

AMUSE

TURNKEY

girl scouts
of northeastern new york

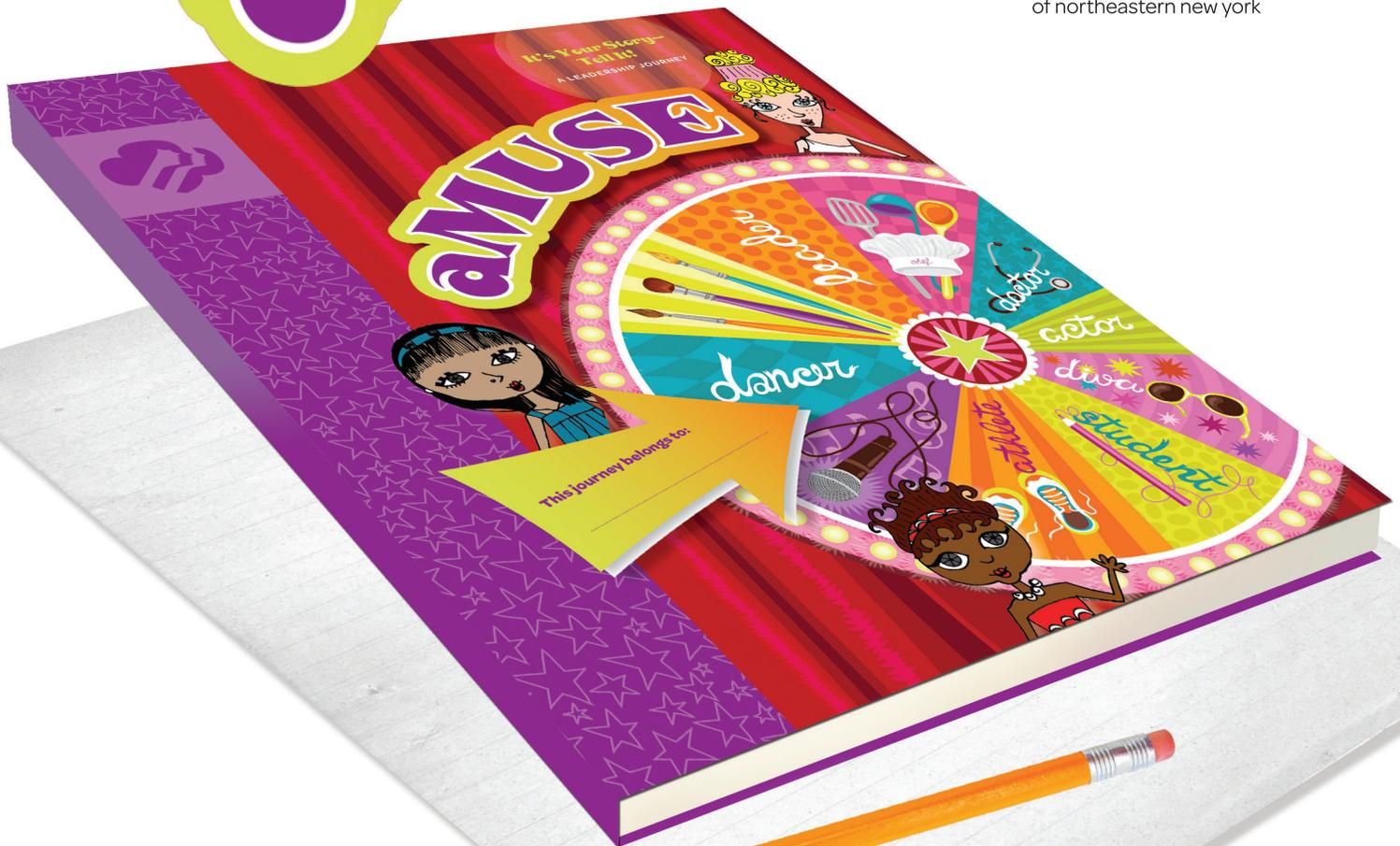


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aMUSE Journey

Juniors learn just how many roles are open to them in the world and the possibilities those roles open for them.

