



aMUSE

On this journey Juniors try on whatever roles they choose for themselves, then get creative—in any way they like! They tell stories and inspire others to try on new roles, too. Trying on new roles and realizing their limitless potential—that builds confidence!

aMUSE Leadership Awards On this journey, the Juniors have an 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! Award

- 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 (session 1–4)
- When Juniors receive it: Session 4

Speak Out! Award

- 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, team up to choose a stereotype and create and tell a story to help stop it. (session 5–8)
- When Juniors receive it: Session 8

Try Out! Award

- 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 (Session 9–10)

- When Juniors receive it: Final Celebration

Here are some sample sessions for the aMUSE journey that may get you started.

These are only suggestions and they do not represent all of the possible fun activities that are built into this journey. Use your imagination and girl input to make this journey appropriate for your group of Juniors. Page numbers in each heading refer the pages in the adult guide for the journey where the session starts.

Session 1: Casting Call page 28. The Juniors have fun getting to know all the roles available in the world for women and girls. They could:

- Participate in a Flurry of Roles game as an opening ceremony as described on page 29 of the adult guide
- Enjoy an aMUSE-ing snack (page 32 of the adult guide)
- Learn the journey theme and customize this journey by planning a field trip to an art studio, children's theatre performance, or camping out and making up stories and skits around the campfire, etc.
- Play the active Take the Part game as presented on page 31 in the adult guide
- Learn about Prop Boxes and create a team Prop Box for this journey
- As they head home and for the time between sessions are on the lookout for all of the roles that girls and women take on around them

Session 2: Girls Can Be Anything! page 34. Girls continue to explore the many roles available to them and start to learn about stereotypes. They could:

- Participate in a discussion about what girls are expected to be in life and what they want to be in life and to learn the difference between good and useful expectations and unrealistic expectations
- Read the girl book pages 14 and 15 about a casting director and using the Casting Log on pages 16 and 17, start keeping track of all the women they meet in their daily life and the roles they play
- Play 'Time to Mingle' game as described on page 36 in the adult guide
- Play the 'Quick Draw' game to learn the word "stereotype and what a stereotype is

- Play 'Quick Draw, Part 2' to learn how those stereotypes can be erased
- Chow down on another **aMUSE**-ing snack (see recipe on page 39 of the adult guide)
- Participate in a role-play where they take on the roles of boys and girls in a classroom to learn how they may have been playing out stereotypes without realizing it
- As they leave the session and between sessions use the stereotypes tracker on page 27 of the girl book
- Start looking for props to add to the Team Prop Box and remember to bring them to the next session



Session 3: **Callbacks** page 42. The girls reach out to women in their community to explore all the roles available to them. They could:

- Read The Callback in the girls book pages 28–35 to learn about women and girls in different roles
- Share their props with the team
- As a team plan a panel discussion for session 4 with a number of women (pgs. 43– 46 in the adult guide)
- Share another **aMUSE**-ing snack

Session 4: **Tell Us Your Story** page 48. The Juniors learn more about roles women play in real life and in the media. They could:

- Using the questions on page 29 in the girl book and adding some of their own, conduct the panel discussion
- Serve their guests the **aMUSE**-ing snack they prepared
- Receive their **Reach Out! Award**

Sessions 5: **Gathering of Storytellers** Page 55. The girls team up to create an educational and inspiring story about stereotypes that sends others a call to action—to stop stereotyping. They could:

- Read pages 38–39 and 44–45 and 51 in the girl book to learn about storytelling, parts and jobs in stories and plays, and to learn about taking action against a stereotype
- Start planning their own stereotype-busting story by deciding on the medium to use, the audience, and what specific stereotype will be featured (page 26–27 in the girl book pages 57–65 in the adult guide)

Session 6 & 7: **Our Muse, Your Project** Page 66. The Juniors turn their story into a form of creative expression that will educate and inspire others to stand up to stereotypes.

Note: This is creativity time! The girls use whatever medium they have decided on to create their stereotype-busting story.

- The girls assign roles and jobs to each other and practice or create their mural, or create their quilt, or practice their puppet show, or rehearse and create their video, their choice (pages 66–73 in the adult guide)
- Share another **aMUSE**-ing snack (page 74 in the adult guide)
- Prepare for the “show” in session 8 determining a date and time and who they would like to invite

Session 8: **Showtime!** page 76. The girls tell their story to educate and inspire others about the importance of stopping stereotypes.

Note: This is the session when the girls present their story to their selected audience and earn their **Speak Out! Award**

Sessions 9: **Who I Am Now** Page 78. The girls explore what beauty means to them, how they see it themselves, and how it informs their story. They could:

- Participate in the Me and You activity to identify what they like about themselves
- Leaf through art books and put sticky notes on the portraits they feel are of truly beautiful women; then answer the questions in the adult guide page 79
- Check out portraits of women and girls and participate in a discussion about them and what they do (page 81 in the adult guide)
- “Create” their own self portraits while looking in a mirror, by imagining what they would like the world to see in them
- Create an Art Gallery and have an Arty Party (page 83 in the adult guide)

- Prepare for session 10 by asking their family to help them try out the activity on page 69 of the girl book
- Plan to wear that accessory to the next session

Session 10: **Who I Might Be** page 84. The girls explore how healthy bodies support them in taking on roles, and how they can support and appreciate their bodies. They could:

- Read the story about Madeleine Albright and her pins and how she used them
- Share their accessories and the comments they made in their books from page 69
- Participate in the team chat session about women in action
- Enjoy another **aMUSE**-ing snack
- Have fun planning their final celebration including who to invite, what to serve and what special song or music to play

Optional Session 11: **Celebrating Me/Celebrating Us** page 90. The Juniors celebrate their roles and their accomplishments along the journey and gain the courage to continue trying on new roles throughout life. They could:

- Receive their **Try Out! Award**
- Celebrate!

A good **Speak Out! Project**:

- Allows girls to use their special skills—words and deeds—to make the world a better place
- Relies on girl input in choosing and planning
- Gives girls the opportunity to work as a team
- Enables girls to advocate for making the world a better place

Specifically for this journey the **Speak Out! Project** can be as big or as small as your time and the girls' time dictates.

The girls are required to:

1. Create a story to bust a stereotype they care about
2. Tell their story to a live audience of any size
3. Ask their audience to act to create a lasting change

What's important is their story has a focus, that it educates and inspires others, and that each girl plays a role in telling it.

To help customize this journey please visit the GSUSA web site at www.girlscouts.org/journeys where you will find journey maps. Badge Activity Sets and the Girl's Guide to Girl Scouting are available at your local Girl Scout Shop or to purchase on line at <http://www.girlscoutsla.org/pages/shop/index.html>.

