



aMUSE  
*Journey*  
in a DAY



A comprehensive  
guide to completing  
the aMUSE Journey  
in one Day

## aMUSE in a Day Journey

I created this guide after completing the aMUSE Journey in a Day with my 4th grade juniors. It is designed to assist your efforts to complete this journey in a day, weekend or sleepover. You will want to personalize it based on what products and resources you have on hand or that you can find in your area, as well as your girls' core interests, logistics, etc.

I knew if the girls were going to work for 8 hours, it had to be interesting. There are a number of resources on the web for doing a journey in a day, journey in a sleepover, or a journey in a weekend. I would have loved to do it in a sleepover but was limited by the time of year and my girls' busy schedules. It took me 4 days (several hours per day) of intensive planning and about 5 hours of research to put together the day. Then an additional 3 hours to shop for supplies. I would guesstimate that total prep time is 25-30 hours. I bought the majority of supplies at three places: Michael's, the Dollar Tree and Party City. Pinterest was an invaluable resource in putting this day together.

Seven of my eight Juniors attended the session which was held at my work, an ag education non-profit with an office (a converted farmhouse) on 200 acres. A school, church or community building would work just as well. We also had access to a kitchen and a separate breakout room. You need lots of space! Originally the weather was supposed to be wet and rainy but the sun came out and so outside time was not only possible but necessary.

Remember that the adult book, "How to Guide Girl Scout Juniors Through aMUSE, It's Your Story--Tell It! A Leadership Journey" is just a guide. Think of it as an outline, or a book of ideas, rather than a lesson plan or curriculum. You **do not** have to complete or adhere to every single activity or idea in the book. You heard me correctly! At many of the Girl Scout leader retreats and trainings, the main advice service units, councils and seasoned leaders give: "don't get bogged down in the details." The books are full of ideas, but are not "requirements." A journey doesn't have to take six months to complete or feel like "school" to the girls. Get creative, talk to your girls and plan what works for your troop.

## aMUSE in a Day Journey

I chose a particular online resource as a guide and then tweaked it. Sometimes I made big changes, other times no changes. So in this guide you will find the original resource with some edits I made during the planning phase. Below that is what I actually did. I think this will be helpful for you to see that flexibility is the key. Use your judgement and if something seems redundant or not of interest to your girls, move on to something else!

The aMUSE Journey Award has three parts: Reach Out, Speak Out, and Try out. The **Reach Out** Award is about understanding the many roles women and girls play in the world around them and the leadership skills used to play them. The **Speak Out** Award is to increase awareness of how stereotypes could hold people back from trying on roles, and then taking action to help stop stereotypes; and the **Try Out** Award encourages the girls to have the courage and confidence to try out new roles.

For ease in understanding the Journey in a Day process, I've put corresponding page numbers and used title references from the adult and girl's guide. After the Session name in the Schedule of the Day you will notice a number (example 2: 39). The number coincides with the Sample Session and page number of the adult guide. If I reference the Girl Guide, the number is formatted with letters and numbers (GG: 20-21).

I started out with completely different ideas. Once I went shopping and did the foot work, some ideas changed. With others I used the original idea but executed it differently. There were also times when I changed the order of tasks, especially when the girls needed a break. If you get stuck or have any questions, feel free to reach out to me and I will do my best to help you. Good luck!



