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A Leadership Journey Workshop for Girl Scout Juniors

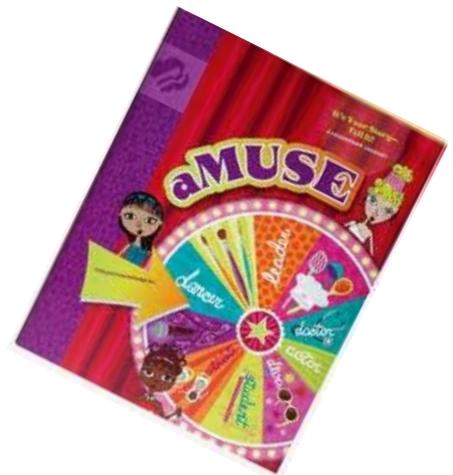
aMUSE

This Program Brought to you by GSCNC and R.E.A.C.H.



Building girls' confidence...

- Girl Scout Juniors try on whatever roles they choose for themselves.
- Girl Scout Juniors get creative
- Girl Scout Juniors tell stories and inspire others to try on new roles, too.
- And so much more...



aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

Workshop Schedule

January 22, 2011

Program Begins at 9 am and continues until 5 pm

Lead Facilitator: Cathy Slawson

Other Volunteers: Sue Kohn; Kathy LaPointe; Lori Hughes; Katina Jordan

Location

Camp Brighton Woods, located near Ashton, MD

120 Brighton Dam Road, Brookeville, MD 20833

The Program will be sharing the Main Room of the Brighton Lodge with another program.

Schedule for the Day

0900—0915	<i>Opening Session</i>
0915—0930	<i>Flurry of Roles Session</i>
0930—0945	<i>Team Prop Box Session</i>
0945—1000	<i>Take the Stage Session</i>
1000—1015	<i>Role Model Dolls Session</i>
1015—1045	<i>Logs & Leaders Session</i>
1045—1100	<i>Breaking the Mold Session</i>
1100—1115	<i>Role Play Switcheroo Session</i>
1115—1130	<i>Planning the Team “Callbacks” Session</i>
1130—1145	<i>Ads Assume Session</i>
1145—1200	<i>A Good Yarn</i>
1200—1230	<i>Lunch</i>
1230—1300	<i>The “Callback” Session</i>
1300—1315	<i>First, the Stereotype Session</i>
1315—1330	<i>Next, the Storyline Session</i>
1330—1415	<i>Your Heart, your Art, Your Part Session</i>
1415—1430	<i>aMUSE-ing Snack & Motion Session</i>
1430—1500	<i>The Role of a Lifetime Session</i>
1500—1515	<i>Sharing Our Accessories</i>
1515—1530	<i>Listening to Your Inner Critic Session</i>
1530—1630	<i>Telling Our Story of Change</i>
1630—1700	<i>Closing Session (Awards Presentation)</i>

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

Opening Session

Objective

During the Opening Session, Girl Scout Juniors will be introduced to the program, meet one another, and be divided into smaller working groups (Teams) for rotating through stations. The Girls will learn about the 3 Awards they will earn along their Journey, all of which build foundational leadership skills critical to moving up the Girl Scout Ladder of Leadership and becoming lifelong leaders.

Format: Whole Group

Materials

- Journey Books for the Girl Scouts who ordered theirs during Registration
- Girl Scout Promise and Girl Scout Law written on large paper (or poster board)
- Masking tape or other means to post the Girl Scout Promise & Law posters
- Copies of the words to “Yes She Can”

Steps to Complete Activity

1. As girls arrive, have them sit in a circle and read pages 4-9 in the girl book.
2. Have each girl introduce herself and name one of the many roles she already has in life and one she would like to try.
3. Introduce the Journey. *On this Journey, Girl Scout Juniors will explore all the roles available for women and girls. You’ll imagine, create, and try-out new roles for yourselves. As you travel along this Journey, be open to trying out as many roles as possible. You may find that some roles you never even thought about are just right for you!*
4. Introduce the Journey’s Awards. The Journey Award has three parts:
 - ◆ Let the girls know that on this Journey they will have a chance to earn three important leadership awards in Girl Scouts: Reach Out, Speak Out, Try out.
 - ◆ Each of these awards has a special meaning: The Reach Out Award shows that you understand the many roles women and girls play in the world around them and the leadership skills used to play them; The Speak Out Award shows that you are aware of how stereotypes could hold yourself and others back from trying on roles, and they take action to help stop stereotypes; and the Try Out Award shows that you have the courage and confidence to try out new roles. These awards are placed together on the front of your vest or sash.
5. As a group, sing the song “Yes She Can.” Briefly talk about the message of the song with the girls as a transition to the next activity.