Whether they want to fly a plane, lead a rock band or win a gold medal, aMUSE helps girls take center stage and try out more roles than they ever thought possible, with a little help from Dez and the Muses.

As they find out there is more to their story, girls may feel stronger, walk taller and gain confidence!

What Girl Scout Juniors Can Earn During this Journey...

(Please note they will not complete the Journey nor earn all the awards during this weekend)

- **3 Leadership Awards!**
 - On this journey, Juniors have the opportunity to earn three Girl Scout Leadership awards, all of which build foundational leadership skills critical to moving up the Girl Scout ladder of leadership and becoming lifelong leaders.
- **Reach Out!**
 - What it means for Juniors: They understand the many roles women and girls play in the world around them and the leadership skills used to play them.
 - How Juniors earn it: They keep a Casting Call Log and do an interview or a panel discussion. (this will require pre planning in order to hold the panel discussion during this weekend)
- **Speak Out!**
 - What it means for Juniors: They are aware of how stereotypes could hold themselves and others back from trying on roles, and they Take Action to help stop stereotypes.
 - How Juniors earn it: They complete three Speak Out! Activities and team up to choose a stereotype and create and tell a story to help stop it. (this will not be completed during this weekend)
- **Try Out!**
 - What it means for Juniors: They have the courage and confidence to try out new roles.
 - How Juniors earn it: They keep a Role Call Log and choose and complete two other Try Out! Activities.

This turnkey model includes:

- One weekend, journey-based series outline for Juniors that focuses on aspects of the aMUSE Journey
- List of materials
- Tips for utilizing the series

Discover + Connect + Take Action = Leadership

This weekend series outlined below takes your girls on a journey where they will practice Girl Scouting's three keys to leadership. Use the series outlined in this model along with the corresponding Facilitator Guide and Girl books. During the series, each girl will:

- **Discover** her values and views about the world.
- **Connect** with others to expand her networks and strengthen team-building skills.
- **Take Action** to begin to identify and solve problems in their community and inspire others to act, and become empowered to make a difference in the world.

Tips for this Series

1. This series will work best if each girl has her own book so she can explore the issues and develop her own interests.
2. The facilitator guide contains everything you need to make the journey come alive for the girls, including lots of helpful examples, tips, and suggestions to guide you on your way. Spend some time getting familiar with it and feel free to customize activities as your girls make it clear where their interests lie.
3. One of the activities in this Journey is for the girls to create a Casting Log (girl book 12-13); they should complete the Casting log prior to this weekend. They use the activity log to reflect on the roles that the women in their life play everyday.
4. One of the activities that they do, using the Casting Log (from their Journey) is Call backs (pages 43-45 in the facilitator guide and 28-31 in the girl book) which is where the girls choose women from their casting logs to come in for a panel discussion. During this weekend you will host a panelist discussion. Since this is a weekend toolkit you will need to contact panelists early on to arrange for them to meet with the girls. The panel discussion will take place in the morning or afternoon depending on panelists' availability.

5. To find experts to help you inspire the girls and locations to host your session, work with the resources available in your community.
6. Use the resources that are easily accessible in your local area. Consider asking the local community college, library, community center, or even the local high school for experts and resources.
7. If there is an expert you think could really inspire your girls but she isn't anywhere near you, use technology to link her with the girls. Set up a conference call, video chat, or instant message exchange with the girls. She doesn't necessarily have to be in the room to help inspire the girls.
8. Even though the girls won't complete a Take Action Project as part of this series, girls are still encourage to continue on beyond this series to do their Take Action project to earn all the aMUSE awards. It may be helpful to note that girls who do intend to complete a Take Action project and go on to earn all the awards offered on the journey that they'll be one step closer to earning the prestigious Girl Scout Bronze Award (Grades 4–5) , since the first requirement is completing a Journey. Information about the Bronze Award can be found online at <http://gsneny.org/resources/> under girls.

aMUSE Sample Weekend Schedule

Friday Evening

Total time 2 hours and 10 minutes

Materials:

- Facilitator Guide
 - Girl Books
 - Flurry of Roles- Sticky notes (with roles written on them suggestions on page 29 of facilitator guide)
 - Who are your 5 Favorite- Paper , Pens/Pencils, Markers
 - Casting log- Girl Book, paper, pens/pencils
 - All-My-Roles- paper, crayons or colored pencils, bits of fabric, sequins, scissors
 - Call backs- paper, pens, markers, newsprint
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- Opening Ceremony 10 minutes-Flurry of Roles (Facilitator Guide page 29) - “Flurry of Roles” activity includes the sticky notes that have a role listed on each of them. The girls will use these sticky notes to identify roles that they see themselves or others playing. Give the girls 1 minute to pick up the sticky notes and place them on themselves and others. Then discuss what roles they chose for themselves and what roles other girls chose for them. What are roles and what is a muse? Introduce aMUSE
 - Who are your 5 favorite girl characters? 30 minutes (girl book page 12-13) Girls will list their 5 favorite girl characters and the roles that they play. The girls will then use these characters to create a new character. They can draw a picture of the character, what she does, qualities that she has but you may not. Then give your character a theme song that matches her personality.
 - Casting Log- 20 minutes (girl book 12-13) Girls will reflect and discuss the women that they added to their Casting log and they will have the opportunity to add more women. Pretend your life is a movie and you are the casting director this makes you examine the women in your live more closely.
 - All –My-Roles Paper Dolls- 30 minutes- (pages 22-23 girls book) - Girls will start with a sheet of white paper and fold it over and over like a fan. They will draw a doll on the top of the folded paper, and then they will cut them out (not cutting the edge of the hands out). When they unfold the paper they will have a line of dolls holding hands. They will then decorate the dolls to represent the roles that they play in their everyday life.

- Call Backs (pages 43-45 in the facilitator guide and 28-31 in the girl book) 30 minutes- Since this is a weekend toolkit you will need to contact panelists prior to the weekend to arrange for them to meet with the girls. Girl will create a list of questions that they would like to ask the panelists. There are sample questions and ideas in both the facilitator guide and the girl book. The girls will plan how they will run the panel. Girls will assign roles such as questioner, moderator, announcer, etc. The panel discussion will take place in the morning.
- Closing Ceremony 10 minutes- Roles and More Roles- Ask the girls to form a circle. Have them take turns naming one of the roles they play in their lives and one they would want to take on and why.

Saturday Morning

2 Hours

Materials:

- Facilitator Guide
 - Girl Book
 - Opening- chairs, tables
 - Panel discussion- list of questions
 - Reflect- girl book, paper, pens/pencils
 - Role Play Switcheroo- sticky notes, each with a large red or blue dot, one for each girl
- Set up the room for the panelists arrival 10 minutes
 - Opening Ceremony-10 minutes- Welcome our panelists. The girls will welcome each panelist and lead them to their seat.
 - Panel discussion-60 minutes. The girls will greet the panelists and thank them for attending. The girls will have the panelists introduce themselves and allow them the time to briefly tell the girls about themselves. The girls will run through their plan and ask the questions they have prepared.
 - Reflect on the callbacks- 30 minutes- Girls should take this time to think about what they learned during the callbacks. Complete page 31 in the girl book.
 - Closing Ceremony- Role-Play Switcheroo- 20 minutes (page 39 facilitator guides) have the girls divide into a girl team and a boy team and act out scenarios that may happen in school. Halfway through switch roles. This activity will bring awareness to the gender stereotyping that happens in their everyday life. Discuss findings with the girls.

Lunch-

- Sandwich “Role”- ups (page 33 in facilitator guide)

Saturday Afternoon

2 hours and 10 minutes

Materials:

- Facilitator Guide
 - Girl Book
 - A Good Yarn- ball of yarn
 - Ads Assume- 10-20 ads and/or packaging for products marketed to children ages 9 to 12, such as toys, video or computer games, and sports equipment; paper, scissors, glue and markers/pens
 - Snacks
 - Musie Smoothie
 - 1 ½ cups of fresh or frozen berries (strawberry, blueberry, raspberry, or a mixture)
 - ½ cup low-fat plain yogurt (or rice milk, if there are dairy allergies)
 - ¼ cup orange juice
 - 1 tablespoon honey
 - ½ teaspoon vanilla extract
 - “Break A Banana” Split
 - Bananas
 - Sorbet (or frozen yogurt)
 - Chocolate syrup
 - Whipped cream
 - Strawberries or chocolate sprinkles
 - Stereotype Tracker- story from page 26 of girl book, paper, pens/pencils, newsprint
 - Choosing our Audience- facilitator guide page 62, newsprint, pens/markers
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- A Good Yarn- (page 57 of Facilitator Guide) 20 minutes- Invite girls to join in a circle. Hand the ball of yarn to one girl and ask her to begin a tale with one sentence. Her sentence can be humorous or as outrageous as she likes. Once the first girl has spoken, she holds onto the thread end of the yarn, tosses the ball to another girl so the yarn unwinds, and calls out, “What happens next?” Allowing the second girl to add a sentence to the story. This will continue until each girl has added a sentence. Once the story has finished, point out that the

yarn has formed a web, connecting all the girls and symbolizing that the story they told belongs to all of them.

- Ads Assume...- 30 minutes- (page 50-51 in the facilitator guide) 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 sports equipment. Place the ads that you have collected in the center of a table. Ask the girls to examine the ads take turns choosing an item and placing it in 3 categories: products for girls, products for boys and products for boys and girls. Ask the girls to see if they agree with the piles. Examine for stereotypes. Sample questions are on page 51 of the facilitator guide.
- Snacks- 20 minutes
 - Muse Smoothies and “Break a Banana” Split (facilitator guide page 74)
- Stereotype Tracker- 30 minutes - (girl’s book page 27) - First read the Think Again: Take 2! From the girls book page 26. Then have the girls start to think of stereotypes to add to their stereotype tracker. What are some of stereotypes that you hear most often? Where do you find these stereotypes? What could you do to stop it? What could you do that would make the world better? Have the girls’ brainstorm as many as they can. Have the girls pick a stereotype to focus on.
- Choosing our Audience-20 minutes- Have the girls create a brainstormed list of people they would like to share their stories with and what they want their audiences to do once they’ve heard the stories. Refer to page 62 of the Facilitator Guide for more information. Project Coaching Tip See page 62 of the Facilitator Guide for more information.
- Closing Ceremony: The Blob- 10 minutes (facilitator guide page 67) Let the girls know that actors sometimes use an exercise called “The Blob” to practice working well as a team. Explain that they will huddle together, shoulder to shoulder, facing any direction. The team becomes one creature, the Blob. Have girls stand quietly, without speaking, and sense how the Blob wants to move. Invite everyone to move together, going with the movement, with no one actually leading.

Saturday Night

2 hours

Materials:

- Facilitator Guide
- Girl Book
- How to Tell Our Story- girl book pages 44-45

- Storyboard Template and what's my Role- copy of the Speak Out! Project planner and sign up sheet; copies of the invitation, newsprint, markers, pens and pencils
 - Scene Spinner- <http://forgirls.girlscouts.org/print-play-scene-spinner/> White card stock , Scissors, Glue stick, Brass fastener with washers (washers are optional)
- Deciding How to Tell Our Story; Your Heart, Your Art, Your Part- 30 minute- Let the Junior team know that their strengths and interests as a group will come into play when they decide how to tell their story to their chosen audience. Refer girls to "Your Heart, Your Art, Your Part" (pages 44-45 of the GB) - "Find your talent or what you love to do –that's what's in your heart. Next find a creative way that you can use what you love to do- that's your art. Then see what role you can play when you and your Junior team get together to tell a story about stereotypes- that's your part." For more information on this activity please refer to pages 63-64 of the Facilitator Guide.
 - Storyboard Template and What's my Role (facilitator guide page 70-73) 60 minutes - Girls will begin to plan their take action project. This will not be completed in one weekend. They will need to continue this project to earn their Speak Out! Award. Girls will start to sketch out their ideas and make plans on how they will tell their story. Please refer to the templates in the facilitator guide on 70-73. Get the girls thinking about how they will present their story to their audience, and the roles they'd like to play when they present it? They'll also want to plan out how they will invite their audience, who will send the invitations (if they plan on using invitations), how they will greet their audience on the day of the performance and how they want to ask their audience to commit to their call to action. Once girls have decided how to present story and what they'll need, pass around a planning and sign-up sheet, and have each girl write her name next to a role. Suggest that girls can take more than one role. For more information refer to page 73 of the Facilitator Guide.
 - Scene Spinner 30 minutes- <http://forgirls.girlscouts.org/print-play-scene-spinner/> Create the spinner. Then spin the outer circle to find the scene to improv. Decide if you have 1 or 2 players. Then line up the opening on the inner wheel with your scene to reveal the role you and maybe another girl will play. Now spin the arrow for the mood or attitude of your character, let the other girl spin too. Act it out and have fun!

