

Cadette MEdia Journey Influence Award Activity Plan 2

Purpose: When girls have earned this award, they will understand the importance of having media reflect the realities of their world.

Planning Guides Link:

Leadership **Lesson Plan Length:**

1.5 hours

Involve Family and Friends: Participation from family and friends can enrich your troop's Girl Scout experience, both for the girls and for you. Use the suggestions below to make it easier for you to connect with additional support.

- Before the meeting:
 - Send a note to families to find those with interest in or expertise with the topic. Ask them to lead or support an activity or two, or even lead the whole meeting.
 - Offer this activity plan as a starting place and point out that they may choose alternative activities using the *Customize It!* section as a guide. For example: If an activity plan directs girls to sit outside and observe animal habitats, you may choose to go to the zoo and learn about animal habitats there instead.
- At home:
 - Encourage families to ask questions about their girls' badge activities. Some examples that work for any badge include: What did you learn? What surprised you? What does it make you think of trying next?
- Throughout the year:
 - Suggest to families ways that girls can share or display their Girl Scout accomplishments. Possibilities include a bulletin board, a scrapbook, a special memories box or family sharing time.

Girls Take the Lead: Include girl leadership through long-term planning, short-term meeting prep and specific activities at meetings.

- Long Term Planning
 - If you use "Plan Your Cadette Year", share this with the girls at the start of the year. Have them ask friends and family to help out with specific meetings or activities. Let the girls brainstorm ways to make the plans their own, such as thinking of related field trip activities. If a girl has experience with a field trip, ask her to be assistant tour guide.
 - If you are adapting the "Plan Your Cadette Year", get the girls' input on which badges to choose. Offer just a few choices in each category or timeframe to make decisions easier. Every girl should have at least one badge or journey she's excited about.
- Short Term Planning
 - Ask a family to help lead a badge. Make sure they have access to activity plans and any resources you might have. Keep additional requested materials to a minimum.
 - Choose two helpers to stay after a meeting for 15 minutes. Give them each an activity to introduce and either instruct or help guide at the next meeting.
 - Before a meeting, ask everyone to vote on some aspect of the activity: draw posters or perform skits, open with a song or game, etc.
 - Use a rotating list of helper tasks, called a 'kaper chart', to share responsibilities. Examples include acting as emcee of the meeting, leading an opening game, bringing a snack next meeting or taking attendance.
- At the Meeting

- During the opening, have 1-2 girls share their answers to a get-to-know-you question.
- Have girls fulfill their kaper chart responsibilities.
- Try to find something in each activity that you can let girls decide or manage.

Customize It: If your group wants to expand work on this award, or simply try different activities, go for it! There are many ways to complete this award, including: completing the activities as listed in the *It's Your Story - Tell It! Media* journey; completing this lesson plan; attending a council-sponsored event; or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the Influence Award if:

- They understand how media represents - and misrepresents - reality.
- They can use their own media to influence others in a positive way.

Girls can continue their *MEdia* journey by earning the remaining award: Cultivate.

Tips & Tools

- Check out ways to stay safe using Safety Activity Checkpoints at girlscouts-gateway.org.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made. If you have questions regarding specific adaptations, please contact Gateway Council at 877-764-5237.

Resources

- This lesson plan has been adapted from *It's Your Story - Tell It! MEdia* which can be used for additional information and activities.

Getting Started

Time Allotment: 20 minutes

Materials Needed:

- Optional: Girl Scout Promise and Law printed out on poster board

Steps:

1. Welcome everyone to the meeting.
2. Recite the Girl Scout Promise and Law. Use repeat-after-me or say it as a group, if girls know it by heart.

Girl Scout Promise	Girl Scout Law
<i>On my honor, I will try:</i> To serve God and my country, To help people at all times, And to live by the Girl Scout Law.	<i>I will do my best to be honest and fair, friendly and helpful, considerate and caring, courageous and strong, and responsible for what I say and do, and to respect myself and others, respect authority, use resources wisely, make the world a better place, and be a sister to every Girl Scout.</i>

3. Play this media-related game to help girls get to know each other better.
 - Ask each girl to think of one book, movie, song, TV show, or other form of media that has influenced her.
 - Direct girls to group themselves according to the influential type of media that they chose (for example, all girls who chose movie should get into a group in one area of the room; all girls who chose song should form a group in another area of the room and so on).
 - Ask girls to toss a ball (or soft object) from one group to another, with each girl sharing the following when she catches the ball:
 - The name of the influential form of media (i.e. The Amazing Race, TV show)
 - One reason that she enjoyed it
 - What positive influence it had and why