Following this session, the Teams will rotate through four 15-minute sessions (Teams will be assigned at check-in): *Flurry of Roles; Team Prop Box; Take the Stage; Role Model Dolls.*

Time Required: 15 minutes

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

Flurry of Roles

Objective

During this Session, Girl Scout Juniors will learn about the various roles each of them are already playing in their lives. They will explore possibilities they may not have considered before in choosing roles for themselves.

Format: Station

Materials

1. Sticky Notes with roles written on them

Roles to use: *athlete, pilot, lawyer, veterinarian, news reporter, princess in-training, artist, scientist, dancer, scientist, insect expert, ice skater, singer, songwriter, astronaut, cartoonist, surgeon, soldier, dolphin trainer, world traveler, writer, skydiver, businesswoman, friend, inventor, actor, leader of a band, chef, fashion stylist, game creator, coach, student, daughter, mother, fashion model, movie director, musician, engineer, mentor...*

Steps to Complete Activity

1. Have the girls gather around the table (or wall) with the sticky notes and explain that each note names one of the many roles girls and women can play in life.
2. **Instructions:** Give the girls one minute to grab some roles and stick them on themselves and one another. Tell them to place only those roles they think are truly a good fit for themselves or whomever they are placing them on. After one minute, gather the girls back into a circle. Tell them not to remove any of the sticky notes.
3. Give the girls a moment or two to look at all the roles stuck to them. Then ask:
 - ♥ *What do you think about the roles you chose for yourself and the roles the other girls chose for you?*
 - ♥ *Which roles do you think are the best fit for you? Which aren't at all? Why?*
 - ♥ *What about the roles you gave other girls?*
 - ♥ *Which roles weren't chosen at all? Why do you think that is?*
4. If time permits, direct the girls to read and complete pages 10-13 of their book.

Following this session, the Team will proceed to the next station: *Team Prop Box*
(after the 4th Team all move to the Group Session: *Logs and Leaders*)

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Team Prop Box

Objective

During this Session, Girl Scout Juniors will Create a Team Prop Box to hold objects that remind them of all the roles they play or want to play. They will add to this prop box all along the journey, and dip into it from time to time to try on new roles.

Format: Station

Materials

- Medium boxes, one for each Team
- Art Supplies: Old magazines, craft paper, fabric, beads, yarn, markers, glue
- Scissors

Steps to Complete Activity

1. Introduce the activity by letting the girls know that theater companies keep prop boxes backstage to hold all the props they use in productions. *A Prop is anything an actor needs to perform her role, such as a book, flowers in a vase, or a phone.*
2. Pass out the boxes to the Teams. Write each Team's name/number inside of each box.
3. Explain that the Prop box will hold objects that remind you of all the roles you play or want to play. *A friendship bracelet might show your role as a friend, a Girl Scout pin or book might show your role as a Girl Scout... You can add to this prop box all along the Journey, and you'll dip into from time to time to try on new roles, too.*
4. Invite the girls to decorate their Prop Box as they like using the art supplies provided. Remind them that their box doesn't have to be "perfect." What is important is that they have fun creating it together.
5. Have the girls add something to their Team Prop Box to represent a Role they play.

Following this session, the Team will proceed to the next station: *Take the Stage*
(after the 4th Team all move to the Group Session: *Logs and Leaders*)

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Take the Stage

Objective

During this Session, Girl Scout Juniors will get moving with a role-play game about “active” roles for girls and women.

Format: Station

Materials

- “Active” roles written on slips of paper
- Container for holding the roles

Steps to Complete Activity

1. Get the girls moving with this role-playing game. (may be done in Teams, if time is limited.)
2. Invite the Juniors, one at a time, to choose one of the “active” roles from the container.
3. After each girl has chosen a role, ask her to jump into the spotlight and act out the role quickly, in just 5-10 seconds, while the other girls try to guess what role she is playing.
4. When her time is up, have the girl say who guessed her role correctly or call out what her role was. Then another girl takes the stage.
5. Continue the game until all the girls have had at least one turn playing a role.
6. If girls haven’t completed pages 12-13 in their books, take a few minutes now to do so.