# aMUSE in a Day Journey

## Schedule for the Day

8:00 - 8:30 a.m.	Arrival & Introduction
8:30 - 9:00 a.m.	Flurry of Roles (1: 28)
9:00 - 9:45 a.m.	Inside the Prop Box (1: 32)
9:45 - 10:15 a.m.	Take the Stage (1: 31)
10:15 - 11:15 a.m.	Role Models (GG: 20-21)
11:15 - 11:45 a.m.	Logs & Leaders (2: 37)
11:45 - 12:00 a.m.	Breaking the Mold (2: 38)
12:00 - 12:15 a.m.	Role Play Switcheroo (2: 39)
12:15 - 12:30 a.m.	Planning the Team “Callbacks” (3: 43)
12:30 - 1:00 p.m.	Lunch
1:00 - 1:45 p.m.	Ads Assume (4: 50)
1:45 - 2:00 p.m.	First, the Stereotype (5: 58)
2:00 - 2:15 p.m.	Next, the Storyline (5: 60)
2:15 - 2:30 p.m.	Our Muse, Your Project (5: 63, GG: 44-45)
2:30 - 3:00 p.m.	aMUSE-ing Snack & Motion (2: 39; 3: 47; 4: 52; 6&7: 67; 10: 87)
3:00 - 3:15 p.m.	What’s My Role? (6&7: 73)
3:15 - 3:30 p.m.	Sharing Our Accessories (10: 85)
3:30 - 3:45 p.m.	Mirror, Mirror (9: 81-82)
3:45 - 4:15 p.m.	The “Callback” (4: 49)
4:15 - 4:45 p.m.	Showtime! (8: 77)
4:45 - 5:00 p.m.	Awards Presentation & Closing (Final: 92)

# Introduction

## Goals of the Session

During the Introduction, girls will be introduced to the program. If the girls are from different troops and don't know each other, then this is a good time for a name game or ice breaker. If the group is large and you have adequate adult assistance, the girls can be split into teams. During this session, you will explain the three Awards and how they relate to the overall Girl Scout Ladder of Leadership.

## Girls Should Bring:

- Sack lunch
- Journey Book
- An item from home that represents the roles they play to put in prop box
- Water
- Jacket

## Suggested Activities

1. As girls arrive, have them sit and read (GG: 4-9).
2. Welcome, Pledge of Allegiance and Girl Scout Promise
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. 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, and Try out.
  - Each of these awards has a special meaning:
    - **Reach Out** shows that you understand the many roles women and girls play in the world around them and the leadership skills used to play them,
    - **Speak Out** 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,
    - **Try Out** 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.

# Flurry of Roles

## Goals of the Session

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.

## Supplies

- Girl Scout Promise and Law written on posters or a whiteboard
- Sticky Notes with roles written on them. Sample roles: *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, comedian, doctor, nurse, etc.*

## Suggested Activities

1. One by one the girls grabbed a role for them and a role for another girl in the troop\*. Tell them to place only those roles they think are truly a good fit for themselves or whomever they are placing them on. Each girl stuck their roles on the table in front of them.

\*If the girls don't know each other use this method: Using a stopwatch, set a 30 second timer. Have the girls grab roles and stick them on themselves and one another randomly, as quickly as possible, until the time runs out.

2. Give the girls a moment or two to look at all the roles in front of them. Then ask:
  - *Why did you choose the roles for yourself?*
  - *What about the roles of other girls?*
  - *Which roles weren't chosen at all? Why do you think that is?*
  - *Which role do you feel like you most want to be "when you grow up"?*
3. Have the girls to read and complete (GG: 10-11), *All about Roles*.

## Actual Activity & Tips

We completed the activity as outlined above. I was surprised by how strongly some girls responded to being assigned roles they thought weren't right for them. One particular girl, whose mom runs a daycare business, did not want the businesswoman role. I encouraged the girls to think outside of what they know about themselves and visualize themselves in a role, no matter how foreign it may seem.

# Inside the Prop Box

## Goals of the Session

During this Session, Girl Scout Juniors will create a 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.

## Supplies

- One large box per team
- Art Supplies: Old magazines (Family Fun, American Girl, National Geographic Kids, Discovery Girls, Girl Scout catalogs, Justine, etc.)
- Craft paper, stickers, fabric, beads, yarn, markers, glue
- Scissors for each girl

## Suggested Activities

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.

## Actual Activities & Tips

I instructed the girls to cut pictures out of magazines that represent roles they would like to play or already play. They had a hard time conceptualizing what I was asking them to do. They wanted to cut out pictures of things they liked vs. things and words that described characteristics. But they were happy with the result and it was a great team building exercise. I would recommend using age and subject-appropriate magazines. I filled the boxes with sunglasses, hats, scarves, boas, headbands, wands, masks, beads, fairy wings, microphones, etc. I purchased all of the items from the dollar store so the cost was around \$20. We completed step 5 at the end of the day as a part of our performance.