Sunday Morning
2 hours

Materials:

- Facilitator Guide
 - Girl Book
 - Opening Ceremony- <http://forgirls.girlscouts.org/wp-content/uploads/2012/04/Girls-Are-Supposed-to-Be.pdf> and Hand mirrors, Art supplies for girls to decorate their mirrors
 - Defining Real Beauty- art books offering a range of images, pads of sticky notes, newsprint, pens/pencils
 - Picture this- pens/pencils, arts supplies (paint, colored pencils, construction paper, bits of fabric, foil, wrapping paper, and possibly buttons)
 - My “Role Call” Log- girl book pages 58-59 and Trading roles- girls book pages 60-61- paper, pens/pencils
 - Listening to your Inner Critic- girl book page 73- paper, pens/pencils
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- Opening Ceremony: 20 minutes- <http://forgirls.girlscouts.org/wp-content/uploads/2012/04/Girls-Are-Supposed-to-Be.pdf> Instructions are included on the link.
 - Defining Real Beauty-20 minutes- Remind the girl that they have just learned about and planned a project about the importance of steering clear of stereotypes and not letting someone else’s ideas limit what women and girls can do. Now it is time to explore their thoughts and feelings about beauty and the importance of not getting “typed” into someone else’s definition of beauty. Refer to pictures of art through magazines, books, pictures, photographs, etc. Choose an image and put a sticky note with your name on it. Once everyone has chosen some art discuss why they chose it? What made it stand out? What is the same about all of the images? What is different about the images? For more information refer to page 79 of the Facilitator Guide.
 - Picture this- 30 minutes- girls will examine portraits of women and discuss what they notice about these women. They will then create a portrait of themselves.
 - My “Role Call” Log (pages 58-59 in the girl book) - 20 minutes- girls will write down all the roles that they take on in their lives. Have the girls think about the skills and traits the roles take. How do each role make them feel. How close is this role to the real you? Trading Roles (page 61 of the girl book) - Try new roles and keep track of them. Document on the worksheet what new role you tried, how it went, what you learned and what you may try next time.

- Listening to your Inner Critic (girl book page 73) - 10 minutes- Do you ever play the role of critic in your life? Do you give yourself a thumbs up when you should or a thumbs down? Try this- name 3 things your inner critic might give a thumbs up to that makes you feel good. Name 3 things that your inner critic might give a thumbs down to that you really want to try. Now try to change those thumbs down to thumbs up.
- Closing ceremony - [Me] x 3- 10 minutes- “Hear the praise, take it inside, and multiply it by three. Feel good about it!” page 73 girl book. Everyone repeat the phrase.

Don't have a whole weekend?

Here is a way to spread the activities over six weeks

- Session 1- Flurry of Roles, Who are your 5 Favorite, Casting Log
- Session 2- All- My- Roles, Call Backs, , Role Play Switcheroo
- Session 3- Panel Discussion, Ads Assume, Good Yarn,
- Session 4- Stereotype tracker, Choosing our audience, How to Tell Our Story
- Session 5- Story board Template, What's my role, Scene Spinner
- Session 6- Defining Real Beauty, Picture this, My Role Call Log, Listening to your inner critic

Continue your Take Action Project to earn all 3 Journey Awards!!