Following this session, the Team will proceed to the next station: *“Role Model” Dolls*.
(after the 4th Team all move to the Group Session: *Logs and Leaders*)

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“Role Model” Dolls

Objective

During this Session, Girl Scout Juniors will create tiny dolls to represent the roles of women and girls they know.

Format: Station

Materials

- Two pipe cleaners & one large button for each Junior
- Yarn
- Scraps of felt or other materials for eyes and mouth
- Glue

Steps to Complete Activity

1. Pass out two pipe cleaners and one button to each girl. (The following directions are on page 21 of the girl book.)
2. To begin, pass one pipe cleaner through the holes in the button, pulling through until ends are even.
3. Make a body for the doll by twisting the second pipe cleaner a few times, leaving the ends straight to be legs.
4. To Make arms, twist a smaller piece of the second pipe cleaner right under the button, leaving ends straight out to each side.
5. Wrap yarn tightly around the button. Once it is covered, move down and wrap it around the rest of the body. If you have an extra bit of pipe cleaner, use it to pad out the body.
6. Wrap another color of yarn around your doll to make pants and a top, or other clothes. Then tie or glue ends of the yarn to keep them from unraveling.
7. Glue on eyes, nose, and mouth with materials of your choice. Finish by gluing bits of yarn on the head for hair.
8. Bend or twist your doll into whatever pose you like.

Following this session, the Team will proceed to the next station: *Flurry of Roles* (after the 4th Team all move to the Group Session: *Logs and Leaders*)

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Logs and Leaders

Objective

During this Session, Girl Scout Juniors will create a Casting Call Log of the women they meet in their or daily lives and the roles they play.

Format: Whole Group

Materials

- Girl Books
- Pens or Pencils

Steps to Complete Activity

1. Begin by having each girls share the roles they identified on pages 12-13 in the girl book.
2. Ask the girls to read pages 14-15 of the girl book. Then have them turn to the Casting Call Log on page 16. Explain that the log is a place to list all of the women they meet in their daily lives and the roles they play.
3. Have them think about all of the women they saw in the past few days—at home, on the way to school, in the halls, in class, at lunch, after school... Have them write down who they saw and the roles they were playing. If they don't know the women's names, write the roles.
4. Take a few minutes for the girls to share their lists with one another, then get a discussion going to discuss the roles they witnessed being played. Guide them in filling out the log by asking the following questions:
 - ♥ *How many roles are you seeing the women in your life play? Which of these women play more than one role? What are they?*
 - ♥ *Which of these women do you consider leaders, either in their own lives or in the community? Why? What leadership traits do you see in them that you see in yourself? Which leadership traits do you see in them that you aspire to?*
 - ♥ *What values of the Girl Scout Law do these women seem to express in the roles they play? Which of these values do you also express in the roles you play?*
 - ♥ *Which roles played by these women might you like to try?*

Following this session, the Teams will rotate through four 15-minute sessions: *Breaking the Mold*; *Role-Play Switcheroo*; *Planning Team "Call Backs"*; *Ads Assume*.

Time Required: 30 minutes

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Breaking the Mold

Objective

During this Session, Girl Scout Juniors will start to learn about stereotypes. They will learn how to recognize the difference between *good and useful expectations* and expectations that are *unrealistic or not true*.

Format: Station

Materials

- Girl Book
- Pencils or pens

Steps to Complete Activity

1. Begin by having the girls sit in a circle and ask them to take turns naming one thing that they think girls are expected to be in life. Let them come up with their own expectations. After each girl has named an expectation, talk about how each expectation may apply differently to each of them: *There's nothing wrong with being any one of these things, if that is what you truly are. You don't need to meet an expectation that isn't good or really doesn't feel right to you. Most importantly, you don't want to be a certain way just because someone else thinks you should. Don't ever feel pressured to be something you are not.*
2. Then have the girls stand up and shake off anything they don't believe they want to be. Then have each girl say one thing that helps describe who she really is. After each one speaks, have the group respond by saying: *"That's who you're supposed to be!"*
3. Discuss with the girls how Stereotypes = Limited Roles. When we limit the roles people can play—even in our minds—we put people in a role we choose for them, rather than a role they choose for themselves. That is what we call Stereotyping!
4. Read pages 24-27 of the girl book.
5. Have the girls complete the Stereotype tracker based on their activities over the past week or two. If the girls get stuck, encourage them to fill it out on their own and share what they find with their troops.