**Do-over:** I would have the girls put down scrap book paper first to cover the box, then add the pictures and letters. I would also have provided more varieties of magazines.

# Take the Stage

## Goals of the Session

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

## Supplies

- “Active” roles card game (See Resources)

## Suggested Activities

1. Lay the cards face down on a table or surface.
2. Get the girls moving with this role-playing game (may be done in Teams, if time is limited.)
3. Invite the Juniors, one at a time, to choose one of the “active” cards.
4. 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.
5. When her time is up, have the girl say who guessed her role correctly or call out what her role was. A variation of this game is to have the girls say what they are and act out the role to the best of their knowledge to “take on” that role. Then another girl takes the stage.
6. Continue the game until all the girls have had at least one turn playing a role.
7. If girls haven’t completed (GG: 12-13), take a few minutes now to do so\*.

\*My girls are slow readers, so many needed extra time to read pages.

## Actual Activities & Tips

Rather than writing "active" roles on index cards (1: 31), I laminated the cards so they were sturdy and could be reused by other troops. I placed the cards face down on the table and the girls drew a card then played that role. Since the exercise is about role-playing, I did not have the girls guess the role like charades. Instead I had the "actor" immerse herself in the role to the best of her abilities, with the goal being to represent the role as authentically as possible. I encouraged the girls to avoid silliness in this exercise (that will come later!) They enjoyed this game so much they wanted to have more than one turn. This is a very difficult session to get done in 15 minutes. It took us about a half an hour or so.



# Role Models

## Goals of the Session

During this Session, Girl Scout Juniors will create "I am" boards to represent the roles of women and girls they know.

## Supplies

- One 8 ½ X 11 canvas for each girl
- Magazines
- Stickers representing careers, large letter stickers and other inspirational items
- Glue
- Craft paint in a variety of colors
- Modge Podge (optional)

## Suggested Activities

1. Have the girls choose a canvas and paint it a color of their choice.
2. It is up to each girl if they choose "I am", "Me", "I can", etc.
3. Cut out pictures of items that represent roles they play in life, roles they would like to play and words that describe who they are or what they want to be.
4. Add clothes pins or clips to the canvas to hold a picture from the day.
5. Finish off the canvas by adding glitter Modge Podge (optional) to seal in the items.

## Actual Activities & Tips

Rather than make role model dolls, (GG: 20-21), each girl was given a canvas. I painted them beforehand to save time.

I instructed the girls to choose an action phrase "I am", "I can", "I will", "I love", etc. I provided lots of career stickers: medicine, entertainment, science, business, as well as 3-D letter stickers. I found cute chalkboard clips at Michael's in the dollar bins.

The girls had so much fun creating their "role canvas" with current roles they play: daughter, student, soccer player, Girl Scout...with roles they would like to play: mother, dolphin trainer, scientist, singer. They cut pictures from magazines to represent the roles. They glued the clips down so that they can clip on their photo booth picture from a later activity. This activity took over an hour and was the favorite of the day.

# Logs and Leaders

## Goals of the Session

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

## Supplies

- Girl Books
- Pens or Pencils
- Spinner Game (Resources Section)

## Suggested Activities

1. Have the girls complete "Who are your FIVE favorite characters, and what roles do they play?" and "Now use your favorite girl characters to think up a NEW character" from (GG: 12-13).
2. Ask the girls to read (GG: 14-15), *A cheerleader for actors*.
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. Ask them to write down who they saw and the roles they were playing. If they don't know the women's names, write the roles. Then have them fill in the form on (GG: 16).
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?*

## Actual Activities & Tips

The girls completed: *Who are your FIVE favorite characters, and what roles do they play?* and *Now use your favorite girl characters to think up a NEW character* from (GG: 12-13). Then they read *A cheerleader for actors* (GG: 14-15). For the sake of time, the girls filled out **one** role on (GG: 16) to represent someone important in their lives.

