



Junior aMUSE Journey Activity Plan 1

Purpose: When girls have earned this award, they'll understand the many roles women and girls play in the world around them and the leadership skills they use.

Planning Guides Link: Leadership

Lesson Plan Length: 1.5 hours

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 *It's Your Story – Tell It! 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 Reach Out Award if:

- They have explored at least five various roles of girls and women in the past, present or future
- They can recognize gender stereotypes in their own lives and in the media

Girls can continue their *aMUSE Journey* by earning the remaining awards: Speak Out and Try Out.

Tips and Tools

- Check out ways to stay safe using Safety-Wise at <http://gsrv.gs/safetywise>.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made. If you have questions regarding specific adaptations, please contact River Valleys at 800-845-0787.
- Extra! Extra! For Girl Scout Junior leaders is a training session that provides information to make your volunteer job easier. It includes ideas and activities you can use with your girls.

Resources

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

Getting Started

Time Allotment: 15 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.
- 3.

Girl Scout Promise	Girl Scout Law
<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.	<i>I will do my best to be</i> honest and fair, friendly and helpful, considerate and caring, courageous and strong, and responsible for what I say and do, <i>and to</i> respect myself and others, respect authority, use resources wisely, make the world a better place, and be a sister to every Girl Scout.

4. 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: Flurry of Roles

Journey Connection: Session 1—Flurry of Roles

Time Allotment: 15 minutes

Prep Needed:

- Gather materials and supplies.
- Write the roles below (or others, if desired) on sticky notes—one role per sticky note. Then, hang them around the room or put them all out on a table.
 - Athlete
 - Pilot
 - Lawyer
 - Veterinarian
 - News Reporter
 - Princess-in-training
 - Artist
 - Dancer
 - Scientist
 - Insect expert
 - Ice skater
 - Song writer
 - Astronaut
 - Cartoonist
 - Surgeon
 - World traveler
 - Writer
 - Friend
 - Actor
 - Chef
 - Coach
 - Fashion stylist
 - Game creator
 - Architect
 - Mayor
 - Mother

Materials Needed:

- Sticky notes with roles

Steps:

1. Gather the girls 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. When you say, “Start,” all girls will have one minute to grab some roles and stick them on themselves and one another.
3. Girls should place only those roles they think are truly good fits for themselves or whomever else they’re placing them on.
4. When the minute ends, call, “Time!” and bring the girls together. Ask them not to remove any of their sticky notes.
5. Give them a moment to look around at all the roles stuck to them. Ask:
 - What do you think about the roles you chose for yourself? The roles other girls chose for you?
 - What about the roles you gave other girls?
 - Which roles do you think are the best fit for you? Which aren’t a good fit at all? Why?
 - Which roles weren’t chosen by anyone? Why do you think that is? Are they roles you never imagined trying? Why?

Activity #2: Take the Stage

Journey Connection: Session 1—Take the Stage

Time Allotment: 10 minutes

Prep Needed:

- Gather materials and supplies.

- On slips of paper, list a variety of active roles (one role per slip). You can use the following, or add some of your own: ballerina, karate teacher, builder, painter, orchestra conductor, theater usher, referee, baseball coach, dog walker, hair stylist, drummer, traffic officer, etc. Add any of your own.

Materials Needed:

- Active roles listed on slips of paper

Steps:

1. Get the girls moving with this role-play game about “active” roles for girls and women.
2. Invite the Juniors, one at a time, to choose one of the slips of paper on which you wrote the active roles.
3. After each girl chooses a role, ask her to jump into the “spotlight” and act out the role quickly, in just five–ten seconds, as the other girls try to guess what role she’s playing.
4. When her time is up, have the girl say who guessed her role correctly or call out what her role was.
5. Then, another girl takes the stage.
6. Continue the game until all the girls have had two or more turns at playing a role.

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, ask the girls to list the women they see daily and what roles those women play. Discuss:
 - Which of these women play more than one role?
 - Which of these women do you consider leaders? Why?
 - What leadership traits do you see in the women around you that you also see in yourself?
 - What leadership traits do you see in the women around you that you aspire to?
 - Think about the Girl Scout Law. Which of its values do these women seem to honor in the roles they play?
 - Which of these values do you also honor?
 - Which of the roles played by these women might you like to try

Activity #4: Quick Draw

Journey Connection: Session 2—Quick Draw Parts 1 and 2

Time Allotment: 20 minutes

Prep Needed:

- Gather materials and supplies.

Materials Needed:

- Pencils with erasers
- White copy paper (one sheet per girl)
- Optional: coloring utensils

Steps:

1. Hand out the supplies and let the girls know that they are about to try a fun way to learn how they picture various roles.
2. Tell the girls that you are going to call out roles, and they have one minute to draw the first picture that comes to mind. Just a quick sketch is needed—even a stick figure is fine. Possible roles include:

• Tennis player	• Mayor	• Firefighter
• Newscaster	• Doctor	• Police Officer
• Farmer	• Nurse	• President
• Model	• Waiter	• Skier
• Dentist	• Flight Attendant	• Bike Racer
• Dancer	• Basketball Player	• Mail Carrier

- Banker
- Librarian
- College Student
- Pet Shop Owner
- Secretary
- Scientist
- Veterinarian
- Math Teacher
- Scuba Diver
- Gym Teacher
- English Teacher
- Pilot
- Science Teacher

- Now get the girls talking about who they see on TV or in the movies in those roles, whether they are mostly males or females, and how what they see may affect the way they think about certain roles.
- Now, call out one of the characteristics listed below and ask the girls to erase and change one of their drawings to the opposite of what it is now.
- For example, if the girls drew a male dentist and you call out “gender,” they erase and change the dentist’s hair and face to be female.
- Point out that these attributes are some of the ones that people might unthinkingly use to limit a person’s roles, and that no one should feel limited. When we limit the roles people can play—even just in our minds—we put people in a role we choose for them, rather than a role they choose for themselves. That’s called stereotyping!
- Do as many rounds of “Quick Draw!” as the girls like, using these characteristics:
 - Gender (male/female)
 - Age (young/old)
 - Size (short/tall; large/small)
- As girls discuss these stereotypes, add in even more characteristics and encourage girls to do the same.

Wrapping Up

Time Allotment: 15 minutes

Materials Needed:

- Optional: Make New Friends printed on poster board

Steps:

- 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.
- 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.

- After the song, ask everyone to be quiet.
- Assign a 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.
- 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:
 - Visit a local theater group and talk about the roles that they have played.
- Speaker Ideas:

- Invite women from the community to your meeting to talk to the girls about the different roles they play in their lives.

Suggestions

Do you have any suggestions to improve this activity plan? Do you have ideas for other possible badge-earning activities? Please email troopsupport@girlscoutsv.org.

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 talking about the roles girls and women play, and the different roles your Girl Scout wants to try now and in the future.

We had fun:

- Exploring roles that girls and women play in the past, present and future
- “Trying on” different roles that ignite your Girl Scout’s interest
- Playing a creative game to help us spot gender stereotypes in our own lives and in the media

Continue the fun at home:

- Ask your Girl Scout what roles she wants to try as she grows up.
- Have your Girl Scout try new roles at home.
- Look at the *aMUSE* Journey with your Girl Scout for more activities to try.

Thank you for bringing your Junior to Girl Scouts!