Following this session, the Team will proceed to the next station: *Role Play Switcheroo*.
(after the 4th Team all move to the Group Session: *A Good Yarn*)

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Role-Play Switcheroo

Objective

During this Session, Girl Scout Juniors will learn about stereotypical gender roles in their daily lives.

Format: Station

Materials

- Sticky notes, each with a red or blue dot on it—one for each girl.
- Index cards with Gender Scenarios to try written on them

Steps to Complete Activity

1. Have girls choose whether they want to be “girl” students and wear sticky notes with blue dots , or “boy” students and wear sticky notes with red dots. Encourage an equal number of each gender, if possible. Select one girl to be the teacher, who might be male or female, and for suggestions on the topic of the “day’s lesson” - math, science, language arts, current events, etc.—which should be something they know fairly well.
2. Invite the girls to act out a typical classroom scenario, with the teacher standing in front asking questions and encouraging discussion. Halfway through, have the girls switch sticky notes and roles.
3. After the role-play, have the girls discuss what happened, guiding the discussion with questions such as:
 - ♥ *Who raised their hands more, “boys” or “girls”?* *Who offered their opinions the most?*
 - ♥ *Who disrupted most, “boys” or “girls”?*
 - ♥ *How did being a “boy” or “girl” make you feel or act differently?*
 - ♥ *Is there anything you want to change about how you act in class? If yes, what? Why?*
4. If time permits, have the girls try one or more of the Gender Scenarios provided. Let them know there is no right or wrong way to be—they are acting out what they’ve seen in their own lives.

Following this session, the Team will proceed to the next station: *Planning the Team “Callbacks”*. (after the 4th Team all move to the Group Session: *A Good Yarn*)

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Planning the Team “Callback”

Objective

During this Session, Girl Scout Juniors will plan an interview session to learn more about the roles women in their lives play.

Format: Station

Materials

- Girl book
- Pencils
- Copies of *Planning our Panel Discussion* (p. 45-46 of the Facilitator’s Guide), one for each Team

Steps to Complete Activity

1. The girls are asked to do a “callback” or interview with one woman from their Casting Call Log. If the girls prefer to tackle this as a team (or whole group), they can host a panel discussion. Remind the girls that some of the women on their casting call logs are with them today.
2. If the team (or whole group) option interests them, explain that a panel discussion is a group of people who come together to talk about a topic in front of an audience. If they choose not to do the Panel Discussion, encourage the girls to interview each other about the roles they play or to team up to interview the women present.
3. Have the girls read pages 28-31 of the girl book. The “Talking about Roles” section steps through a series of questions they could ask the women during the Callback.
4. Pass out the copies of the *Planning Our Panel Discussion* worksheet. Then have them decide who they want to be on their panel, the questions they will ask the panelists, and which girls will fill each of the roles.

Following this session, the Team will proceed to the next station: *Ads Assume*.

(after the 4th Team all move to the Group Session: *A Good Yarn*)

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Ads Assume...

Objective

During this Session, Girl Scout Juniors will learn about how advertisements can project stereotypes and be given a chance to change some of the images to reflect the real view of the world.

Format: Station

Materials

- Print ads and/or packaging for products marketed to children 9 to 12, such as toys, video games, sports clothes and equipment (with images of children using the product)
- Drawing paper
- Scissors and glue
- Pens or markers

Steps to Complete Activity

1. Explain to the girls that advertising experts have the job of selecting pictures or photos to place in ads and on packaging for products the girls see every day, such as toys, games, and sport equipment. It is usually the company's top executives who make the final decision about which image will sell their product best. Now they get to play the role of those top executives and select the images used to sell products to young people!
2. Place the ads and packaging collected in the center of a table. Have the girls take turns choosing an item and placing it in one of three piles: *Products for Girls*; *Products for Boys*; and *Products for Girls and Boys*. Ask the other girls to quickly decide if they agree with the choices for each pile and if not, explain why.
3. Have the girls consider the images they are seeing. Who is the image aimed at? How do the images make you feel about the product? Who do each of the images appeal to more—boys or girls? Are the images portraying stereotypical roles?
4. Now ask the girls to make a pile of any ads or packaging they think need to be changed because they do not seem to represent the real view of the ways boys or girls act.
5. Invite the Juniors to work individually or in pairs to use the art supplies on hand to alter the images so that they do represent a real view of the world as they know it. They might want to add or cover up something in the existing ad or completely recreate the image.
6. Note: This activity is similar to "Give a Picture a New Story" on page 48 in the girl book.