Then I used the spinner game from the Resources section. I laminated each piece, then used a craft punch and affixed the pieces together with a scrapbooking brad. Putting the girls in pairs, each pair acted out the roles designated on the spinner (it even includes moods!) It was a great time for the girls to be silly.

# Breaking the Mold

## Goals of the Session

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*.

## Supplies

- Girl Book
- Pencils or pens

## Suggested Activities

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 (GG: 24-27) of the girl book. 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.

## Actual Activities & Tips

At this point the girls needed some outside time. Since the rain was giving way to sunshine, I took them out on the grass for a game. I asked each of the girls what they felt they were supposed to do in life as a female. Their answers included: get married, have children, do housework, be feminine, and act sweet. At the end of the last girl's turn, we all "shook off" the gender roles and expectations and discussed things they could do other than what they thought they were expected to do.

Moving inside again, I talked to the girls about power words. Using the exercise Power Pennants in the Resources Section on page 25 of this guide, as the girls:

### **Do some words make you feel powerful, like you can do anything?**

Once they thought of their word each girl decorated a pennant on the pennant of power. Because I have a laminating compulsion {squeal} I laminated each pennant, including the extra spacers, scored them at the top and strung them on rainbow yarn.

# Role-Play Switcheroo

## Goals of the Session

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

## Supplies

- Pink and blue mirrors or regular mirrors with a blue (boy) or red (girl) sticker on the back.

## Suggested Activities

1. Hand out a mirror to each girl color down so they don't see the gender role they will play. Try to have 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 mirrors 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?
  - Do you think you represented stereotypical behavior of one of the genders? Or both? Discuss why stereotypes persist.

## Actual Activities & Tips

I found cute pink and blue compact mirrors in Michael's dollar bins (\$1.50 each). I handed them out randomly to the girls. Those who got pink were "girl students" and those who got blue were "boy students". I had them each pick a number between 1 and 20. The winning girl was the "teacher". The girls then proceeded to act according to their gender. The boys acted disruptive, loud, rude and inattentive. The girls were well-behaved, quiet and attentive. After the role play we discussed the gender stereotypes they portrayed. I explained that boys would probably misrepresent them in many ways that were equally stereotypical. They agreed that they would not want to be portrayed in such a way because each of them are individuals, not just girls.

\*\*This session can be done in conjunction with Mirror, Mirror page 21 of this guide.

# Planning the Team “Callback”

## Goals of the Session

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

## Supplies

- Girl book
- Pencils
- Copies of *Planning our Panel Discussion* (3: 45-46), one for each Team

## Suggested Activities

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 (GG: 28-31). The *Talking about Roles* section Suggested Activities 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.

## Actual Activities & Tips

The girls each received a photocopy of the planning our panel discussion worksheet. We had a mom who is a physical therapist coming by in the afternoon so we knew ahead of time who we would be interviewing. Each girl came up with a question or two they wanted to ask, either about the mom's education, life or career.

# Ads Assume...

## Goals of the Session

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.

## Supplies

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

## Suggested Activities

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. Hand out 2-3 pages to each girl. Have them consider the images they are seeing. Who is the image aimed at? Who do each of the images appeal to more—boys or girls? Are the images portraying stereotypical roles? To get the discussion going, use the questions (4: 51) of the adult guide.
3. 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.
4. 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.
5. Note: This activity is similar to (GG: 48), *Give a Picture a New Story*.

## Actual Activities & Tips

I cut out a dozen or so ads from magazines that catered towards boys, girls, both or neither. We went around the table and the girls spoke about how the products were marketed to a gender. Some ads, such as for Capri Sun, targeted girls even though the product is not just for girls. Other ads, such as for Legos, targeted both boys and girls. Some of the sports ads featured girls rather than boys. The girls concluded that there were far less gender stereotypes in ads than they expected although there were a few. After this step, Reach Out is done!



# First, the Stereotype

## Goals of the Session

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

## Supplies

- Large paper
- Markers

## Suggested Activities

1. Have the girls read (GG: 50) and complete the activity on (GG: 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 (GG: 27) 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.

