



girl scouts
of eastern
pennsylvania

GADETTE
GRADES
6-8

Up All Night

curriculum for completion of
MEdia Journey
for overnight or weekend use

Cool

Curriculum Introduction

Cadettes are busy girls with big ideas! Sometimes, creating a high-impact day or weekend in which to complete a Journey the best way to help them build towards the Silver Award.

This curriculum is designed to help you complete the Media Journey in an up-all-night setting. Girls stay up and spend time exploring the various media with which they interact, then work as teams to create a PSA regarding an issue in media they feel needs attention. However, you know your girls best. You can adjust the curriculum to be a weekend sleepover, where the girls take some time to relax and sleep. Allow the girls to have a say in the media they focus on and the food they plan to eat, as well as any adjustments to the schedule. This gives the girls ownership of the Journey experience, influence in the direction of their Girl Scout program, and experience in planning and decision making.

A Note Regarding Technology:

The rapid innovations in technology can both help and hurt the experience of the Media Journey. Girls feel very empowered with the use of an individual smart phone, tablet, or laptop, even as young as an 11 year old Cadette. While this helps in planning for available laptops, video cameras, etc., it can also pose certain challenges. If you girls will be using their own devices, it's a good idea to set parameters of use when establishing your ground rules for the evening/weekend. It's also important to expose the girls to other types of media they might not utilize, such as printed newspapers and magazines, television news clips and radio segments, or podcasts. Similarly, be flexible and open to the types of media you may not utilize, such as Twitter, YouTube channels, Kick, SnapChat, etc. We need to meet the girls where they are in order to have the maximum impact. While advances in technology certainly open the world to girls, remind them that technology isn't everything when it comes to media.

Part One: “ImMEdiate Action”

105 minutes

Outcome: Girls begin to explore their relationship with, and their view of, media.

Equipment/Supplies:

- Laptop (connected to internet) & speakers
- Screen
- Scrap paper for each girl
- Construction paper
- Glue
- Scissors
- Markers/pencils
- Flip Chart
- Marker
- MEdia Girl book
- Hyperlinks to commercials and video advertisements

Welcome and Quiet Sign: Gather the girls in a circle.

5 minutes

1. Welcome the girls to the Girl Scout program.
2. Introduce yourself and your assistants.
3. Talk to the girls about the activities they will be doing from now until the end of the program.
4. Discuss the Quiet Sign— Show girls how to form the Girl Scout sign with their right hand. Hold all your fingers up, and then make your thumb hug your pinky over your palm, like this (demonstrate).

Icebreaker: Snowball Sound Bites

10 minutes

1. Introduce the activity by **saying:** The world of media zaps millions of messages through the world each day with just little blurbs and bites. Let’s each take a piece of paper and pencil and write a one- to three-word “sound bite” about ourselves that says something about our likes or skills as a way to get to know each other. Also write your name on the paper. *Examples: Emma: plays piano; Tori has three parakeets.*
2. Give the girls a minute to write their name and sound bite, then tell them to crumple their paper into a ball. **Say:** Now, we’re going to have a snowball fight! When the snowball fight is over, pick up the snowball closest to you. One person will start by reading the snowball she picked up. The person whose snowball she’s holding will then read the information on the snowball that she picked up, and we’ll go around until everyone’s snowball sound bite has been shared. Ready? One, two, three: SNOWBALL FIGHT!

3. Allow about 1-2 minutes of snowball fight. You might need to clap or ring a bell to stop the snowball fight and guide the girls to sharing the information written on the snowballs.
4. Once everyone's sound bite has been shared, wrap up by **saying:** As our journey continues throughout the night (weekend), we will learn so much more about the power of a few words, the power of messages—and the power we all have to change those messages!

Activity: Setting Ground Rules

10 minutes

1. **Say:** In this program, we'll be exploring our relationship to media and discovering ways to remake media to better reflect who you are.
2. Now **ask:** Are there some ground rules we want to set up so that everyone has a positive experience?
3. Write the girls rules on chart paper and have them all sign it as a promise to each other. If they need help getting started, offer the following:
 - a. We will watch our body language when we talk and listen (no eye rolling)
 - b. If we have a conflict with someone in the group, we can....
 - c. If we have a different opinion, we can...
 - d. Gossip would be hurtful because...