Following this session, the Team will move to the next session: *Breaking the Mold* .
(after the 4th Team all move to the Group Session: *A Good Yarn*)

Time Required: 15 minutes

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A Good Yarn

Objective

During this Session, Girl Scout Juniors will practice their storytelling skills with a fun game.

Format: Whole Group

Materials

- Ball of yarn

Steps to Complete Activity

1. Have the girls form a large circle. Hand the ball of yarn to one girl and ask her to begin a tale—or “yarn” - with one sentence. Her sentence can be as humorous or outrageous as she likes.
2. Once the first girl has spoken, she holds onto the end of the yarn, tosses the ball to another girl so the yarn unwinds, and calls out “What happens next?”
3. The second girl adds her sentence to the story, then shouts “What happens next?” as she tosses the ball of yarn while still holding onto part of it. The story continues until everyone in the circle has had a chance to add to the story.
4. 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 them all.
5. If possible, enlist one of the adults to record their story by writing it down as they tell it so they can add their story to their Team Prop Box.
6. Have the girls read pages 38-41 in the girl book.

Following this session, the Group will break for lunch

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The Callback

Objective

During this Session, Girl Scout Juniors will interview women from their Casting Call Logs to learn more about the roles women in real life. Reaching out to women in this simple way helps the Juniors to widen their network of people they know in their community.

Format: Whole Group, individuals, Teams—whatever the girls decided while *Planning the Callback*

Materials

- Whatever the girls decided they need from the materials on hand.

Steps to Complete Activity

1. Now is the time for the girls to put their call back plan into action!.
2. If the girls decided on a panel discussion, have the girls introduce the panelists.
3. Give the girls ample time to conduct their interviews.
4. After all of the interviews are completed, have the girls take turns sharing something they learned from the women they selected to interview about the roles available to them. Are there any new roles they would like to “try on” in their own lives?

Following this session, the Group will break into Teams and move on to *First, the Stereotype*

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

First, the Stereotype

Objective

During this Session, Girl Scout Juniors will look at the stereotypes they found in their daily lives and choose one to take action on.

Format: Whole Group working in Teams

Materials

- Large paper
- Markers

Steps to Complete Activity

1. Have the girls read pages 50-51 in the girl book. Have them complete the activity on page 51. If anyone wants to share her answers, let her feel free to express herself.
2. Invite the girls to name any stereotypes they've noticed in books, TV shows, movies, advertisements, and in real life. They can use their Stereotype tracker from page 27 of their book if they need help remembering one they've learned about along the Journey
3. Write the stereotypes named on the large paper. Then ask the girls to select the stereotypes that they think limits each of them or other girls.
4. Have the girls narrow down the list further by asking them if any of the stereotypes that limit girls can be changed or stopped.
5. Continue coaching the girls until each Team has selected one Stereotype that they want to change.

Following this session, the Teams will move on to *Next, the Storyline*

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Next, the Storyline

Objective

During this Session, Girl Scout Juniors will begin creating a story to stop the stereotype they selected to take action on.

Format: Whole Group working in Teams

Materials

- Paper
- Pen and Pencils

Steps to Complete Activity

1. Have the girls use the activity page 52 in the girl book to help get them started on creating their story.
2. Pass out the paper and pencils. Review the tips for creating a story line:
Figure out who the main character(s) will be—give her a name, age, and any other important information to create her identity. Define how she acts when things go well for her and when things don't go so well...
When the story begins, show that something important is about to happen, or have something dramatic already happening. Figure out what happens next...
Remember to tell the audience how she goes about busting the stereotype you chose, what obstacles get in her way, and how she overcomes challenges.
3. Give the girls time to think about the storyline and put their ideas on paper.
4. Once the girls have their idea on paper, the Whole Group will have a discussion about Choosing their Audience. Page 53 of the girl book has information about the Audience.

