



Discover Your Journey... It's Your World—Change It! Junior: Agent of Change Taster Activity

Who led the Way for You?

Materials for this taster activity: chart paper and markers, paper and pens

1. Start this brainstorming activity by asking the girls “Who can be a leader?”
(anyone, anywhere, coach, teacher, friend, parent, on the other side of the room or across the globe).
2. Then ask “What does a good leader do?”
(inspires others to do their best, appreciates working with others, a good listener, strive for the groups success).
3. Ask the girls to write down the names of their favorite leaders. Encourage the girls to go beyond the obvious answers and to other possibly less-recognized leaders.
4. Then talk about what it all means to lead, some questions you might ask are:
Is it really an individual activity?
Ask the girls why listening well is a sign of a good leader?
Does it mean the leader has to be the only authority and make all the decisions?

In comic books, they are called Superheroes. In stories they are called heroes and heroines. Ask the girls to come up with their own word for a great leader.
(Megasuperultrasmartypants, or your teacher from 3rdgrade?)

Ordinary girls can do extraordinary things!



Discover Your Journey... It's Your Planet—Love It! Junior: Get Moving Taster Activity

Observing Animals in Their Natural Setting

Materials for this activity: paper, pencils or markers.

Arrange to get out in nature where you can observe animals. Ideas include local animal museum, park, animal shelter, zoo, butterfly park, horse stable. If your group can't get out in nature, they can watch a nature movie or some nature shows on TV. Encourage the girls to jot down their thoughts, notes, and drawings of all that they see and hear and smell.

After the girls have finished their allotted time observing animals, guide them in a discussion about what they have seen. Some questions you might ask them are:

What sort of animal energy and animal movement did you see?

How is movement necessary to animal's survival?

How do animals use sound energy?

How do humans use the energy of animals?

Why do we like certain animals enough to try to protect them?

What about domestic animals or animals you are most familiar with?

Do cats and dogs or other pets get as much chance as deer or prairie dogs or other wild animals to run around and move freely?

What happens when pets don't get to use their energy properly?

How can people make sure pets get enough exercise? Do you notice how exercising a pet gets you some exercise too?

Animals as Inspiration

Distribute paper and pencils/markers, and transition the girls to creating some images or poems inspired by what they've observed or talked about during their outing. Encourage them to share what they've created with the group. Some suggestions could be:

- Write a haiku (a poem, often three lines of 5, 7, and 5 syllables) based on imagery from nature.
- Compose a rhyming chant or rap, or silly song about how a creature looks, moves, or sounds.
- Sketch a picture of an animal using or creating energy.

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Discover Your Journey... It's Your Story—Tell It! Junior: aMUSE Taster Activity

Don Your Cloak!

Materials for this activity: Cloak activity sheets (next page) colored pencils, markers, or crayons

Let the girls know that confidence can be like a protective cloak that shelters them when someone says or does something that hurts them in some way. You might say something like, *With this cloak around you, it's easier to stay true to your own thoughts and feelings and not be influenced by pressures or unkind acts or words of others.* Then say:

- Think about some of the pressures you might be experiencing at school, with friends, at home, or elsewhere in your life (such as pressure to fit in or not be different or to do something you don't want to do). If you like, write your own personal pressures outside your cloak.
- Now, think about what keeps you feeling good and strong, no matter what you might be facing (things like talking about your feelings, learning about yourself, trying new activities, knowing everyone is different). Put all of these things on your cloak.

Once the girls have covered their cloaks, ask them to talk about what they put inside and outside the cloaks. Acknowledge that everyone feels pressure but it's how we handle that pressure that keeps us strong. Ask: *Do others have something on their cloaks that might keep you strong, too? Add it to your cloak!* You might say: *The more we remember these feelings, qualities, and actions, the easier it is for our confidence to shine! Feel free to take this cloak home and hang where it will most inspire you.*

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This activity has been adapted from the Dove Real Beauty workshop for girls and made possible by a generous grant from the Dove Self Esteem Fund