Activity: Slice the Media Pie

20 minutes

1. Have the girls flip to page 11 in their guide. Introduce the activity by **saying:** Think about how much media you consume each day. Do you swallow it in bits or take huge bites? If the pie below represents your daily media intake, how would you slice it? If you're a big-time Web surfer, the largest piece might go to the internet. TV will get a sizable chunk of your pie if you spend hours in front of the tube. Consider your media intake as you craft and slice your own media pie.
2. Give the girls the materials to make their own media pie: construction paper, scissors, markers, and glue. Allow about 10 minutes for the girls to make the pies. Make sure they assign a percentage to each slice, totaling to 100%.
3. Have the girls clean up the supplies, then pair off and talk over each other's media pie.
4. Wrap up the activity by **asking:**
 - a. Look at the slices on your media pie. What do you think about your media consumption?
 - b. How does it compare to your partner's?

Activity: Video Clip Open Discussion

45 minutes

1. As you set up the video clips for viewing, ask the girls to complete the "How Much is Too Much?" quiz in their books (pp 12-14).

2. When ready to show the clips, gather the girls into a comfortable viewing configuration, and **say:** Whether we're watching a show on television or waiting to load a video online, we're constantly being bombarded by commercials. Who can tell me what the purpose of a commercial is? *Allow 1-2 girls to answer, then continue:* We're going to watch some commercials you might have seen and start to unpack the messages they're sending to us. As you watch, think about these questions:
 - a. What viewpoints do media give you?
 - b. Whose reality is being presented in the media you see?
 - c. Does the media you see make it harder or easier to face your own reality?
3. Start the videos, allowing time for a brief conversation following each one. Some examples of questions to prompt the girls are:
 - a. What was the action we saw in that ad?
 - b. How did it make you feel about the product? About how you might use or relate to the product?

Activity: Take It Apart

15 minutes

1. **Say:** Now that we've seen some examples of advertisements, let's take one apart as a group.
2. Go over the various persuasion techniques on pg 28 of the girl book. Then ask the girls to pick one of the commercials they saw that may have been really engaging. Then break the girls into groups and tell them to consider these questions as they watch it again:
 - a. What exactly do you like about it?
 - b. What persuasion technique is being used?
 - c. How does it play on your desires or fears?
3. Play the clip again, then allow each group 5 minutes to answer the questions (they can reference pg 29 in their book for the questions).
4. **Ask** the girls: Now that you've analyzed its persuasion technique, do you see the ad and its product in a new way? What about the ad might you want to change for the better?

Meal Break

45 minutes

Depending on the way you're delivering the program, this is a good spot to stop for lunch or dinner. Girls should help to set up and clean up their meal.

Part Two: Busting Media Stereotypes

210 minutes

Outcomes: Girls confront the media's criteria for attractiveness and beauty and examine which criteria they may have internalized.

Equipment/Supplies:

- Post-It Notes
- Pens
- Markers
- Chart Paper
- Laptops/Tablets
- Printer
 - Means to distribute surveys
- MEdia Girl book

Activity: Dialing into Stereotypes

10 minutes

1. **Ask:** Does anyone know what a stereotype is? Allow the girls a moment to answer, then **say:** When you judge other people based on a common characteristic, it's called stereotyping. And, unfortunately, there's a lot of stereotyping in the world, including in media. Let's try identifying which characteristics are being stereotyped in the following statements.
 - a. **He's too old to do that job.** (Answer: age)
 - b. **Poor people don't try hard enough.** (Answer: money/wealth)
 - c. **We should feel sorry for him because he's in a wheelchair.** (Answer: disabilities)
 - d. **If she'd just stop eating so much, she could be thin.** (Answer: weight)
2. **Ask:** What if we focused just on statements about girls? Which of the following statements do you think are stereotypes?
 - a. Girls love pink.
 - b. Girls live to shop.
 - c. Girls think makeovers can fix all their problems.
 - d. Girls believe that having a boyfriend is more important than having girlfriends.
 - e. Math and science are too hard for girls, or they just don't like those subjects.
 - f. Girls only use the computer to chat with friends.
3. Wrap up the activity by **saying:** All of those statements are stereotypes, and if you tried, you could probably name even more stereotypes about girls. People stereotype

because it makes things easy. Stereotypes let people mistakenly assume they have a “handle” on how a certain group of people believe or behave.

