

VIRTUAL AMUSE JOURNEY (JUNIOR)

3 sessions approximately 90 minutes each

10 minutes Introductions - **Welcome and please mute yourselves unless you are trying to speak in order to lessen the feedback noise.**

Juniors, today you will be going on a journey called aMUSE. On this journey you 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!

The aMUSE journey has 3 awards that you will be earning:

- **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.

Have each girl say her name and perform an activity such as twirling or jumping. Have the next girl say her name, do an action and then say the name and do the action of the previous girls in reverse order (last person first).

10 minute

s -(Speak Out 1 of 3) materials - picture with multiple people doing something - *show a picture to the girls.*

Have you ever heard the saying “Every picture tells a story? Have each girl choose a role and tell a short story about the picture from that person’s perspective.

15 minutes (Reach Out 1 of 2)– materials - Casting Log, pencil (Reach Out 1 of 2)

Imagine your life as a movie! Make your own Casting Log. Think back over the past week about all the women in your life and the roles they play. Think about how they acted.

- Did they look people in the eye and speak firmly and clearly when talking?
- Did they use hand or facial expressions?
- Make decisions for large groups of people?
- Remind you of values in the Girl Scout Laws?

Good leaders tend to do all these things, too.

Being a casting director for movies forces you to observe people more closely than you ever have before. What did you notice about the women in your log that you hadn’t noticed before? In what new ways are you now appreciating them?

Have the girls keep the log for future use in the journey.

15 minutes – Cast Yourself -

Tell the girls that they will be acting along with the story, and as they develop their character, they should show what they are through their movements and actions, not tell the group what they are. Read the script slowly and dramatically, giving pauses between sections for the girls to develop their characters. It is helpful to move throughout the room while reading, acting as the element of danger when it arrives!

UNDER THE SEA

Imagine you are at the bottom of the ocean. It's quiet, sort of dark. What's it like? What's there?

What are you? You can be anything that lives in the ocean—a fish, a crab, a clam, seaweed, a shark—be as creative as you can. Imagine yourself as that animal or plant. Remember, don't say it, be it and do it.

It's just before dawn. You can't see the sun yet at the top of the water. What would you be doing? If you're a fish, you're just floating there, sleeping. If you're a crab, you're asleep in your shell. Stay where you are and be your chosen sea life. Remember, show me, don't tell me.

Okay, your day is beginning. You can see the first glimmer of the sun at the top of the water. What do you usually do now? What's your morning ritual? Do you clean yourself off? Do you wake up your children? As you begin to wake up and move around, do as good a job as you can of showing what you are through the noises you make, the way you move, and what you do.

(Make observations: "I see fish starting to move around." Reinforce the positive.)

Now you need your first meal. You can't eat any person in the room, so you need to make it up, pretend, and be creative. You go off to find your food.

Now you've found your meal, and you start to eat. How do you sound as you eat? Do you help to feed anyone else?

As you're eating, you hear something. You don't like the sound. You know it's something dangerous, and it sounds like it's coming toward you. Wait! You recognize the sound— it's a fishing boat coming overhead, and it's trawling for fish to put in aquariums. You don't want to be caught in its nets. You can't attack the thing attacking you, so how do you protect yourself? Do you swim away? Do you hide? Do you disguise yourself? (Remember as you do this to act like the boat and start to move around the room, letting students figure out how to avoid getting caught in your nets.)

Aah, the danger has moved away, and you're safe again. How do you feel? Show me. Finally, the sun is moving across the sky. It's starting to get dark again. The danger and the food are making you tired. It's time for you to get home. Where's home for you? Start to head home.

(As you read this last part, speak quietly and slowly and model calming down the body by moving slowly, closing your eyes.)

Now that you're home, how do you settle in? How do you end your day? It's time to start getting ready for sleep. It's time to relax, lay yourself down, and go to sleep.

10 minutes OPEN YOUR HAND - Have the girls walk around the room leisurely. Then on your command, have them stop, put their hands into their pockets, and take something imaginary out. It can be absolutely anything, but encourage them to have it be the first thing that enters their head. Have them name it and feel the weight, size, and texture of it for a moment, showing it with their hands (a bowling ball would be held very different than a feather). Then they may set it aside and continue to walk. Repeat a few times.

10 minutes - Breaking the Mold

Have each girl name one thing that they think girls are expected to do in life. After each girl has done so, say something like:

- There's nothing wrong with being any one of those things, if that is what you truly are. In fact, sometimes it's good to meet expectations, like making good grades in school and having good manners.
- But you don't need to meet an expectation that isn't good or really doesn't feel right to you.
- You don't want to be a certain way just because someone else thinks you should. Don't ever feel pressure to be something you're not. For example: if you don't see yourself as a girly-girl, you wouldn't want to put on a dress with bows and ruffles. That just may not feel like you! And, the opposite is also true. Frill it up when it suits you!

10-15 minutes - Props

Have the girls take turns coming up with an original or funny use for the "prop." For example, a lampshade could be used as a megaphone, a trendy purse, or a lapdog. The only use is that they cannot use the prop in the conventional way. Have each girl come up with a unique use on the spot. Make sure to praise extra-creative attempts, and reinforce that there are no right or wrong answers as long as it's not the original use for the object!

Homework (Reach Out 2 of 2): Have each girl choose a woman from their casting call log and ask them some of the following questions. This activity goes towards their “Reach Out” award. They will report out at the next session.