Following this session, the Teams will move on to determining *How to Tell Our Story*

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

Your Heart, Your Art, Your Part

Objective

During this Session, Girl Scout Juniors will decide how to tell their story—the delivery method. The girls will then, put their creative energy to work to create their stereotype-busting story.

Format: Whole Group working in Team

Materials

- Paper
- Pencil
- Art materials left over from previous sessions
- Copies of the *Storyboard Form* (Page 70 of the Facilitator’s Guide)

Steps to Complete Activity

1. Refer the girls to “*Your Heart, Your Art, Your Part*” on pages 44-45 of the girl book. The information they find here will help them know their strengths so they can work together as a group to decide how to tell their story.
2. Once the girls decide How, then they can get started on creating their story. Tell them it’s time to call on their creative energy, and teamwork, to turn their stereotype-busting story into a work of art. Have them review the storyline they settled on earlier in the Journey.
3. Their story can take on any form: Musical Performance—maybe a song or rhythmic poetry or a dance; Picture Book or Graphic Novel—start with a sequence of scenes drawn with stick figures and rough images, then sketch the illustrations, write the text, and design the pages; Storytelling or Puppet Show—they can start thinking of their story as a series of scenes where each girl takes a turn telling a part of the story; Mural, Story Quilt, or Story Cloth—the girls might work together to create the storyboard, then work as individuals to fill-in the story based on their design.
4. Pass out copies of the *Storyboard Form*, and invite the girls to use the materials available to begin creating their story.

Following this session, the Teams will move on to *The Role of a Lifetime*

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aMUSE-ing Snack & Motion

Objective

During this Session, Girl Scout Juniors will have a healthy snack and get moving for a few minutes before getting back to work on their projects.

Format: Whole Group

Materials

- Healthy Snacks - Green Goddess Dip and Veggies (p 55 of Girl Book)

Steps to Complete Activity

1. Set out the snacks for the girls, and invite them to enjoy this snack inspired by the Muses in their book.
2. After the girls have finished their snack, bring them together for a fun activity
3. This is an exercise actors sometimes use to practice working well as a team, called "*The Blob*." The girls will huddle together shoulder to shoulder facing any direction they like. The team becomes one creature, the Blob. Ask the girls to stand quietly, without speaking and sense how the Blob wants to move. Then invite everyone to move together, going with the movement, with no one actually leading.
Ask: Where will the Blob go? Let's see!
4. Another activity the girls can do is called *Wacky Warm Up*. Have the girls form a circle. The first girl to start shouts something silly ("wacky, wacky, wacky woo" or "googly, googly, goo" for example), while repeating some movement such as marching or spinning in place, touching her toes, etc. The next girl repeats what she says or does and then adds a phrase and movement of her own. The next girl repeats both, adding her own phrase and movement. The girls continue adding to the phrases and movements until everyone has had a turn. (As the phrase and moves pile up, let the girls know it is ok to forget some of them!) Then invite everyone to repeat everything in unison.

Following this session, the Teams will move on to *Sharing Our Accessories*

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

The Role of a Lifetime

Objective

During this Session, Girl Scout Juniors will decide who will play each role when telling their story to the audience

Format: Whole Group working in Teams

Materials

- Paper
- Pencils
- Copies of *Speak Out! Project Planner and Sign-up Sheet* (p. 71-72 of the Facilitator's Guide)
- The Team Stories

Steps to Complete Activity

1. Have the girls read pages 56-61 in the girl book and complete the activities found there. These tools will help them decide what roles they are best suited to fill in their lives.
2. Get the girls thinking about how they decided to present their story and the roles they would like to play when they present it.
3. Pass out copies of the *Speak Out! Project Planner and Sign-up Sheet* and ask each girl to write her name next to the role she chooses. Suggest that the girls could take on more than one role, if they like.
4. If they haven't finished creating their projects, give them time to complete it.

Following this session, the Teams will move on to *Sharing Our Accessories*

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

Sharing Our Accessories

Objective

During this Session, Girl Scout Juniors will discover how accessories are just as important as the outfit when creating an image of who you are.