Activity: Unmasking Media Stereotypes

115 minutes

1. Introduce the activity by **saying:** Advertising and its messages are often at the root of concerns people have about media in their community and in the wider world. Advertisers stereotype by lumping people into a group and targeting their messages to that group. Because of this, sometimes it can be hard to hear your own voice in all of the media noise! We’re going to spend some time looking at various advertisements and other media and employ some critical thinking to see if we can find and unmask stereotypes. If you feel stuck, remember the persuasion techniques we talked about before dinner. You can find them on page 28 of your book.
2. Break the girls into groups based on the largest slice of their media pies. These are the groups they’ll stay in to create their media remake. One volunteer should go with each group.
3. While at their stations, girls should complete the following activities from their girl books:
 - a. Stereotype search (pg 46); 30 minutes for activity and small group discussion
 - i. Encourage the discussion by **asking** or **saying:**
 1. Most ads contain an underlying myth that runs something like, “If I buy this product, I’ll be happier, or hipper...”
 2. What products claim to make your life better or make you feel better about yourself? Can they really do that? What do you do for yourself—like phoning a friend, taking a bicycle ride, or walking the dog—that makes you feel good?
 3. Often sitcoms, soap operas, or ads portray mothers worrying about their children’s safety while fathers are shown worrying about money and work. (*Point out that concerns about children or money are not exclusive to one gender or the other*)
 - ii. Challenge the girls to look for age stereotypes by **asking:**
 1. Are the children you see only shown playing or having fun? Is that how you see them in real life?
 2. How about older people? What kinds of ads do you see them in? How do you know them and see them in real life?
 - b. Check in with Yourself (pg 49) and What Bothers You (pg 72); 50 minutes
 - i. Create a discussion with the girls around the following questions:
 1. Encourage the girls to think about how they feel physically: tired, hungry, energetic, strong, crampy, etc.
 2. Once they’ve isolated that, ask them to pay attention to how they feel emotionally: happy, comfortable, tense, impatient, etc.
 3. **Ask:** In what ways do your physical feelings affect your emotions, and vice versa?

- ii. Head to What Bothers You and monitor as the girls explore their particular area of media in depth.
- iii. After 30 minutes, **ask:**
 - 1. How did the media change your physical and emotional feelings?
 - 2. What was something you saw that really bothered you? Why?
 - 3. Did it make you want to change the way you act, or what you eat, or desire, or feel about yourself?
- c. Your Body, Your Friend (pg 48); 10 minutes
 - i. Go over the first two paragraphs with the girls, then get a discussion going about body-based stereotypes. You might **ask:**
 - 1. Is there a body-image myth in any of the media images we looked at? (*Example: celebrity photos may show tall, thin women wearing high-fashion clothing and leading lives of glamour and leisure, or ads might show only extremely muscular men and women engaged in sports*).
 - 2. How do these stereotypes compare to people we know in our own lives?
- d. Time to Talk Back (pg 50–51); 15 minutes
 - i. Read over page 50 with the girls, and have a brief discussion based on the questions posed there.
 - ii. Following the discussion (or in place of it, if the girls are feeling talked out!), have the girls complete the BEAUTY activity on page 51 and share with each other.

Activity: Diversifying Beauty

35 minutes

1. Gather the girls as a large group and give them pads of sticky notes and a marker/pen.
2. **Say:** On each note, write one word that comes to mind to describe beauty, other than the words pretty or beautiful. When you're done, pile the words on the table.
 - a. If the girls are struggling, some examples might be: colorful, sleek, elegant, wild, exotic, awesome, bold, simple, soft, unique, ordinary, surprising, neat.
3. Tell the girls to pick an object in the room—a picture, plant, piece of furniture, anything that catches her eye—and give the object a word from the sticky notes to describe its beauty. Once they've chosen an object, they should write the name of the object on the note they chose.
4. As a group, the girls should arrange the notes on a blank wall from least to most beautiful and then look around at the objects that were described.
5. Start a discussion by **saying:** Beauty is a word we apply to many things—people, art, clothing, even bedspreads. We might think we all agree on our ideas of beauty. But did anyone disagree with any of the labels given to an object in the room?
 - a. Would you add any other labels to any of the objects?
 - b. What would you change?