- What are the roles that you play in your life today?
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- What role did you take on at some point in your life that you never really expected to have?
-
- What did you learn from it?
-
- Where did it lead you next?
-
- Did you ever have to give up on a role you wanted and try something else? Yes No
- Has anything stopped you from playing one of your roles? Yes No
- Are there women who paved the way for you in your roles? Yes No
- Who are they and what have you learned from them?
-
- Have you ever had to confront a stereotype? Yes No
- If so, what happened?
-
- What stereotypes do you think girls my age face in the world today?
-
- What can we do about stereotypes?
-
- What other roles do you hope to try at some point?
-

- What did you want to be when you were my age?
-
- What values and qualities in the GS Law are most important in her roles and why?

Honest	Fair	Friendly	Helpful	Considerate	Caring
Courageous	Strong	Responsible for what I say and do		Respect myself and others	
Respect authority		Use resources wisely		Make the world	

Questions for you:

- What surprised you most about your role model and her roles?
-
- What values and qualities do you share with her?
-
- How do you think she acts as a leader in or through her roles?
-
- How would you like to be more like her?
-
- What did you learn about stereotypes from her?
-

SESSION 2

15 minutes - have girls report out on homework - maybe just a few questions each

5 minutes - Discuss with the girls about being judged and discriminated against.

- When we think about people in only one way it's an easy shortcut for our brains - but it's not necessarily the right thing to do!
- After all, you wouldn't want others to think about you in only one way would you? That might limit the roles you could play and the ways you could be in the world. That wouldn't tell your whole story!
- When we limit what people can do - even just in our minds - we put them in a very limiting role. They might rather play a different role, or a whole range of roles. It's best that they choose their own roles! When we choose narrow roles for people based on just one attribute, like being a boy or being a girl, that's what we call stereotyping!
- Have you ever heard the word "stereotype: before? How have you heard it used? Certainly people can stereotype based on the ways they think girls and boys should be, but they can also stereotype based on other things, like a person's height or heritage. When and in what ways have you noticed people stereotyped others?

15 minutes: Using examples from their own lives or what they have noticed in their community, have each girl give an example. Write these on the chat board. They will use these in a later exercise.

Stereotype

Where I found it

What I could do to stop it

How could what I do make the world a better place

*As a group decide which of these stereotypes would be something you would like to do something about.

5 minutes - Advertising

Talk with the girls about how advertising targets their customers, and how sometimes the images they choose are not always realistic. For example, the models may look different than “normal” girls. Ask the girls if they have realized this before, and if so, have them name some examples

5 minutes Can you think of an advertisement that stereotypes? How is it useful for advertisers to use stereotypical images in their ads?

What images seem to appeal most to girls? To boys?

15 minutes - Listening to your Inner Critic– Try-Out

Do you give yourself a thumbs up when you do something that makes you feel good? Do you give yourself a thumbs down to something new or challenging even before you try it?

- Name 3 things your inner critic might give a thumbs-up to that make you feel good
- Name 3 things your inner critic might give a thumbs-down to that you really want to try.
- How about turning that thumbs-down into a thumbs-up?

[Me] x3 (Try out)

When someone praises you, you might brush it off, feeling you shouldn't gloat or feel prideful, or maybe you feel you don't deserve it. But some say it's good to do this instead:

Hear the praise,

Take it inside, and

Multiply it by three.

Feed good about it!

- Think about 3 things you're good at and that you have fun doing. What are they? Now do some math and multiply that compliment by 3!

10 minutes - What are you Doing? Have one girl mime an activity that we can clearly understand, like brushing her hair or tying a shoe. Then the next person should ask, "What are you doing?" The first player should then answer with something that has nothing to do with her activity, such as putting out a fire or skydiving. The second player starts miming the activity that the first girl said she was doing. Repeat until all girls have had a turn.

20 minutes My "Role Call" Log

Have the girls fill out the log about all the roles she plays in her life.

ROLE CALL LOG

ROLE	Skills & Traits the role takes	How does the role make you feel?	How close is this role to the real you?

SESSION 3

25 minutes: Stringing Together

Earlier you identified a stereotype you have seen and want to correct. You are now going to write a story about it which will educate others how it's wrong to limit the kinds of roles people have open to them. We want to inspire your audience to stand up to stereotypes. Standing up to stereotypes is an important message, so you want your audience to hang on to your every word.. In telling a story to your audience, you are being a leader. How? By educating and inspiring your audience about an issue you care about - stopping stereotypes! Maybe you never thought of storytellers as leaders. But storytellers who tell stories with a message that helps make the world better are leaders. They set change in motion when they speak out and offer their audience a call to action

Pick someone to write what is said in the chat box. Each girl will add one line.

45 minutes - Storytelling Basics

Using the story you wrote previously, you will now create a short play with characters that bust stereotypes. Each person participating in this journey should have a role. One might even be a narrator who tells what props and how the characters are dressed. Once you have written the play, assign roles. Since we can't act this out, we'll record you reading it and then distribute it for others to listen to. We'll do a trial run before recording it.

15 minutes: Acceptance Speech

Let the girls take a few minutes to think of an acceptance speech to receive their awards. Have them think of major award shows like the Oscars or Grammys, and think about the things they have learned through this journey and the people who have helped them complete the journey