## Actual Activities & Tips

The girls completed pages (GG: 44-45) of their books. The exercise on (GG: 45) was very enlightening for the girls. It had a ripple effect. As they looked at the corresponding columns, they realized that there were several options, not just one, for each path they chose. Life (and choices) can be like a Choose Your Own Adventure story!

This exercise/session was somewhat redundant with the Ads Assume Session in my opinion. So I incorporated non-gender stereotypes in the Ads Assume Session. I did have them read (GG: 50).

# Next, the Storyline

## Goals of the Session

During this Session, Girl Scout Juniors will begin creating a story to stop the stereotype they selected to take action on for their Speak Out! Project.

## Supplies

- Paper
- Pen and Pencils
- Photocopies of (4: 55) or the information transferred on whiteboard/poster.

## Suggested Activities

1. Have the girls read page (GG: 53), then use the activity on (GG: 52) in the girl book to help get them started on creating their story, if needed.
2. Pass out the paper and pencils. Review the Actual Activities & 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, they will finalize their Speak Out! Project.

## Actual Activities & Tips

The girls worked together to come up with ideas for their presentation. They decided that their story would be in the form of a presentation to parents on empowerment and busting stereotypes. Using the storyboard form, one girl did the writing and sketching while the other girls provided input. They decided to create a photobook to present their ideas about busting stereotypes and removing preconceived notions placed on them by society.



# Our Muse, Your Project

## Goals of the Session

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.

## Supplies

- Paper
- Pencil
- Art Supplies left over from previous sessions
- Copies of the *Storyboard Form* (6&7: 70)

## Suggested Activities

1. Refer the girls to *Your Heart, Your Art, Your Part* on pages (GG: 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. Show them (6&7: 68-69) for ideas on how to telling their story. 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 Supplies available to begin creating their story.

## Actual Activities & Tips

Here is the presentation the girls came up with:

- Presentation Name: "Stereotypes: Busted!"
- Introduction: "Today we explored new roles and busted stereotypes!" – said as a team as a cheer!
- Present their item of significance and place it in the prop box.
- Say their name and power word (from power pennants).
- Present their canvas and phrase (I am, I love, I will, I wish) and one role on the canvas that's significant to them.
- Conclusion and presentation of awards.

# aMUSE-in Snack & Motion

## Goals of the Session

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.

## Supplies

- Snack

## Suggested Activities

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*" (6&7:67). 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.

## Actual Activities & Tips

The girls chose to make some sugar cookies (after eating their healthy lunches). Since we had access to a kitchen and stove baking was a perfect break from the rigors of the morning. Each girl took turns mixing the dough. While the first batch was cooking, we went outside again and played the Blob (6&7:67). The girls ate cookies and then we played Wacky Warmup.

# What's My Role?

## Goals of the Session

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

## Supplies

- Paper
- Pencils
- Copies of *Speak Out! Project Planner and Sign-up Sheet* (6&7: 72)
- The Team Stories

## Suggested Activities

1. Have the girls read pages (GG: 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.

## Actual Activities & Tips

We discussed and filled out page (6&7: 72) in the adult guide. Since we had already planned on presenting to parents and relatives at the end of the day, a lot of the questions were answered. Each girl had the same role, so assigning roles and responsibilities wasn't necessary.

The girls completed pages (GG: 44-45) of their books. The exercise on (GG: 45) was very enlightening for the girls. I called it the ripple effect. As they looked at the corresponding columns, they realized that there were several options, not just one, for each path they chose. Life (and choices) can be like a Choose Your Own Adventure story!

# Sharing Our Accessories

## Goals of the Session

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.

## Supplies

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

## Suggested Activities

1. Have the girls read (GG: 62-71) in the girl book. Briefly discuss what you read, then give the girls some time to complete the activity on page (GG: 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 (GG: 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?

## Actual Activities & Tips

The girls read pages (GG: 62-63) in their books. We lined up chairs to form an audience. One by one the girls went up and tried on all the accessories they wanted. After they played their new uninhibited roles, I took photographs of each girl in their new role. The photos were then used to make their picture book. As inspiration we used the quote from Carla Hall page (GG: 62): "Inner confidence shaping outer style and outer style supporting inner confidence."