- c. Do you agree that the [object labeled most beautiful] was the most beautiful?
 - d. Notice that each of us has her own tastes and preferences. These are much more reliable than a universal standard of beauty.
6. Take the discussion further by **asking**: How might a common notion of beauty lead to stereotypes? How might it lead to discrimination?
- a. What about feelings? How does either a limited or a more open idea of beauty make you feel?
 - b. Do people seem more beautiful after you've seen what they do or how they act, or once you get to know them better?
 - c. Think about the people you admire: Are they beautiful in your eyes in a way that's different from media's definition of beauty? How?

Activity: Media Survey

50 minutes

Note: Make snacks available while the girls work on their surveys.

1. **Say:** At the end of this program, you will have worked together to identify a problem in media and attempt to remake it. Before you can remake media, you need to know what your community thinks about media, and see what they believe are problems. Because we're here all night (weekend) to complete the Journey, the girls and adults in this room are the people you'll survey. Each group will come up with some questions for their own mini-survey, then we'll all become the anonymous respondents.
2. Have the girls get back into their groups and brainstorm 3-5 questions about their specific type of media, focused on:
 - a. Needs the community may have that are currently unmet by media
 - b. Issues in the community that media may contribute to
 - c. Aspects of media the community wants to see changed
3. If the girls are having trouble formulating questions, they can focus on the "3Hs": What *hurtful*, *harmful*, or *hateful* words or imagery need changing? They can also try the flip side, too: What issues can media *help*, *heal*, and *harmonize*? How can media be used in healthier ways, or to encourage healthier living?
4. Other tips to share with the girls regarding their questions:
 - a. Keep it simple! Avoid questions that don't quite make sense to the person reading them.
 - b. Try to ask open ended questions—don't lead the respondents to the answer you think you want.
5. Allow about 20 minutes for the groups to brainstorm their questions. As the groups complete their questions, they should type their questions and bring them up to the main computer saved to a flash drive.
6. Once all of the surveys are received, print enough copies for everyone and have the girls spend 10-20 minutes answering the surveys honestly and anonymously. Stress

the importance of answering each question seriously, even if it's about media they don't use often.

7. Wrap up the activity by **saying:** We'll come back to these surveys in a little bit to analyze the data and brainstorm a list of issues that seems important based on the responses collected.

Part Three: Today's Top Story

100 minutes

Outcomes: Girls gain a better understanding of the “story” of media use in their community and collaborate on what they might do to improve the story.

Equipment/Supplies:

- Highlighters
- Newspapers
- Laptops/Article Printouts
- Slips of Paper
- Bag/Pot
- Chart Paper
- Markers
- Media girl book
- Completed surveys

Activity: Top Stories

15 minutes

1. In their groups, allow the girls 5 minutes to pull up some news stories, from both the internet/television and newspapers. Each girl should have a story (print out the headlines selected from the internet).
2. Gather the girls in a circle and invite them to share their “headline.” Encourage them to use their voices dramatically, as though they were broadcasting the news.
3. After all the girls have had a turn, ask them to combine their “headlines” into one fun “top story.” To get started, ask one girl to state only two or three words from her original headline. Then, ask her to point to another girl, who will add to the headline. Keep going until each girl has had a chance to contribute.
 - a. If words won't fit or flow grammatically, have the girls add connecting words such as on, at, with, etc.
 - i. *Example: “Today's Top Story: The president announced...the Wolverines...made a batch of...freezing rain and snow...for the longest...pajama party...a four-year project...at the art museum.*

Activity: “News” and the Girl Scout Law

45 minutes

1. Introduce the activity by **saying:** No person is entirely “objective,” and that means that no media is entirely objective either. But that word is used a lot to draw lines between certain types of media. News reporters try to stay neutral and keep their personal opinions and emotions to themselves when they gather or report facts. Their job is to inform you by giving you a balanced view of what is going on. Columnists, editorial writers, and bloggers offer their own opinions, observations, or slants. Their job is to persuade you, by getting you to see things their way.
2. Have each girl complete the “Toeing the Line” activity on pg 38 of their books, then share some of their responses.
3. Ask the girls to examine the articles they selected and consider why it matters whether news is reliable or not. Hand out highlighters and ask them to mark any examples of spin, slant, or sensation, as well as the “hook,” or the human connection, in each story that drew them in.
4. **Ask the girls:** Decide whether the writing in your article falls into one of these two categories: sensational or trustworthy.
 - a. Encourage each girl to read out loud a few of her highlighted sections and explain why she considers it to be sensational or trustworthy.
5. Start a discussion by **asking:**
 - a. How and why might a story be used to spread a rumor?
 - b. The Girl Scout Law asks each of us to be “responsible for what I say and do.” How does being responsible for what we say and do apply to the importance of writing trustworthy stories as opposed to spreading false ones?

