shown using the product in these images? Who is in the background?
  - Are you seeing any stereotypical images in the ads?
  - Which images seem to appeal most to girls?
  - Which seem to appeal more to boys?
  - How does the image make you want to have the product it advertises?
  - Do any girls or boys you know use this product?
  - Do you know whether or not they like it?
  - Why might a boy or girl want or not want to use this product?
5. Now ask the girls to pile up any of the images or packaging they think should to be changed because it doesn't represent a real view of the way girls or boys act in the world.
6. Invite girls to use the art supplies on hand to alter the ads or packing to represent a real view of their world. They might cross out, redraw, rewrite or rearrange the ad.

## **Activity #2: Defining Real Beauty**

Journey Connection: Session 9—Defining Real

Beauty Time Allotment: 15 minutes Prep Needed:

- Gather materials and supplies.

Materials Needed:

- Magazines or books offering a range of images
- Sticky notes
- Whiteboard or large paper
- Writing and coloring utensils
- Optional: other art supplies

Steps:

1. As the girls continue with this journey, they will create and share a story about the importance of steering clear of stereotypes and not letting someone else's ideas limit what women and girls can do. Before they take action on stereotypes, have them explore their own thoughts and feelings about beauty and the importance of not conforming to anyone else's definition of beauty.
2. Invite girls to leaf through the magazines and books. Ask each girl to select one image that she thinks is beautiful based on her own ideas, and put a sticky note with her name on it on the image.
3. Once all the girls have chosen an image, discuss why they chose what they did and in what ways they consider the image to be beautiful. What do the images have in common? Are any of them alike? How are they different?
4. As girls speak, create a list of the various reasons girls consider something beautiful. Label the list

"Qualities of Beauty."

5. Next, ask girls to look at the list they've compiled and, using the list, come up with a definition of beauty that they all agree upon.
6. Ask girls what their definition says about beauty.

### **Activity #3: Snack Chat**

Journey Connection: Questions link to multiple *aMUSE* activities.

Time Allotment: 15 minutes

Steps:

1. While enjoying a healthy snack of your choice, here are some things to talk about:
  - What kinds of media do you enjoy the most? How is beauty defined in the media? How is the media definition similar or different to this group's definition of beauty?
  - Who is your favorite female protagonist? Why do you like her? Do you think she is beautiful? Why or why not?
  - What is the best story you have ever read or heard? What made it so great?

### **Activity #4: A Good Yarn**

Journey Connection: Session 5—A Good Yarn Time Allotment: 10

minutes Prep Needed:

- Gather materials and supplies.

Materials Needed:

- Ball of yarn

Steps:

1. Have girls do this activity to get their creativity flowing and see how they can come together to create a story that belongs to them all. After all, to continue this journey and earn the Speak Out Award, the girls will need to work together to create and share a story that inspires others to prevent stereotyping.
2. Invite the girls into a circle.
3. Hand the ball of yarn to one girl and ask her to start a story—or "yarn"—with one sentence. Her sentence can be as humorous or as outrageous as she likes.
4. Once the first girl has spoken, she holds onto the thread end of the yarn, tosses the ball to another girl so they yarn unwinds, and calls out, "What happens next?"
5. The second girl adds a sentence to the story, and tosses the ball of yarn while still holding onto part of its thread, and so on around the circle.
6. When the story is finished, point out that the yarn has formed a web, connecting all the girls and symbolizing that the story they told belongs to every girl present.

### **Activity # 5: Thinking Like a Storyteller-Take Action Brainstorm**

Journey connection: Session 5—First, the Stereotype Time Allotment:

10 minutes Prep Needed:

- Review steps below.
- Gather materials and supplies.

Materials Needed:

- Large paper or whiteboard
- Markers

Steps:

1. Ask girls to brainstorm a list of stereotypes. Document them on the whiteboard or large paper.

2. Once everyone has had a chance to name a stereotype, help girls focus in on a stereotype that they might want to address for their Speak Out! Story. You might ask:
  - o What stereotype really gets you upset?
  - o Which stereotype on our list limits you and other girls the most?
  - o Is there one stereotype that you hear a lot in our community? Why do you think that is?
  - o Which stereotype would be the most exciting to create a story about?
  - o What can be done to stop that stereotype?
  - o What would you put in your story to show how to bust this stereotype? Remember, you want your story to educate and start some lasting effort toward change.

**Wrapping Up**

Time Allotment: 10 minutes

Materials Needed:

- Optional: Make New Friends printed on poster board

Steps:

1. Instruct girls to get into a Friendship Circle. Have girls stand in a circle and cross their right arms over their left, holding hands with the person on each side of them.
2. Sing "Make New Friends."

Make New Friends		
Verse One	Verse Two	Verse Three
Make new friends, but keep the old. One is silver, the other is gold.	A circle is round, it has no end. That's how long, I will be your friend.	You have one hand, I have the other. Put them together, We have each other.

3. After the song, ask everyone to be quiet.
4. Assign one girl to start the friendship squeeze by gently squeezing her neighbor's hand with her right hand. Then, that girl squeezes with her right hand. One by one, each girl passes the squeeze until it travels around the circle. When the squeeze returns to the girl who started, she says "Goodbye Sister Girl Scouts" and the girls unwrap and face outward instead of inward.
5. Optional: Have girls make a wish after their hand has been squeezed and before they pass the squeeze along. Girls can also put their right foot out into the circle when they receive the friendship squeeze, so that everyone can see it travel along the circle.

**More to Explore**

- Field Trip Ideas:
  - o Go to a costume shop or a local youth theater group and have girls try on different roles. Use costumes, makeup, and acting techniques to make the roles more interesting.
- Speaker Ideas:
  - o Invite a storyteller or an author to the meeting to talk to the girls about sharing stories in creative and inspiring ways.

**Family Follow-Up Email**

Use the email below as a template to let families know what you did at the meeting today. Feel free to add additional information, including:

- When and where you will be meeting next



- What activities you will do at the next meeting
- Family help or assistance that is needed
- Supplies or materials that girls will need to bring to the next meeting
- Reminders about important dates and upcoming activities

Hello Girl Scout Families:

We had a wonderful time today exploring stereotypes and beauty, and have earned the Try Out Award.

We had fun:

- Uncovering gender stereotypes in advertisements and reworking the ads to create ones that don't limit people
- Exploring the definition of beauty from different perspectives
- Making a group web through creative storytelling

Continue the fun at home:

- Create a family story at home, including all the roles played by different family members. Act it out!
- While using media with your Girl Scout, talk about roles and stereotypes that you see.

Thank you for bringing your Junior to Girl Scouts!