Activity #1: Stereotype Search

Journey Connection: Session 2 - Unmasking Media

Stereotypes Time Allotment: 15 minutes

Materials Needed:

- Magazines
- Scissors

Steps:

1. Advertising and its messages are often at the root of concerns people have about media. Use this activity to get the girls talking about the messages they receive from media and advertisements.
2. Have the girls gather together in a circle. Place magazines and scissors in the middle of the circle (1 per girl).
3. Ask each girl to take a magazine and try to find and cut out the following ads:
 - Two different ads for the same type of product
 - Two ads that portray people who are doing different jobs
 - Two adds that depict people from different cultures
 - Two ads that show women or girls

4. Next, group all add types together and place around the room in their respective piles.
5. Give girls a moment to walk around and look at all the ads. Then, begin a discussion about the ads:
 - Ask girls to think of a time when they wanted to convince their parents/guardians to let them do something. What did the girls do to persuade them? What are the ads in each group trying to persuade people to do and how do they do it?
 - Looking at the ads for similar types of products, which ones are more successful than others? What makes them more successful? Why do they appeal to you more, or have a higher ability to influence you?
 - Most ads contain an underlying myth that runs something like, "If I buy this product, I will be happier or cooler..." In the ads we found, what products claim to make your life better or make you feel better about yourself? Can they really do that?
 - How do cultural and gender stereotypes play into the ads we found today? For example, often sitcoms, soap operas, or ads portray mothers worrying about their children's safety and happiness while fathers are shown worrying about money and work. Are concerns like these exclusive to one gender or another?

Activity #2: Snack Chat

Journey Connection: Questions link to multiple *MEdia* activities

Time Allotment: 15 minutes

Steps:

1. While enjoying a healthy snack of your choice, here are some things to discuss with the girls.
 - Of all the media we've explore so far, which ones might:
 - Provide the best means for telling your own story to others? ◦ Reach the largest audience?
 - Reach the most diverse audience? What different audiences would they reach? ◦ Stay with people after they've experienced it? ◦ Allow for the most creativity or imagination? ◦ Allow for the most detail?
 - Be the most persuasive and influence people the most?
 - After our media exploration today and in the last session, what do you think is missing from media? Diverse experiences of girls? Diverse kinds of beauty?
 - Today we saw some unrealistic portrayals of girls and women in media. Do certain types of media seem to contain more of these unrealistic portrayals than others (for example, print media vs. radio)?
 - What are some examples of realistic portrayals of girls and women in media? Do certain types of media seem to be more realistic in portraying women and girls than others?
 - Fill in the blanks:
 - I could live without seeing _____ anymore onTV, in themovies, on the web, or in magazines.
 - Wouldn't it be great if there were a TV show or movie about _____ ?
 - Wouldn't it be great if ads _____ .
 - After what I've learned today, I will _____ .

Activity #3: Media Meets Message

Time Allotment: 25+ Minutes Materials Needed:

- Magazines
- Scissors
- Glue and/or tape
- Paper
- Writing and coloring utensils

Optional: additional art supplies

Steps:

1. Depending upon group size, ask girls to work as a large group, or split into several smaller groups.
2. Tell girls that they will work as a team to create a Media Remake by addressing the media concerns they've explored so far. Girls can use the Media Remake Possibilities below, or come up with their own ideas.
 - **Stereotype-Free TV or Movie:** if girls think there's too much stereotyping in what they see being made in Hollywood, you might suggest that they turn media stereotypes and negative images from a TV show or movie into positive images of diverse individuals. The girls can work together to alter characters or scenes, writing an updated "script" and even rehearsing and filming their remake. Or, they might create a slide show with stills of the girls in costume, acting out scenes from their storyboard.
 - **The Anti-Ad:** If your Cadettes are worried about body and media image, they might want to expose false claims or address stereotyping or the lack of diversity in advertising. They might choose an ad or ad campaign in any format that they see as harmful. Then, as a team, remake it, either to debunk the myths, recast people as individuals with greater potential or to present the facts about false promises.
 - **Four Stars:** An Under-celebrated Hero: The celebrity spotlight often leaves deserving individuals in the dark. Encourage girls to choose an under-celebrated hero (local, global, or historical) and act as "buzz agents" (PR professionals whose job is to generate hype), remaking a specific new story or ad campaign to focus on this individual.
 - **Morph a Stereotype:** The girls have explored the power of logos and emblems to convey a message. A simplified drawing that "morphs" before the viewer's eyes might have the power to turn a negative or stereotyped media image into a positive and individualized one. For this remake, suggest that the girls choose an appropriate symbol of a negative stereotype, and then transform it into something positive through an animation technique called "morphing." For example, they might start with a girl holding a hand mirror and turn the image into a girl paddling a kayak.
 - **PSA (Public Service Announcement):** Challenge the girls to create a stereotype-shattering PSA in audio, video or print that counteracts a detrimental advertisement they've found. The girls' PSA could identify the harmful ad - the offending product and its message - then turn it around into something surprising and new. Or they might do a makeover on a comic-book superhero who embodies one or more stereotypes, and present it as a PSA.
 - **New Lyrics, New Images:** Many popular songs with upbeat rhythms contain negative messages about women and girls. The girls might want to remake a song that has offensive lyrics or video images to correct the issue they've found. They could even polish their new lyrics to match the beat of the original song.
 - **Remake A Whole Network:** If the girls decide that a TV network or cable station presents a view that needs changing, they might want to brainstorm a new season of shows, writing titles and summaries. And if time and interest allow, they could create a short commercial for their "new network."
3. After completing their Media Remake, girls can share their creations with each other and with others in their community.
4. Note: Time may not allow for girls to complete and share their Media Remakes during this session; if this is the case, accomplish what you can today and schedule another session to complete the rest.

Wrapping Up

Time Allotment: 15 minutes

Materials Needed:

- Optional: Make New Friends printed on poster board

Steps:

1. Instruct girls to get into a Friendship Circle. Have girls stand in a circle and cross their right arm over their left, holding hands with the person on each side of them.
2. Sing "Make New Friends."

Make New Friends		
Verse One	Verse Two	Verse Three
Make new friends, but keep the old. One is silver, the other is gold.	A circle is round, it has no end. That's how long, I will be your friend.	You have one hand, I have the other. Put them together, We have each other.

3. After the song, ask everyone to be quiet.
4. Assign one girl to start the friendship squeeze by gently squeezing her neighbor's hand with her right hand. Then, that girl squeezes with her right hand. One by one, each girl passes the squeeze until it travels around the circle. When the squeeze returns to the girl who started, she says "Goodbye Sister Girl Scouts" and the girls unwrap and face outward instead of inward.
5. Optional: Have girls make a wish after their hand has been squeezed and before they pass the squeeze along. Girls can also put their right foot out into the circle when they receive the friendship squeeze, so that everyone can see it travel along the circle.

More to Explore:

- Field Trip Ideas
 - Visit a younger Girl Scout troop meeting and share your Media Meets Message activity.
 - Visit a local college - many have radio stations, publications departments, photography departments - and meet with the students or professors who work in media there and who are pursuing a career in the media.
- Speaker Ideas
 - Invite a community media professional to talk about how they use the media to influence people.
- Media Exploration
 - Check out the Dove Evolution video on YouTube.com by Tim Piper to see a time-lapse video of the process from model to billboard. Talk about what you feel and think while watching it. How do you think the model feels about her "perfection?" <http://gsrv.gs/1KgkLLH>

Suggestions

Do you have any suggestions to improve this activity plan? Do you have ideas for other possible badge-earning activities? Please email info@girlscouts-gateway.org.

Family Follow Up Email: Use the email below as a template to let families know what you did at the meeting today. Feel free to add additional information, including:

- When and where you will be meeting next
- What activities you will do at the next meeting
- Family help or assistance that is needed
- Supplies or materials that girls will need to bring to the next meeting
- Reminders about important dates and upcoming activities

Hello Girl Scout Families:

We had a wonderful time today talking about the influences of the media and how we can remake media to better represent our reality.

We had fun:

- Doing a magazine scavenger hunt for stereotypes.

- Exploring various forms of media and the influence they have.
- Creating a MEdia Remake to inspire positive change.

Continue the fun at home:

- Look for movies to attend together that support positive media messages.
- In the car, discuss billboards and the messages they are sending.
- Look through the *MEdia* journey with your Girl Scout Cadette for more activities to try.

Thank you for bringing your Cadette to Girl Scouts!