Activity: What’s Fame? What’s in a Name?

10 minutes

1. Give each girl a slip of paper and give them 30 seconds to write the name of a famous girl or woman in the media on the slip. Toss all of the slips into a bag or pot.
2. Divide the girls into two teams. On each turn, one team keeps time for 60 seconds while the other team picks a clue-giver.
3. The clue-giver picks a slip, reads it, and gives rapid-fire clues to her team, until the team guesses the famous name correctly. The clue-giver then picks a new slip and begins again. The team earns 1 point per name guessed correctly until the 60 seconds are up.
 - a. The clue-giver may NOT:
 - i. Mention any part of the person’s name
 - ii. Use initials, “sound-alikes,” or rhyming words
4. Alternate clue-givers so as many team members as possible get a turn, until the slips run out. The winner is the team who guessed the most names correctly.
5. Get the girls talking by **asking:**
 - a. Why were some people so recognizable?
 - b. What makes a person into an icon or symbol everyone recognizes?

- c. How do you think the icon differs from the real person?
- d. Which famous girls or women required several clues? Why?

Activity: Starting to Analyze the Data

30 minutes

1. Guide the girls by **saying:** Let's review the responses to your surveys and start to analyze the data. Once we've reviewed all the responses in an organized way, we'll brainstorm a list of issues that seems most important to your peers.
2. Give each group chart paper, markers, and their answered surveys. Allow the girls in each group to decide how best to organize their data. Some questions to help them identify how they'd like to work:
 - Do you want to work in small teams or as one large group?
 - Do you want to take one question at a time together and highlight important words or phrases in the responses?
 - Or do you want to track responses by having a scribe for each question?

Girl on Fire Fashion Show

85 minutes

Equipment/Supplies:

- Laptop/speakers
- Fresh outfits for girls

Activity: How Many Ads Do You Wear?

1. Introduce the activity by **saying:** Each of you brought a favorite outfit with you tonight (this weekend), and now we're going to put it to work on a fashion runway! You will have 45 minutes to help each other get ready and organize the show. But before you go, each group needs to pick a song to walk down the runway to.
2. Send the girls with a few volunteers to start getting changed. Make sure you have the songs cued up in the order the groups will walk in, and have another volunteer communicate to the girls the order they'll take the runway.
3. After 45 minutes, bring the girls up as both audience and models on the runway, and let them have fun with the fashion show.
4. To wrap up, **ask:**
 - What happens when a logo is placed on a t-shirt? A bag?
 - Where else do company names appear free of charge?

- Who paid for that logo to be where we can see it?
- Why was it worth paying money to display that brand name where we can see it?
- What are the pros and cons of taking part in this aspect of fashion?(If the girls need a nudge to start talking: What does it say about you, for example, if you wear a low-cost brand splashed across your chest? A high-cost brand? No brand?)

Break/Snack/Nap

60 minutes

Part 4: Remaking Media

175 minutes

Outcomes: Girls begin to use media to correct unrealistic media portrayals and to address a media concern of their community. Girls team up to use media techniques and tools to “talk back” to media with a powerful message of their own.

Equipment/Supplies:

- Media Watchdog Pledge Handout
- Markers
- Scrap Paper
- Video Cameras/Cell Phones
- MEdia girl book
- MEdia adult guide

Activity: Media Watchdog Pledge

15 minutes

1. **Say:** Tonight we've spent a lot of time exploring media and looking at the ways it often misrepresents girls or can harm the community. As you move forward to influencing media with your remakes, let's take a pledge to continue to monitor media.

2. Hand out the Media Watchdog Pledge handout. Encourage the girls to complete the pledge as a way to plan an ongoing practice of monitoring their media use.