Format: Whole Group

Materials

- Assortment of hats, scarves, bangles, and other accessories the girls can try on

Steps to Complete Activity

1. Have the girls read pages 62-71 in the girl book. Briefly discuss what you read, then give the girls some time to complete the activity on page 67.
2. Then, have the girls select any accessory from the selection available. If there are not enough for everyone, have the girls take turns choosing the accessories.
3. Next, have the girls walk up and down in front of the other girls (pretending she is on a fashion runway) showing off the accessories she chose to try-on. Encourage each girl to have fun modeling their accessories.
4. After each girl has had a turn, have the girls record their experience in the space provided on page 69 of the girl book. If the girls want to share their reflection, encourage them to do so.
5. Ask the girls if they understand the lesson this exercise was supposed to teach. *Did wearing the accessory give you any extra confidence? Would you choose this accessory again, if given the opportunity?*

Direct Group to proceed to *Listening To Your Inner Critic*

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

Listening to Your Inner Critic

Objective

During this Session, Girl Scout Juniors will learn about how they feel about themselves influences how others see them.

Format: Whole Group

Materials

- Girl Book
- Pencils or pens
- Photos of women and girls of varying sizes, shapes, ethnicities, and ages doing something active (playing sports, dancing, cooking, gardening, on duty as a police officer or firefighter, leading an orchestra, or in other work situations)

Steps to Complete Activity

1. Have the girls begin by reading pages 72-73 in the Girl book. Have them complete the activities found there.
2. After the girls have completed the activities, begin by asking each girl share one of the three things her inner critic might give a thumbs-up to **and** one of the three things her inner critic might give a thumbs-down to.
3. Once all of the girls have had an opportunity to share, pass out the photos of active women and girls. Encourage the girls to discuss them.
4. Try to direct the conversation to let the girls know that it is nice to be attractive but most roles in life call for bodies that are healthy and skilled.

We've spent a lot of time talking about the roles women and girls play in life.

Do you see how all of the bodies in these pictures are different, but their bodies are helping them with what they are doing?

How can you tell the women in these pictures are confident?

How do your bodies help you in all of the roles you play every day?

How do you feel when you are running, playing soccer, dancing, or taking part in some other activity?

What does your body do that makes you most proud?

How do you thank your body for doing that?

Following this session, the Teams will proceed to *Telling Our Story* Session.

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

Telling Our Story of Change

Objective

During this Session, Girl Scout Juniors will present their Stereotype-busting Story Projects to the invited audience.

Format: Whole Group

Materials

- Music & CD Player
- Art project girls completed earlier in the day
- Any other props available for the girls' use

Steps to Complete Activity

1. If guests are present in the audience, take a few minutes to introduce the Journey and all of the other volunteers who helped the girls along their way.
2. Start off by telling everyone that this Journey had been about learning and trying on the various roles women and girls play in their everyday lives.
3. Introduce each Team and the titles of the stories they are going to present.
 - ◆ Today these Juniors will be sharing with you their Stereotype-busting stories of change.
4. Invite the Teams to tell their stories. Help the transition from Team to Team go as smoothly as possible, filling in with examples of the activities the girls did throughout the day while the next Team gets ready..

After all of the Teams have told their story, direct Teams and audience to form a large circle for the Closing Session

aMUSE JOURNEY FOR GIRL SCOUT JUNIORS

Closing Session

Objective

During this Session, Girl Scout Juniors will reflect on their Journey and receive the 3 Awards they earned along the way: the *Reach Out Award*, the *Speak Out Award*, the *Try out Award*

Format: Whole Group

Materials

- Junior Awards, one for each Junior
- Safety Pins, one for each girl
- Markers or pens

Steps to Complete Activity

1. Have the girls take turns naming a role they now see for themselves that they would never have considered before starting this aMUSE journey..
2. Present each girl with the Three Awards she has earned along the Journey: The *Reach Out Award*, The *Speak Out Award*, , and the *Try Out Award*. These awards represents how you reached out into the community to find yourselves a great group of muses, you inspired others to speak out against stereotypes, and that you have tried out new roles and promise to continue to use your confidence and courage to tryout new roles throughout your life.
3. After all of the Junior awards have been presented, ask the girls to autograph each other's book before leaving. Encourage them by saying: *You've cheered each other on thought this Journey, and shared your stories with each other. So take a few minutes to autograph on another's books before you leave today.*

Thank Guests for attending, then dismiss group.