# Mirror, Mirror

## Goals of the Session

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

## Supplies

- 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)

## Suggested Activities

1. Have the girls begin by reading pages (GG: 72-73). 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*?

## Actual Activities & Tips

The girls looked at some magazine photos of women with different body types, poses, and clothing doing a number of activities. Often the girls made superficial judgements without knowing they were doing so. We discussed that a person may look like a mom and be a gymnast. Another might look like a model and be a stay-at-home mom. Someone who does sports may be a teacher. Appearance/eyesite is only one of the human senses. Often in talking to someone you find out something surprising about them that your eyes didn't tell you. I had the girls pick up their mirrors from Role Play Switcharoo. I instructed them to stare at themselves in the mirror. To really look at their features, their eyes, their nose, their teeth, etc. Then I asked them to smile at themselves and say something positive about themselves in their heads. I mentioned that positive reinforcement and positive self-talk is important for self-esteem.

# The Callback

## Goals of the Session

During this Session, Girl Scout Juniors will interview a woman/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.

## Supplies

- Whatever the girls decided they need from the Supplies on hand

## Suggested Activities

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 panelist(s).
3. Give the girls ample time to conduct their interview(s).
4. After the interview(s) is/are completed, have the girls take turns sharing something they learned from the panelist(s) they selected about the roles available to them. Are there any new roles they would like to “try on” in their own lives?

## Actual Activities & Tips

We did this session at the end of the day instead of after *Planning the Team Callback*. The main reason for this was that the mom was going to be here for the presentation of awards at the end of the day. The girls interviewed one of the troop moms who is a physical therapist. She attended college, met her husband, graduated, got married, moved states, and had children. So there were a lot of questions about the path she took in life. The girls asked how she chose a career, what she would have done if she hadn't met her husband, how she knew she wanted children, etc. It was good for the girls to ask a woman about her life, her choices and her roles, both chosen and given.

# Showtime!

## Goals of the Session

During this Session, Girl Scout Juniors will present their *Speak-Out! Project* (8:77) to the invited audience.

## Supplies

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

## Suggested Activities

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.

## Actual Activities & Tips

The girls did a wonderful job of performing "Stereotypes: Busted!" Not only did they present all of the work they had done throughout the day but they also shared new perceptions of themselves and their roles in society. Through Power Words, Role Playing, Sharing Ideas and Telling their story, the girls developed tools for self-love and confidence.

\*Each girl was presented with a photobook at the end of the year ceremony in June.



# Awards Presentation & Closing

## Goals of the Session

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

## Supplies

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

## Suggested Activities

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.





# Resources

Don't feel like you need to create the journey activities from scratch! So many resources are out there to help you lead the journey. You can do it! Take on this role! :)

Mirror Game [pdf]: [http://iamgirlscouts.com/\\_pdf/go\\_girl\\_final\\_web.pdf](http://iamgirlscouts.com/_pdf/go_girl_final_web.pdf)

GSUSA Pinterest site: <http://www.pinterest.com/gsususa/>

Play Scene Spinner [pdf]: [http://iamgirlscouts.com/\\_pdf/JPP\\_SceneSpinner\\_Final1.pdf](http://iamgirlscouts.com/_pdf/JPP_SceneSpinner_Final1.pdf)

Journey in a Day:

<http://www.su5208.info/uploads/5/6/4/5/5645688/junior-amuse-journey.pdf>

[PDF] located on this website: <http://www.su5208.org/junior-leaders.html>

Character cards: [http://iamgirlscouts.com/\\_pdf/JPP\\_CharacterCards\\_v6.pdf](http://iamgirlscouts.com/_pdf/JPP_CharacterCards_v6.pdf)

Canvas painting ideas: <http://bravegirlsclub.com/archives/4566>

Power Word Pennants [pdf]:

[http://iamgirlscouts.com/\\_pdf/JPP\\_PowerWords\\_Pennants.pdf](http://iamgirlscouts.com/_pdf/JPP_PowerWords_Pennants.pdf)

Color emotion guide: <http://visual.ly/color-emotion-guide>

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