3. Ask each girl to share the part of her pledge she is most excited about.

Activity: Brainstorm

45 minutes

1. In their small groups, have the girls gather the results of their surveys and the analysis they started.

2. Ask them to look for any standout comments from the responses, then get a discussion started with questions like these:

- What are the diverse concerns with media that the community identified? Is there one clear common need?
- What are some "holes" in the media that community members would like to see filled? Was there a desire expressed for diverse portrayals or missing portrayals of people as individuals?
- How would you put these ideas to use in remaking a form of media?

3. Leave the discussion open and ongoing until after the girls choose a media remake. Guide them through the possibilities on pages 64-65 of your adult guide, or pages 74-77 of the girl guide.

4. As the girls discuss their remake options, suggest that they narrow down their choices to a "Top 3," considering the limited time and resources available to them and discussing the three options in depth. Remind the girls to listen so each girl in the group has a chance to express why she prefers one idea over another. Ideally, the discussion will lead to one project most of the girls can live with. But if need be, the girls might want to take a vote.

Activity: Planning and Making the Remake

2 hours +

1. Girls work on their media remakes, with assistance from the volunteers as needed.
2. All of the remakes need to be wrapped up and ready for presentation no later than the predetermined time (ie. 6am in an overnight setting).

Part 5: Our Premier: This Is It!

30 minutes

Outcomes: Girls share their new view of media and address a community need with their MEdia Remake.

Equipment/Supplies:

- Laptop
- Projector/Screen
- Video Cameras (2)

Activity: Presenting the MEdia Remake

20 minutes

1. Each group should present their MEdia Remake, allowing time for questions from the audience.

Part 6: The ME in MEdia

45 minutes

Outcomes: Girls take the next step and express their commitment to use media in positive new ways that involve their unique interest, perspectives, and experience.

Equipment/Supplies:

- Laptop
- Projector/Screen
- Video Cameras (2)
- Various art supplies
 - paper, markers, magazine clippings, glue
- MEdia girl book

Activity: A Commitment to Cultivate

15 minutes

1. Introduce the activity by **saying:** You've Monitored and Influenced media, now it's time to get started on Cultivating your personal media commitment. To earn your Cultivate award, you'll need to choose a clear and passionate goal for positive media use. Challenge yourself!
2. The girls can reference pages 90-91 in their books for examples of commitments. You can also guide them through a discussion by **asking:**
 - How might you continue to "talk back" to media makers about community issues?
 - How might you tackle stereotypes head on?
 - What might you do to change media-consuming habits—your own or those of people close to you—for the better?
 - What new types of media might you try?

Activity: Crafting Your Commitment

30 minutes

1. **Say:** Now that you have an idea of what your commitment is, combine it with a manner of creative expression that fits your voice and style. Here are some examples to help get you thinking:
 - Commitment: not having magazines around that poorly influence my younger sister. Creative expression: make a fun magazine for her as a gift.
 - Commitment: learning how to make music and write songs that reject anti-girl lyrics, instead of just listening to anything. Creative expression: create a poster (or CD cover, download ad, etc.) that shows me (and my band—I'll form one!) making music.
2. Allow girls to use art supplies to start a simple version the creative expression of their commitment.

Part 7: A Better Media Reality

45 minutes

Outcomes: Girls share their MEdia commitments and celebrate the journey.

Equipment/Supplies:

- Breakfast
- Journey Awards

Activity: Stepping Up to the “MIC”

20 minutes

1. Each girl should step up to the front and present her planned Cultivate commitment. Lead the applause for each girl’s participation, and present her with her 3 awards: Monitor, Influence, and Cultivate.
2. When all the girls have presented, **ask:**
 - What was the most surprising thing you learned or realized on this Journey?
 - What will you change in your life—or the lives of people around you—as a result of this Journey?

Clean Up/ Breakfast (Meal)

25 minutes

1. Have the girls clean up the supplies they used, and the spaces they changed/napped in while you and other volunteers set up breakfast (meal).
2. When the girls have gathered all of their belongings, they can break for breakfast (meal).

Media Watchdog Pledge

I, _____

as a Girl Scout Cadette of

_____.

Pledge to monitor the following types of media:

_____.

Watching for harmful or misleading images such as

_____.

I will challenge my media use by

_____.

I will create more responsible media in my everyday life by

_____.